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ABSTRACT

This publication contains the bibliography and appendixes which accompany a study of the role of the Work Incentive Program, particularly its training activities, in adult resocialization (available as VT 020 335 in this issue). Entries in the bibliography are arranged alphabetically by author under these categories: (1) Manpower-Labor Market, (2) Family Economy, Income, and Budgets, (3) Public Welfare Recipients and Programs, (4) Sociological Theory, (5) Family Structure, (6) Economic Deprivation and Poverty Life Styles, and (7) Methodology. The appended materials consist of: (1) an additional discussion of the research design, (2) the items which appeared in the research questionnaires along with the percentage distribution of responses, (3) a paper discussing the importance of religion to the welfare and working mothers in the study, and (4) a paper discussing the personality of the welfare and working mothers. (SB)

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# THE WORK INCENTIVE PROGRAM: MAKING ADULTS ECONOMICALLY INDEPENDENT

Volume II  
Bibliography and Appendices

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Manpower-Labor Market

Sources listed deal with variations in employment and unemployment by race, sex, age, previous occupational training and education. Analyses and descriptions of manpower development and occupational training programs are included.

Family Economy, Income and Budgets

Family economy is examined as an independent variable with respect to family stability, employment and delinquency. Patterns of income and expenditure are analyzed as dependent upon cultural and social-structural factors.

Public Welfare Recipients and Programs

Demographic and descriptive studies of welfare recipients, applicants and ineligibles as well as analyses of welfare programs and their impact are examined.

Sociological Theory

Theoretical frameworks relevant to poverty, family ideology and work and adult resocialization are cited.

Family Structure

Matrifocality, family stability, authority and paternal roles are included in the analyses of family functions and structure.

Economic Deprivation and Poverty Life Styles

The concepts of a "culture of poverty," psychological, cultural and social characteristics of the economically deprived, perpetuation of the "poverty cycle" and racial factors in poverty are related in qualitative as well as survey studies which attempt to explain the roots of poverty.

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\*Special bibliographies appended to individual chapters.

**Methodology**

Problems of survey analysis and conceptualization as they specifically relate to poverty studies are reported.

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## APPENDIX A

### RESEARCH PROCEDURES

Based on Working Papers of Richard A. Conrad, Randall C. Kritkauskay,  
Ilsa G. Schuster and David P. Varady

This appendix provides additional discussion of the research design. Examples of materials developed to guide the conduct of the study will highlight some strategic issues in data gathering and interviewing in a poverty population, as well as problems arising in cross-cultural communication. Details on the sampling, questionnaire construction and tests of reliability will supplement the schematic discussion of method in the first chapter.

#### Problems of Sampling

##### A Background Note

The research proposal aimed to assess the impact of WIN training on the work goals and work behavior of recipients of AFDC. By random selection, a sample of welfare recipients was to be assigned to one of two groups: one to be exposed to WIN training and the other to remain a control group. The impact of the WIN program would be assessed by comparing information obtained from the two groups first prior to the exposure of the experimental group to WIN training and then again one year later.

Although both fathers and mothers are eligible for AFDC, this study included only females. The number of male trainees was small, and furthermore, WIN participation was mandatory for most AFDC men, thus eliminating the possibility of a control group. In addition, adequate samples of both sexes would have added measurably to the data gathering costs.

Application to conduct this research was originally made directly to the U. S. Department of Labor. After the contract had been granted, the contractor applied to Commonwealth of Pennsylvania authorities for access to the Philadelphia Welfare and WIN records. Permission was slow in coming; Commonwealth officials were not satisfied that either federal officials or the contractor had involved them sufficiently in initial plans. Because the delay was causing excessive overhead expenditures and since initial contacts with officials in the N. J. Department of Labor and Industry had indicated that cooperation would be forthcoming, the contractor applied to the State of New Jersey and to Camden County for permission to study their WIN program.

The feasibility of Camden as a site was established by ascertaining the number of WIN eligibles in the area, the presence of an operating WIN program and the convenience of the new site just across the river from the research center located in Philadelphia.

The New Jersey Department of Labor and Industry required a modification in study design. Despite the fact that WIN could not handle all those eligible for training, some officials viewed random assignment of the women to the non-trainee control group as an arbitrary restriction of the opportunity for those women to participate in WIN. New Jersey officials noted, moreover, that even if we were given control of assigning WIN eligibles to trainee groups, the administrative procedures were so slow that there could be no guarantee that our choices would be properly channeled in time to allow participation within our study design. Thus, to guarantee a data case for analysis, we sampled randomly among eligibles with the hope that a sufficiently large number would be selected and trained by the program in the course of a year's operation. It appeared likely from size limitations of trainee groups that not all the eligibles we sampled would be chosen to participate, and thereby, that we would have something approaching experimental and control groups. Because of the WIN selection process, we knew these groups would not be matched in all respects. The departure from matching could be exploited to study the selection process itself.

#### Sample Selection--Welfare Mothers

The initial sample of welfare mothers was drawn from a computer print-out list of all 4,645 AFDC recipients in Camden County as of July 31, 1969. The proposal had called for drawing a basic sample of 600 welfare mothers on the assumption that, with an 80 percent response rate, we would complete 480 interviews. A stratified random sample was selected by choosing every fortieth case from that list (only females were chosen) and continuing to circle through the list until 750 names had been selected. These 750 cases were then screened for WIN eligibility, using the eligibility criteria actually applied in Camden. Adding our own sample restrictions, we obtained a stratified sample of women who were between 18 and 45 years of age, who were single or not living with their husbands, who had five or fewer dependent children (according to welfare records) and who were not barred from work for reasons of physical or mental health.

Of the 750 cases originally selected, 288 were rejected from the sample because of failure to meet WIN criteria. An additional 69 were excluded when their case records could not be found (1). Thus a total of 357 were excluded; Table A-1 presents the proportion rejected for each reason.

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<sup>1</sup> Of the 69 case records originally not located, 41 were eventually found. They proved similar to the 447 first wave interviewees on two important characteristics: age and number of children. The average age of women in the lost cases was 31.4 years, and they had an average of 3.4 dependent children. The interviewees were an average of 29.6 years of age and had an average of 3.3 dependent children.

TABLE A-1

REASONS FOR REJECTION OF CASES FROM  
THE AFDC SAMPLE SPACE

| REASON FOR REJECTION   | PERCENT OF CASES |
|--|------------------|
| Age (under 18/over 45)   | 29               |
| Sex (males)  | 14               |
| More than 5 pre-school children                                  | 11               |
| Health unsatisfactory  | 17               |
| Not currently receiving AFDC                                     | 4                |
| Unavailable case record  | 19               |
| Other (in training, out of town,<br>previously rejected for WIN) | 6<br>(357)       |

To increase the number of WIN eligibles available for interviewing, seventy Camden County caseworkers were asked to provide the names of ten women from their case load rosters whom they believed eligible for WIN assignment. Fifty-two workers responded to the request providing a total of 296 names. At this point, the sample consisted of 393 WIN eligible cases from the stratified sample (750 minus 357 rejected cases), plus the 296 WIN eligibles referred by caseworkers for a total of 689. As the first wave of interviewing proceeded before WIN training, it became apparent that the trainee group would be quite small. The program in operation was processing fewer women than had been anticipated; trainees once assigned tended to remain in training slots for some length of time. To remedy the impact of this on our planned schedule, WIN officials furnished a list of 27 women who had already been referred to WIN at the outset of the study but who had participated for less than one month. We also obtained a list of 94 women who had volunteered for WIN and were awaiting WIN assignment. These two groups were added to the sample. The sources of the final list of potential interviewees are given in Table A-2. Our efforts thus resulted in a list of 810 potential interviewees. The randomness of the sample was compromised. When participants in the WIN program are compared with the remainder of the welfare population, this limitation should be kept in mind. The problem of sample characteristics will be discussed later in a comparison of the final study population with the entire Camden County welfare population.

TABLE A-2

## SOURCES OF WELFARE MOTHER INTERVIEWS

| SOURCES                                    | NUMBERS | PERCENT |
|--|---------|---------|
| Random Sample (AFDC WIN-eligible)          | 393     | 48      |
| Caseworker Referrals                       | 296     | 37      |
| Welfare Officials' Referrals:              |         |         |
| AFDC in WIN less than one month            | 27      | 3       |
| AFDC WIN volunteers awaiting<br>assignment | 94      | 12      |

Sample Selection--Working Mothers

The directors of the study and consultants at the U. S. Department of Labor saw the need for a comparison sample of working mothers who were heads of households. A list of working mothers was compiled from the records of four local agencies and organizations. These included the Camden County Welfare Board's records of cases terminated due to increased earnings, and a list of successful 'graduates', self-supporting female heads of households, from an organization in Camden providing job training and orientation (OIC). Local corporations employing low income unskilled and semi-skilled females provided access to their employee records, and the Public Housing Authority provided a list of low income employed mothers resident in public housing projects. Altogether, 268 names were assembled. From this list, 102 were eventually interviewed. Table A-3 summarizes the sources of this sample.

TABLE A-3

## SOURCES OF WORKING MOTHER INTERVIEWS

| SOURCE                   | NUMBER | PERCENT |
|--------------------------|--------|---------|
| OIC                      | 37     | 14      |
| Public Housing Authority | 153    | 57      |
| Welfare Records          | 44     | 16      |
| Private Corporations     | 34     | 13      |
|                          | (268)  |         |

Because the sample of working mothers was not randomly selected, it cannot be assumed to represent the population of low-income working mothers in Camden. The sample characteristics, however, were very similar to those of the welfare mothers; income and racial distributions for the two samples were nearly matched.

Sample Validity

Geographic Distribution of Respondents. The greater majority of AFDC recipients in Camden County live within the Camden city limits; the sample coincides with this distribution (see Table A-4). The geographic distribution of the sample of working mothers, furthermore, is similar to that of the welfare mothers (see Table A-4).

Type of Housing. Differences beyond those related to the work role are important in the comparison of working and welfare groups. Type of residence in this study represents the second largest difference between the two groups (with work status the largest). The economic and cultural impacts of type of housing may be a significant set of considerations.

TABLE A-4

GEOGRAPHICAL DISTRIBUTION OF WELFARE AND WORKING MOTHER  
RESPONDENTS IN FIRST AND SECOND WAVE INTERVIEWS  
(in percents)

| LOCATION       | WELFARE |         | WORKING |         |
|----------------|---------|---------|---------|---------|
|                | WAVE I  | WAVE II | WAVE I  | WAVE II |
| City of Camden | 86.1    | 90.0    | 81.7    | 80.0    |
| Suburbs*       | 13.9    | 10.0    | 18.3    | 20.0    |
|                | (447)   | (380)   | (102)   | (85)    |

\*This category includes all those subjects residing outside the city limits of Camden. Placement in either category depended on actual location of the subject residence, not simply her address. Some addresses were for suburbs but were actually within Camden city limits.

Respondents occupied both public and private housing. Of the welfare sample, 17 percent (447) were living in housing operated by the Camden Public Housing Authority at the time of the first interview in the summer of 1969. Of the working sample, 75 percent (102) were living in public housing; this larger proportion resulted from the selection of working mothers from Public Housing Authority residence lists. For this reason, our data on type of housing was not as complete for the welfare sample as it was for the working sample. We believe that the public housing estimate indicated for the welfare sample is somewhat low.

Under-representation and Exclusion of Subjects from the Sample. Residents in outlying 'suburban' areas were difficult to contact. This group, therefore, tended to be under-represented in both the welfare and working samples. Thus, while the welfare sample had an average age of 29.6 years and an average of 3.3 dependent children, those suburban welfare mothers who were not reached had an average of 32 years and an average of 2.8 dependent children, according to information obtained from welfare records. Also under-represented were women who were difficult to locate because of address changes or lack of availability for interviewing. Some women proved impossible to contact even when attempts were made at different times of the day and on weekends. In practice, a number of women were located and interviewed after six or more attempts. We found it necessary, however, to limit our search to four callbacks in view of time and budget considerations.

Panel Maintenance. The high mobility of low income populations makes panel analysis difficult; maintenance of a sample over a year or more becomes problematic. Table A-5 summarizes the results of our efforts to maintain such a panel.

TABLE A-5

PANEL MAINTENANCE  
(number of cases)

| SAMPLE  | WAVE I | WAVE II |
|---------|--------|---------|
| Welfare | 447    | 373     |
| Working | 102    | 85      |

Construction and Testing of the Questionnaire

The WIN questionnaire was designed to explore the interrelations between job training, life style, and employment status. This section summarizes the construction of the study instrument and discusses the use of survey methods using a relatively structured questionnaire.

Pilot Interviews and Pretests

Senior research staff and the project Directors conducted in-depth interviews with WIN-eligible AFDC recipients at the onset of the study. The results of these initial interviews enabled the construction of a loose schedule of questions for face-to-face interviewing. The exploratory interviews also pointed up basic issues in family life and work situations that we had not perceived, or had not perceived in culturally appropriate terms, but that the welfare mothers thought important. A preliminary interview schedule was constructed on the basis of these in-depth interviews, along with examination of instruments used in other similar studies (2). The instrument was tested with the assistance of several welfare recipients from Philadelphia.

2

Social research literature discusses special problems encountered in interviewing low-income respondents with instruments oriented to middle class culture (Weiss, 1966).

It was anticipated that the low educational level of many welfare recipients would preclude the use of self-administered questionnaires. An expected discovery was that roughly half the women had sufficient educational background to complete the questionnaire with little or no assistance from staff members. A second preliminary version of the research instrument was therefore developed as a self-administered questionnaire with most of the items 'closed-ended'. Final adjustments for this questionnaire were made on the basis of a sample of fifty welfare recipients. Some of these women had been referred to the study by the Children's Hospital of Philadelphia and others were contacted by staff members who visited a public housing project in West Philadelphia. The interview began with the digit symbol test (I-5) excerpted from the Wechsler Adult Intelligence Scale; the interviewer used the score on this test to decide whether the respondent was able to complete the questionnaire unaided. Four versions of the questionnaire were constructed: Welfare Sample, Wave I and Wave II, and Working sample, Wave I and Wave II. (The questions in each of these are combined in Appendix B of this report along with notations on coding instructions and the unpartitioned marginal frequencies of responses).

#### Questionnaire Items

Following the digit-symbol test, the respondent was asked to draw a person (I-7 through 21) and to write a story about this person (I-21 through 29). Respondents were then asked to write stories about three drawings of women in work-related roles: an individual waiting to be hired for a job (I-30 through 39), a person working (I-38 through 45), and a woman and a child (I-46 through 53). These projective items were used to assess personality characteristics and attitudes towards work situations. The racial identity of the individuals in the pictures was made ambiguous; it was hoped that respondents would respond not to the racial characteristics of the people in the pictures but rather to the substantive content.

Social researchers have noted that questions relative to self-report items produce responses "largely independent of the subject's self-insight and his willingness to reveal himself" (Selltiz; Jahoda; Deutsch; and Cook, 1959, pp. 280-281). On the other hand, questions of validity arise more often with protective measures than self-report items because of the seemingly "large gap in the case of projective measures between the subject's response and the characteristic it is presumed to indicate" (*Ibid.*, p. 281). Projective formats (TAT-type) had, however, been previously used with some success in measuring employment-related attitudes (McClelland; Atkinson; Clark; and Lowell, 1953). For the present study, special drawings were used instead of standard TAT pictures; thus the validity of this test is more problematic.

Projectives have been designed primarily for clinical use; they were used in our study as part of a survey questionnaire. Moreover, they were coded by individuals who were not qualified clinicians. An objective coding scheme was developed for this purpose: the coder had merely to indicate the presence or absence of a mouth or teeth in the drawing, for example. For the picture stories, the initial coding was done by a clinician who developed examples of stories, or parts of stories, to be placed in each category. Interpretations of underlying personality characteristics, such as level of intelligence or achievement motivations, were made only at this level of data analysis. (The coding schemes for all the projective items

are included in Appendix B).

Attempts were made to use the Bender visual motor-Gestalt test, which gives a measure of gross normality/abnormality and general work competence. Initial results were ambiguous, and this test was abandoned under pressure to shorten an already too long questionnaire.

The second set of questions was related to employment attitudes. Some items were selected from Bernard Indik's "Motivation to Work" scale to determine the extent to which employment and welfare status are a function of six dimensions, each of which is measured by a group of items in the questionnaire: motive to work (III-13), motive to avoid work (III-22), expectancy to work (III-25), expectancy to avoid work (III-27), incentive to work (III-30), and incentive to avoid work (III-33).

Since employment is a function of motivation to work and market fluctuations, measures of occupational interests were included. These questions were based on the Occupational Interest Inventory developed by Edwin Lee and Louis Thorpe (1956). The test consists of a series of matched comparisons yielding three groups of scores: fields of interest, types of interests, and level of interest. Also elicited were specific job aspirations, such as nurse's aide or secretary in a small office. The responses here would be related to the matrix of attitudes toward wages, prestige, and availability of employment.

In deciding whether to work, an individual may consider the income available from welfare or other sources against her expenditure needs. A detailed inventory of sources of income was included in the questionnaire (II, VI-5 through 29). The researchers also recognized that income sources are indicators of certain social relationships and considered this in analyzing the data.

Allocation of expenditures is an indicator of life style. Relative emphasis on home-related expenses reflects the centrality of family life for the 'spending unit'. Hypotheses relating life style (as reflected in expenditures) to work decisions are more valuable when detailed breakdowns of areas of spending are available (II, VI-32 through 67). This part of the questionnaire required close monitoring and interviewer skill, especially since expenditures of only a few dollars, particularly on the tight budgets of a low income population, may be significant indicators of personal or cultural variations.

Since past behavior often predicts to future behavior, past employment experience should then influence the likelihood of future employment. We inquired into previous job experience and satisfaction, taking many of these questions from The Job Hunt (Sheppard and Belitsky, 1966). These questions probed: whether or not the respondent had worked (III-61), the type of previous job experience (III-65,66,68), previous earnings (III-72), reasons for leaving past jobs (IV-73,74,75), reasons for not accepting employment that may have been proffered in the past (III-55,57,58,59), how the respondent had learned about jobs in the past (III-63), and with whom the respondent had consulted in reaching a past decision to work (III-64). The Dictionary of Occupational Titles was used to classify the types of jobs

previously held.

Length of residence in the area (IV-12) was included as a correlate of integration into the local labor market and thus of opportunity for employment. This variable is also a measure of family and labor mobility, and reflects exposure to social and cultural influences in the area.

Position in the local social structure was measured in terms of membership in parent teacher associations, welfare rights organizations, and family and friendship networks (IV-16, 17, 20) (1). The networks were labeled by whether their members participated in the world of welfare or of work (IV-18, 19, 21); further questions probed the extent to which these friendship and kinship relations were significant reference groups. Voting (IV-38), participation in neighborhood associations (IV-36), organizations of people on welfare (IV-37), and parent-teacher associations (IV-35) can also be viewed as indicators of non-occupational activity. These indicators of commitment to non-work social roles were expected to correlate negatively with commitment to work roles. For example, mothers who organized their lives around the home would not be as likely to seek employment removing them from the family setting.

Another series of questions probed the nature of household participation, since characteristics of the family unit which impose competing role obligations are likely to hinder the employability of women. Data collected on the household concerned the stage in the family life cycle (I-63), as indicated by the number of children in different age groups, and the extent of dependence as reflected by the total number of children (I-65) or others (IV-5) requiring care. Child care resources available were assessed in terms of the type of family constellation (whether or not members of the extended family participated in the unit) (IV-7, 20), current knowledge of day care facilities (IV-8, 9), and attitudes toward day care facilities (IV-11).

Studies have shown that welfare dependency persists intergenerationally in families (Greenleigh Associates, 1964). We followed this hypothesis by asking who had generally provided support for the respondent's family during childhood (IV-26) and the proportion of time during the respondent's childhood that her mother had been on welfare (IV-27). We also asked respondents to indicate the amount of time they had been on welfare themselves (IV-22). Finally, a question on whether the respondents had children over 18 not living at home who were collecting welfare (IV-24) completed information on the welfare status of three successive generations.

#### Development of the Questionnaire

Polishing and adjustment of items must be accomplished in the course of a project. Most adjustments in the WIN questionnaire (eliminations, addition of items and changes in wording) were accomplished on the basis of pre-test experience. This section will review the development and revision of questionnaire items as well as the structure of the instrument as a whole.

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<sup>1</sup>The items measuring social participation are based on the Community Adaptation Schedule developed by Sheldon R. Roen and Alan J. Burnes (1965). This schedule contains measures of the extent of community involvement, friendship involvement, religious participation (IV-30) and organizational membership.

The items on a questionnaire are 'stimuli' designed to elicit responses. These responses constitute the researcher's observations of the population. They are observable indicators that the researcher then uses to test his hypotheses. There must be some assurance of the validity of the researcher's inference from indicator to concept. To some extent, the researcher relies on his own past experience and that accumulated by other researchers; in addition, he must handle a growing number of statistical procedures with which to measure the probability of response distributions.

#### Wave I: Welfare Mothers

In a closed questionnaire, the alternative responses to a question must be exhaustive, mutually exclusive, and capable of producing a reasonable distribution of responses. Examination of unpartitioned marginals helps to locate categories in which too many responses fall within a single choice; this indicates the necessity for a finer distinction within the categories. For instance, the question on sources of income produced frequent responses in the 'other income' category. "Child support from father" occurred frequently enough to justify its inclusion as a separate response. This was not discovered during the pilot study, but only after examination of returns from Wave I. The Occupational Interest Inventory was dropped after the pilot study, however. Responses appeared rather random and it was learned that the choices offered did not seem meaningful to female respondents. In its place, respondents were asked about the type of job they would like to do if they could get the necessary training. Questions whose meanings were not easily understood by the respondents were reworded on the basis of interviewer comments.

Scales consisting of three to eight items were constructed for measuring attitudes. The scaleogram analysis technique determined whether the responses to these items satisfied the requirements of a Guttman unidimensional scale. The result of such a technique is that only consistent items are included and 'errors' reduced to a minimum. A set of items is considered scaleable if 90 percent of the responses fall into the predicted pattern; a coefficient of reproducibility of .90 is generally the minimum acceptable.

Guttman scales were developed to measure success striving (coefficient of reproducibility  $(r) = .93$ ), the worth of planning for the future ( $r=.90$ ), racial discrimination in hiring ( $r=.91$ ), attitudes toward job training ( $r=.93$ ), attitudes toward day care centers ( $r=.93$ ) and perceptions of how children feel about their mother working ( $r=.87$ ). After the pilot tests, items were adjusted by dropping questions which produced too many response 'errors' and by collapsing choice categories. All of the scales except those measuring attitudes toward job training and employment of mothers achieved a level of  $r=.93$  or greater. The scale measuring a mother's attitude toward employment of mothers in general was dropped since other measures of maternal vs. occupational role attitudes existed. The scale measuring a mother's perception of her children's attitudes toward her employment was retained as a non-scale index, since no other variable in the study measured this attitude; so, too, was the scale measuring attitudes toward job training although it did not meet the reproducibility standard.

The preliminary version of the questionnaire for the first wave of welfare mothers tried to assess willingness to work by asking for current employment status. An additional question asked the respondent whether or not she expected to be working six months later. This probe was useful in determining whether current employment status was due to an accidental circumstance and thereby not likely to be an indicator of willingness to work.

Questions about the economic element in the decision between work and welfare were included: "What net earnings would be required from employment for you to leave the welfare rolls?" (I-70); "If you went to work, would you receive more or less than you had received on welfare?" (II-68); "Is it worth it for you to work, all factors taken into account?" (III-43). At the same time, more specific probes of attitudes toward welfare, attitudes toward the availability of welfare (IV-64), and attitudes toward those who abuse welfare by making misleading claims (IV-71) were included, as were additional items on the relationship between different aspects of home life, employment, and welfare. Measures were developed for the perceived impact of money on family strength (III-46), beliefs about the impact of the mother's employment or welfare status on her children (III-49), and perceptions of how children feel about their mother working (IV-56). All of these attitudes were hypothesized to mediate the relationship between maternal role and actual employment.

To explore another aspect of the decision between home and work, several questions from the Community Adaptation Schedule dealing with attitudes toward housework were added. These would measure the respondent's satisfaction with housework, assessment of her own competency as a housekeeper and the participation of other family members in household chores (IV-44 through 50). Finally, a question measuring the importance placed on raising one's own children (IV-51) was added since this attitude would tend to affect a mother's willingness to take advantage of available child care facilities.

#### Wave I: Working Mothers

The first wave sample of working mothers was intended as a control group for the welfare panel. A shortened form of the basic questionnaire was used, and there were no questions which had not appeared in the welfare sample questionnaire. Questions dealing with reasons for leaving the previous job, reasons for not accepting work in the past and reasons for dissatisfaction with past jobs were dropped from the working mothers' questionnaire; few in the welfare sample had worked recently and meaningful comparisons would not have been possible. Since many welfare respondents had found it difficult to answer the question on the amount of earnings required for a decision to leave the welfare rolls, this question was dropped for the working sample. Interviewers had noted that welfare respondents had difficulty in distinguishing among response categories which read "almost always true", "more often true than false", "more often false than true", and "almost always false;" these categories were collapsed into "usually true" and "usually false" for the working sample. This last change made welfare and working sample responses incomparable on those items (III-16 through 27; IV-42, 52 through 56).

#### Wave II: Welfare Mothers

The data depicted by benchmark measures gave comparisons for the two groups at one point in time. For each group, welfare and working mothers, a second set of questionnaires measured changes over time. The welfare sample was initially interviewed in the summer of 1969 (wave I) and reinterviewed in the summer of 1970 (wave II).

In the revision of the welfare questionnaire for use in the second wave, deletions were made where no change in response was expected (those questions measuring race, religion, and family background). To shorten the administrative time, and also to decrease the refusal rate, three of the TAT-like picture stories were dropped. Finally, most of the Indik "Motivation to Work" items were deleted because the professional staff member concerned with this aspect of the study had resigned. Additions to the questionnaire measured participation in the labor force in the previous year (e.g., whether or not the respondent had worked (IX-5), age when the first child was born (V-71) and age when the respondent first married (VI-73).

The largest number of new questions focused on evaluation of the WIN program and other government-financed job training programs. Questions regarding satisfaction with different aspects of WIN (IX-20 through 28) were based on a questionnaire entitled "Decision Making in the WIN program" (U.S. Department of Labor, Manpower Administration, 1969, p. 90). Questions regarding the respondents' participation in WIN were developed from other studies (e.g., Somers, 1968). The later set of questions, moreover, was grouped into four categories:

1. Questions concerning the respondent's status in WIN
  - never contacted, never started, participated, completed the program (IX-12)
  - how the respondent heard of the program (IX-11)
  - reasons for non-participation (IX-13)
  - component of the WIN program the respondent entered (IX-15, 16, 17)
2. Questions probing the respondent's apprehensions about participating in WIN
  - extent of appraisal of welfare board's power to make women participate (IX-15)
  - perception of family's reaction to the employment plan developed in the orientation phase of the WIN program (IX-16)
  - evaluation of availability of jobs in the Camden area requiring skills of WIN trainees (IX-20)
  - respondent's reactions to fellow students (IX-21) and to counselors and teachers (IX-22).

3. Questions about the respondent's evaluation of the WIN program
  - extent of satisfaction with the type of training available (IX-23)
  - measure of additional knowledge about the world of work (IX-24)
  - evaluation of child care facilities (IX-25)
  - amount of additional education obtained (IX-26)
  - satisfaction with size of training allowance (IX-27)
  
4. Questions on the respondent's overall satisfaction with the WIN program
  - closed-ended question asking whether or not the respondent would encourage a friend to participate in the WIN program (IX-28)
  - open-ended question asking the respondent if she would encourage or discourage a friend from participating in the program (IX-29)
  - open-ended question allowing the respondent to specify the characteristics of the program she was most or least satisfied with.

#### Wave II: Working Mothers

Scheduling problems prevented the interviewing of the Wave I working sample until March, 1970. Since this group was re-interviewed in the summer of 1970, many time-dependent measures were not repeated. Questions on current employment and family budget reappeared on the second wave working mothers' questionnaire to measure seasonal differences. New questions explored the factors which had enabled these women to obtain employment (IX-30 through 33) and why they were not currently on welfare (IX-38). Throughout the analysis, the researchers were aware that the study took place during an economic recession.

A comparison of the first wave welfare and working mothers had indicated that the working mothers were somewhat older, suggesting that the welfare mothers should have been matched with younger working mothers. As an indirect approach to this problem of comparability, working mothers were asked about their employment status five years previously (IX-30), and the child care arrangements they used when their oldest child was three years old (III-31).

Analysis of the first wave marginal distributions showed that a larger proportion of working mothers than of welfare mothers were residentially stable. To measure their chances of moving, respondents were asked how long they expected to remain at their current address (IX-34). To explain differences in this expectation, respondents were asked to name the most unsatisfactory characteristics of their home and neighborhood (IX-35, 36). Wave I data also showed that a smaller proportion of working mothers had friends in their neighborhoods; second wave respondents were asked about friends at work (IX-37) to determine whether this difference might be explained by a geographic dispersal of work companions.

The second wave of working mothers were asked about the relationship of the absent father to the family unit. To explore the reason for the separation, the respondent was asked the occupation of the husband (or the father of the oldest child) and her evaluation of his treatment of the child. To determine the likelihood of remarriage, she was asked what characteristics she looked for in a future husband. These exploratory questions were open-ended.

For an assessment of the transportation barrier to employment, the first wave interviews of working mothers had been asked the maximum time they would be willing to spend traveling to work (III-29). In the second wave, this question was probed further by asking whether the respondent owned or had access to a car (IX-33).

Finally, reasons why respondents had not received welfare in the past were examined (IX-38). Had they considered applying for welfare and decided not to? If so, why? Had they ever applied for welfare and been rejected? If so, what was the basis for rejection? Did the respondent think that a woman's working would be held against her if she ever did apply for welfare (IX-41)? What of the worthiness of those actually receiving welfare (IX-39)? Did the respondents agree that many receiving welfare should be supporting their children by working and that many people in greatest need of welfare were not receiving it (IX-40)?

### Problems of Data Gathering

#### First Wave Interviews: Welfare Mothers

Little attention and less literature has been devoted to the pragmatics of research management. Yet the organization of field operations provides the social context in which the interviewer-interviewee relationship occurs, and has direct impact on the quality of the information which emerges from that encounter. Our experience will elucidate some special problems associated with field research amongst an American low income population.

The original intent in the summer of 1969 was to visit each respondent in her home for an individual verbal interview. During the pretest and pilot study, it became apparent that a good part of the population could complete a written questionnaire by themselves. Thus it was expected that administering the questionnaire to a group of subjects would be feasible and economical. A field strategy was evolved centering around a field headquarters in a Camden church.

The field headquarters staff consisted of interviewers and recruiters of potential respondents. The interviewing staff consisted of a number of black women, themselves eligible for WIN, who were referred to us by the Camden County Welfare office and trained by our staff. (The training manual is included at the end of this section.) We anticipated that indigenous interviewers would obtain more valid data since they would be better able to

establish rapport with interviewees than would white students or professional interviewers.

The second part of the field staff, the recruiters, were college students. Each student was given two lists of fifteen potential interviewees each day. Each potential interviewee had already received a letter of introduction (see the end of this section). The students were instructed to contact the sampled women and invite them to field headquarters to complete the questionnaire the following day or soon thereafter. These letters proved valuable in allaying suspicion. Indeed, introjecting the comment, "You probably received a letter from us in the last few days" often converted skeptical hostility to a somewhat warm and familiar, "Oh, yes, I've been expecting you". The recruiter left a slip of paper with the appointment time and a name or address to call for questions. A reminder to "bring your glasses" often saved much confusion and anguish at headquarters.

In order to facilitate recruiting, Camden was divided into sectors--each containing several square blocks. These were further divided into four quadrants of approximately equal size. Sectioned maps were used by the interviewing staff to locate the subjects and to organize pick-up and delivery of respondents where this seemed necessary. A large map marked by colored pins provided a visual display at headquarters of the distribution of subjects in the Camden area, enabling the field manager to revise contact routes and strategies constantly.

It was anticipated that provision of transportation to and from the interviewing site would minimize the inconvenience to respondents and so increase our success in obtaining interviews. Recruiters used private and rented automobiles to bring subjects to the headquarters at the specified time. While the interviewees completed the questionnaire, recruiters went back to the field to schedule appointments for the following day and then returned to the center in time to drive the interviewees home and begin calls for another set of interviews.

At headquarters, respondents were asked to "register". This allowed us to have a written record of the status of each member of the sample. After registering, groups of two to four women were assigned to an indigenous interviewer who introduced herself and instructed the women in procedures. She then remained available to aid in filling out the schedule. A simple intelligence test (Wechsler Digit Symbol Test) at the beginning of the interview enabled the interviewer to judge the extent of monitoring required. Those scoring below a certain level were offered more extensive help. In this manner, fifteen to twenty-five subjects were interviewed in the morning and a similar size group in the afternoon. Approximately two-thirds of the first wave of welfare mother interviews were completed in this manner.

The use of a central interviewing site for group administration improved efficiency. This procedure was satisfactory as long as the interviewees were clustered in a neighborhood and could be conveniently called for and brought to the center. However, as the study progressed, the most cooperative and easy to locate interviewees were already contacted. The remainder of the sample was dispersed over a wide geographic area or lived

in relatively unknown or inaccessible areas. In an attempt to overcome this problem of locating scattered interviewees, taxi drivers who knew the area were engaged to assist in recruiting. Drivers were given a list of names and asked to drive the women to the interviewing site. The success of this method depended on the willingness of drivers to encourage subjects to come to the field headquarters. Unfortunately, few drivers would exert this effort and this method was abandoned after a short trial.

Logistical problems also worked a hardship on interviewees. It was difficult to coordinate completion of questionnaires and departures of women who lived in the same area but worked at differing rates. Often, a group would wait for one woman who worked slowly on the questionnaire. Delays in returning home, coupled with the inconvenience of leaving home in the first place when there were children to be cared for, became intolerable. Further, we found that not only were we transporting mothers, but often their children as well. As some subjects brought their children into the field headquarters, they had to be cared for by our staff while the mother completed the questionnaire. This was a contingency for which we had not adequately prepared.

The use of indigenous interviewers had its own peculiar difficulties. Some women had little interest in the project beyond the fees they were offered for their time. They were apathetic and were reluctant to acknowledge that they didn't understand some aspect of our procedure. Further, they tended to identify with the subjects rather than with the professional staff. They resented delays in payment of their wages resulting from cumbersome procedures of a university comptroller. As the study progressed, they became less careful in supervising subjects working on the questionnaire. They accepted very unusual responses without question; income and expense items were particularly troublesome in this respect. Thus, thorough editing of questionnaires was necessary to ensure that they were complete and consistent. Other disadvantages in the use of indigenous interviewers appeared. The subject population itself was inclined to treat the indigenous interviewers with a lack of respect. When indigenous interviewers are carefully screened for intelligence, motivation and work attitude, then they may indeed produce more reliable and complete data. Unfortunately, we were not able to accomplish this under our field conditions.

The most available and cooperative subjects had been interviewed at the field headquarters. There remained a "hard core" of women difficult to contact or uncooperative. Coupled with the problem of transportation and co-ordination and the problem of interviewer management, this led to two basic changes in procedure. The field office and group interviewing were abandoned in favor of individual interviews in the home and white college students selected for their "presentation of self" and familiarity with the type of work were engaged to replace the indigenous interviewers.

The reorganized procedure involved a field operations supervisor and an interviewing team. The supervisor, accompanied by several interviewers, entered a study area with a list of potential respondents. By "scouting", the supervisor located a subject at home willing to participate. He then introduced an interviewer who proceeded with a face-to-face interview. The supervisor attempted to start other interviewers while the first interview was being completed. In this manner, the field operations supervisor could interpret the study to reluctant subjects and at the same time monitor his

interviewing staff. This method proved successful and with some modification was followed for the remainder of the interviewing. The time lag involved in making appointments and the concomitant breaking of appointments was avoided. Women could fill out the questionnaire in the comfort and security of their own homes without having to arrange for babysitting. Further, the length of time needed for the interview decreased from more than two hours to about one and one-half hours.

To coordinate interviewing, "call reports" were utilized. These were forms containing the subject's name, address, welfare case number and space for the interviewer to record the date, time and result of each attempted contact with the client. (An example follows this section of this appendix.) Each call report was marked with the subject's sector and quadrant. At the start of each day's interviewing, the field operations supervisor would select the sectors to be covered that day and the work effort was directed accordingly. At the end of each day, the progress of interviewing could be assessed by collating the reports. The activities of interviewers could be monitored. Comments by field interviewers provided a record of problems encountered and a basis for adapting procedures.

Some potential respondents were difficult to locate; others, while not refusing explicitly, parried the interviewer. Call sheets indicated such problem cases. A woman who stated three times that she was "too busy today" and wouldn't make an appointment for a later date was classed as a refusal. Some interviewers were, of course, less sensitive to such subtle stalling than others. The field supervisor could change interviewers for problem cases. Sometimes one individual could establish rapport where another failed. Refusals thus became a source of friction in the operation but rarely a real barrier. As Dohrenwend and Dohrenwend (1968) note, refusals are due to the interviewing approach at least as much as the characteristics of the respondent.

A more subtle but no less costly problem was that of interviewing women with irregular hours. Many of the mothers worked part time, some full time. Thus, they would be absent from the home afternoons or evenings. Often neighbors could advise when it might be easiest to contact the sought respondent. Leaving a note for the respondents was almost never effective. An early or mid-evening visit was the most productive. At the end of the Wave I interviewing period, hours were shifted to early evening in order to accommodate this part of the sample.

A related problem in the training of interviewers, and the training of the recruiters at the early stages of interviewing, was to impress them with the need for perseverance in pursuing a contact. Knocking several times, checking behind the house or with neighbors or children on the street would reveal whether the respondent still lived at the address and, if not, sometimes a new address could be obtained. Here the resourceful and mature personality of an interviewer becomes an asset.

The management of the field was "programmed" from our research office in Philadelphia. Communication was maintained between administrators and field supervisors. The research administrative staff was responsible for

dispatching introductory letters a few days before contact, for checking wrong addresses or new addresses, general monitoring of field expenditures and the quality of questionnaires returned each day.

A segment of the sample was of Puerto Rican extraction and spoke only Spanish fluently. Approximately twenty-five interviews (in each wave) were conducted by a Spanish-speaking woman hired especially for this purpose. Although the quality of the interviews was not as high as that for our regular interviewers, it was preferable to translating English questions for our respondents. Whenever a question had to be interpreted to a respondent, our position was to communicate a standard meaning rather than hold to a standard set of words.

The termination date of first wave welfare interviewing was determined pragmatically. The cost of interviewing increases markedly as fewer cases remain and number of contacts required to arrange one interview increases. This was further complicated by the increasing geographical dispersion of last remaining interviewees. After 425 interviews in the first phase, it was decided that the advantage of adding a few cases per day was not economically justified. Only cases in special categories, such as a new WIN entrant case, were interviewed after the point. The final total of usable interviews of welfare mothers was 447. Later analysis (see sampling section of this appendix) demonstrated that the characteristics of those excluded from the sample by this decision did not on the average differ significantly from those included.

#### First Wave Interviews: Working Mothers

The required sample of working mothers with no husband present, not on welfare, was interviewed in early 1970. The interviewing was, to a large extent, centered in public housing projects which were generally adjacent to the homes of the welfare mothers. The procedures established at the end of the first wave welfare mother interviews were continued with this population. A field supervisor generally made the initial contact and introduced an interviewer to continue the questionnaire.

Resident lists of the public housing projects were a major source of names for this sample. The housing authority approved our study and released residents' names to us as control subjects. Similar clearance from project managers was obtained informally.

Interviewing of this control sample of working mothers was facilitated by several local industries which not only provided names of working mothers who qualified for the sample but also allowed us to interview their employees during the working day. Interviewing was terminated after 102 interviews had been completed; time and cost determined this limit.

#### Second Wave Interviews: Welfare and Working Mothers

Reinterviews of the welfare and working mothers proceeded simultaneously in the summer of 1970. The interviewing staff consisted of white

college students, both men and women. The procedure by which teams of interviewers led by a field supervisor arranged face-to-face interviews in the home was followed for the second wave interviews of both welfare and working mothers. Each team was assigned to a geographic area and strove to fulfill a daily quota. A field supervisor coordinated the teams and maintained communication with administrators in Philadelphia. He also programmed the operations in the field by constantly reviewing and recirculating "call sheets".

Completed questionnaires were returned to the research office in Philadelphia where they were edited and coded. As the interviewing neared completion, interviewers were transferred to coding. Coders thus engaged an excellent understanding of the questionnaire and of respondents' meanings.

A high rate of residential mobility made the task of relocation of the earlier panel of respondents difficult. Between the summers of 1969 and 1970, 30 percent of the welfare mothers had moved. More specifically, 20 percent of the original panel had relocated within Camden city limits, 3 percent of the welfare mothers had moved outside the city limits and 1 percent had left the state. New addresses of the remaining 6 percent were unknown. We had prepared for this contingency by recording the names and addresses of two friends or relatives on the last sheet of the first wave interview schedules. Interviewers also sought to obtain new addresses from neighbors and, where known, from relatives. New addresses were also traced with the aid of the Camden County welfare officials. In spite of these efforts, some subjects could not be located. For instance, twenty had moved without informing the welfare office. A letter requesting the subject's current address was sent to friends and relatives indicated in the first questionnaire as people who would always know the subject's address. The subject's current address was obtained in this way in but one instance. In all, 373 of the original 447 welfare mothers were reinterviewed, and 85 of the 102 working mothers were reinterviewed.

#### The Problem of Interviewer Bias

A standardized interviewing and experimental context is thought to be a prerequisite for collecting reliable and valid data. Here the question might be raised with respect to the use of a combination of self-administered and interview-administered questionnaire techniques and to the use of purportedly very different types of interviewers in the two panels. Perhaps black interviewers collected different data than white. Perhaps data collected in the group-administered situation is different from data collected in the face-to-face situation. The questions are legitimate and necessary. Unfortunately, since the use of indigenous interviewers and of group administration coincided, it will not be possible to separate the effects of these two factors. Table A-6, however, shows the distribution of responses obtained by black welfare mothers interviewing at headquarters with those obtained by white college students interviewing in the home. Comparisons are made on typical items--a test result, demographic information, budget data and attitudinal items from several contact areas.

TABLE A-6

COMPARISON OF RESPONSES OBTAINED BY BLACK WELFARE MOTHERS  
(INTERVIEWING AT FIELD HEADQUARTERS) AND WHITE  
MALE COLLEGE STUDENTS AS INTERVIEWERS  
(in percents)

| <u>ITEM</u>                                  | <u>INTERVIEWER'S RACE</u>         |              |
|--|-----------------------------------|--------------|
|  | <u>WHITE</u>                      | <u>BLACK</u> |
| <u>Digit Symbol Test (I-05)</u>              |                                   |              |
| 0-28   | 17                                | 13           |
| 29-46  | 45                                | 37           |
| 47-61  | 25                                | 37           |
| 62-65  | 6                                 | 8            |
| 66 or over                                   | 7                                 | 5            |
|  | (183)                             | (131)        |
|  | $x^2 = 5.845, d.f. = 4, p = n.s.$ |              |
| <u>Marital Status (I-62)</u>                 |                                   |              |
| Single                                       | 25                                | 29           |
| Married                                      | 13                                | 11           |
| Separated                                    | 50                                | 53           |
| Widowed or Divorced                          | 12                                | 7            |
|  | (184)                             | (133)        |
|  | $x^2 = 3.411, d.f. = 4, p = n.s.$ |              |
| <u>Families With Children Under 6 (I-63)</u> |                                   |              |
| Have child under 6                           | 76                                | 75           |
| No child under 6                             | 24                                | 25           |
|  | (183)                             | (133)        |
|  | $x^2 = .073, d.f. = 1, p = n.s.$  |              |
| <u>Total Family Income/Month (II-29)</u>     |                                   |              |
| To \$320                                     | 51                                | 62           |
| \$321-\$440                                  | 31                                | 24           |
| \$441 or over                                | 18                                | 14           |
|  | (180)                             | (128)        |
|  | $x^2 = 3.416, d.f. = 2, p = n.s.$ |              |
| <u>Intention to Work (II-70)</u>             |                                   |              |
| Yes  | 54                                | 65           |
| No   | 46                                | 35           |
|  | (184)                             | (133)        |
|  | $x^2 = 3.745, d.f. = 1, p < .1$   |              |

TABLE A-6  
(Continued)

| <u>ITEM</u>                                     | <u>INTERVIEWE 'S RACE</u>                           |              |
|---|---|--------------|
|   | <u>WHITE</u>  | <u>BLACK</u> |
| <u>Perceived Status/Welfare Mother (III-52)</u> |   |              |
| High  | 46  | 45           |
| Medium  | 30  | 30           |
| Low   | 24  | 25           |
|   | (184)   | (133)        |
|   | $\chi^2 = .010, \text{ d.f.} = 2, p = \text{n.s.}$  |              |
| <u>Ideal Number of Children (IV-28)</u>         |   |              |
| One or more                                     | 34  | 38           |
| Two   | 31  | 32           |
| Three or more                                   | 35  | 30           |
|   | (184)   | (133)        |
|   | $\chi^2 = 1.037, \text{ d.f.} = 2, p = \text{n.s.}$ |              |
| <u>Feelings About Housework (IV-45)</u>         |   |              |
| Dislike it                                      | 30  | 25           |
| Like it somewhat                                | 44  | 51           |
| Like it   | 26  | 24           |
|   | (183)   | (129)        |
| <u>Welfare Abuse Index (IV-71)</u>              |   |              |
| Strict  | 39  | 29           |
| Lenient toward abuse                            | 46  | 45           |
| Very lenient                                    | 15  | 26           |
|   | (182)   | (131)        |
|   | $\chi^2 = 6.490, \text{ d.f.} = 2, p < .05$         |              |

In the light of the discussions of interviewer bias in general and of biases attendant upon interviewing of poverty populations, the lack of statistically significant differences is striking. Perhaps welfare mothers are a bit more optimistic about their intention to work when speaking to another welfare mother, but this is not clear. It is clear, however, that the respondents are more lenient in their expression regarding abuses of the welfare system by its clients when they are speaking to a black interviewer. Then, bias appears, but only where the item is relevant to the different social position of interviewer and interviewee. This is a long way from the wholesale assertion of a need to match interviewer and interviewee racially.

WIN INTERVIEWERS' TRAINING MANUAL

Contents

1. Questionnaire
- \* 2. Administrative Memo
- \* 3. Call Sheet
- \* 4. Guidelines for Questionnaire Administration
5. Precoding Memo and Computation Sheet
6. Center Card
7. Interviewer Badge
- \* 8. Important Phone Numbers and Location of Field Headquarters
9. Camden Xerox Map

\* Items included here.

CENTER FOR RESEARCH ON THE ACTS OF MAN  
*UNIVERSITY INTRAMURAL CORRESPONDENCE*

May 26, 1970

MEMO TO: Center Staff and WIN Files

FROM: Candace P. Cole

SUBJECT: Administrative Field Procedures

CALL SHEETS

When to fill out. Any time an interviewee is contacted, either by phone or in person, the call sheet should be brought up-to-date.

Information needed. The interviewer's number (not his initials) and the date and time that contact is made with the interviewee should be recored in the appropriate boxes. For "result", put the code number of the result obtained. The following is an explanation of the different code numbers appearing on the call sheet (see attached):

| <u>Code #</u> | <u>Meaning</u>             | <u>Explanation</u>   |
|---------------|----------------------------|--|
| 1             | Interview Completed        | The questionnaire has been administered although not edited. Be certain to enter the code number of the interviewer completing the interview in the upper right hand corner of the call sheet and transfer the questionnaire number onto the questionnaire.  |
| 2             | Appointment made for _____ | Be certain this appointment is for a feasible time. Interviewing takes place 9:30 a.m. to 4:30 p.m. Monday through Thursday, and 9:30 to 1:30 on Friday. Before scheduling an appointment at any other time, you should consult Mr. Schwartz, advising the interviewee that we will call her back to arrange a definite time. Be sure to put both the time (include a.m./p.m.) and the date, not just the day of the week. |

| <u>Code #</u> | <u>Meaning</u>                       | <u>Explanation</u>  |
|---------------|--------------------------------------|---|
| 3             | Not at Home                          | If the woman is not at home, speak to the neighbors or nearby children to find out if she still lives at that address and when she is normally home (see code 5).   |
| 4             | Refused                              | It is very unusual to encounter a refusal. Any that are recorded will need a good explanation. If a woman does seem resistant or antagonistic, ask if another member of the Center staff can contact her at a later date to talk things over with her and leave a "should you have any questions" card. |
| 5             | Away during day                      | Some women may regularly be away from home during the day at a job. Find out where they are during the day. If possible, see when they come home. This result may follow from a code 3.   |
| 6             | Not eligible                         | The only valid reason for ineligibility is death of the interviewee.  |
| 7             | Incorrect address                    | Find the new address from neighbors or persons indicated on last summer's file sheet (see Mrs. Cole for this information). (see code 9)   |
| 8             | Moved--<br>Address Unknown           | Record any clues that may be helpful in obtaining an address, such as where the interviewee was last working, if she was working when she moved, what city she moved to, or where a friend lives that might know her present location.  |
| 9             | Moved--New<br>Address given<br>above | Be sure to give the address (include city) in the space provided at the top of the call sheet. This may follow from code 7.   |

Special remarks for call sheet coding. Add any notes relating to the interview or interviewee, including hints on how to approach the woman, notes about her family, her health, etc.

Disposition. All call sheets should be returned to Mr. Schwartz' box every morning so that the daily field report may be written. Call sheets for incompleated interviews will be redistributed each morning before interviewing on Jun.

### PETTY CASH

How to use. Petty cash is reimbursement for the following expenses:  
Telephone calls to interviewees  
Public transportation to and from the field  
Bridge tolls  
Car mileage  
Food

Note: (1) The only food you will be reimbursed for will be that of a second meal taken in the field when the interviewer has interviewed more than eight hours in one day. (2) Mileage is reimbursed at the rate of 10¢/mile. Mileage reimbursement requests should be turned in on Friday afternoons and must be accompanied by daily odometer readings taken throughout the week at the beginning and end of every interviewing day. (3) Calls to the Center from Camden should be made collect.

Reimbursement Procedure. When you are entitled to reimbursement, list your expenses on a small sheet of paper along with your name and the date and attach any receipts you have. You must have receipts for bridge tolls and food. Your itemized list of expenses should be turned over directly to Mr. Cole, who will pay you and have you sign a receipt, to which she will attach your expense list. Normally, petty cash reimbursement will precede the Friday staff meeting. Exceptions to this rule will be made upon request. Note: Where any of the required information or receipts are missing or where reimbursement is requested for unlisted items, authorization for reimbursement must be obtained from Mr. Schwartz before presenting Mrs. Cole with a request for payment.

### PREMIUM MONEY

How to use. Premium money is for paying interviewees only. It may not be used for petty cash purposes. Premium money for each interview will be placed in a sealed envelope and attached, with a coded receipt, to a questionnaire. When a questionnaire is given to an interviewee, the envelope should be removed but should remain sealed until the interviewee has completed the questionnaire, at which time she receives the envelope and is asked to sign the receipt. Interviewers will sign a receipt for the total amount of premium money checked out to them, and consequently, they will be held responsible for ultimately returning those questionnaires and premiums or for the matching signed receipts signed out to them.

Information needed. The date (month, day and year) the interview was completed and the signature of the interviewee ("received by")

should appear on the receipt in addition to your initials and interviewer number ("approved by"). The questionnaire number (Q---) appearing on the call sheet must be transferred to the receipts as well as to the questionnaire (see below). Completed receipts should be placed in Mrs. Cole's box the morning after the interview has been completed.

### QUESTIONNAIRES

Disposition - Precoded. Questionnaires should be returned to Mr. Schwartz's box when they are precoded. Note: Questionnaires will not be considered complete unless the questionnaire number from the call sheet has been transferred to the appropriate boxes on the first and last pages of the questionnaire. The interviewer's I.D. number (not his initials) should appear both on page 27 and page 28.

Disposition - Unused. Unused questionnaires remain with the interviewer to whom they were checked out until they are used. Mrs. Cole will issue you additional questionnaires as needed. These will be available shortly before 8:45 a.m. every morning (at the Center).

CENTER FOR RESEARCH ON THE ACTS OF MAN  
**UNIVERSITY INTRAMURAL CORRESPONDENCE**

May 26, 1970

MEMO TO: WIN Interviewing Staff

FROM: David P. Varady

SUBJECT: Guidelines for Questionnaire Administration

1. Interviewers are responsible for the "sense" of the responses to the questionnaires they administer. After the respondent has completed the questionnaire it should be read in detail for sense. An example of the type of error you should look for is a response of six children under six years of age. Interviewers should be particularly careful with the income and expense items. Make sure a time period (per week, per month) is circled where indicated. If an important category has a zero indicated (e.g. food) you should find out whether this was really the intended response.
2. It is important that every item on the questionnaire be completed. It would be very helpful to indicate to the respondent first that, unless indicated otherwise, all precoded questions are to be answered by circling one response only. Where there is more than one item in a scale, make sure that there is a response to each item and that not more than one response category is circled.
3. Where there are open-ended questions, the answers given should be as specific as possible. Most often, this will occur when the respondent is asked to mention a job (ideal job, type of work experience, type of job trained for). It is not acceptable to have general or vague job titles since they cannot be coded; the respondent should be asked to specify the job title in more detail (e.g. "practical nurse" rather than "nurse," work on assembly line making electronic components rather than factory work).
4. The interviewer is responsible for precoding the questionnaire before it is edited by me. This means that all the blank boxes next to income and expenditure questions should be filled and checked. The accompanying sheets from the code book to be used will indicate what is to be placed in each box, but the following comments will be helpful. Each amount which is reported for a specific income or expense category should be expressed in terms of the nearest round number. Expense items should be converted into monthly totals if expressed on a per week or a per two week basis. In placing the resulting number into the box, account should be taken of the number of IBM columns assigned. For example, if \$90 is paid each month in rent it should be expressed as 090 since three IBM columns are assigned to this item.
5. Make sure that you put the interviewer I.D. on the last page of the questionnaire so that you can be credited with completing that questionnaire.

CODE NUMBER OF INTERVIEWER  
COMPLETING THE INTERVIEW:

QUESTIONNAIRE NUMBER: \_\_\_\_\_

FULL NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_ SECTOR & QUADRANT: \_\_\_\_\_

CORRECTED ADDRESS: \_\_\_\_\_ SECTOR & QUADRANT: \_\_\_\_\_

CORRECTED ADDRESS: \_\_\_\_\_ SECTOR & QUADRANT: \_\_\_\_\_

TELEPHONE NUMBER: \_\_\_\_\_

NEW TELEPHONE NUMBER: \_\_\_\_\_

CALL REPORT AND SCREENING FORM

INTERVIEWER #:

1:                      2:                      3:                      4:                      5:                      6:

|        |  |  |  |  |  |  |
|--------|--|--|--|--|--|--|
| DATE   |  |  |  |  |  |  |
| TIME   |  |  |  |  |  |  |
| RESULT |  |  |  |  |  |  |

CODE:

- 1. Interview Completed
- 2. Appointment made for \_\_\_\_\_  
for \_\_\_\_\_

- 3. NAH
- 4. Refused (EXPLAIN) \_\_\_\_\_

DECISION: \_\_\_\_\_

5. Away during day (where located?) \_\_\_\_\_

6. Not Eligible (EXPLAIN) \_\_\_\_\_

7. Incorrect Address (Enter New One Above When Known)

8. Moved, Address Unknown

9. Moved, New Address Given Above

SPECIAL REMARKS: \_\_\_\_\_

\_\_\_\_\_



CENTER FOR RESEARCH ON THE ACTS OF MAN  
*UNIVERSITY INTRAMURAL CORRESPONDENCE*

May 26, 1970

MEMO TO: Center Staff

FROM: Candace P. Cole

SUBJECT: Important telephone numbers and addresses for the Camden field

1. Camden Police: Telephone (609) 365-2323,
2. Yellow Cab: Telephone (609) 963-4100
3. Center for Research: (215) 594-6241 call collect from Camden.
4. Public Transportation Service (local bus): Telephone (609) 365-7000
5. Patco High Speed Line: Telephone (609) 963-8300  
"City Hall" stop: 5th and Cooper  
"Broadway" stop: Broadway near Federal  
"Ferry Avenue" stop: Ferry off old White Horse Pike
6. Field headquarters for section 10E and 11E will be the lobby of the Hotel Walt Whitman at Broadway and Cooper Streets.

Calendar

| <u>JUNE</u> | <u>M</u> | <u>T</u> | <u>W</u> | <u>TH</u> | <u>F</u> | <u>S</u> | <u>SUN</u> |
|-------------|----------|----------|----------|-----------|----------|----------|------------|
|             | 1        | 2        | 3        | 4         | 5        | 6        | 7          |
|             | 8        | 9        | 10       | 11        | 12       | 13       | 14         |
|             | 15       | 16       | 17       | 18        | 19       | 20       | 21         |
|             | 22       | 23       | 24       | 25        | 26       | 27       | 28         |
|             | 29       | 30       |          |           |          |          |            |
| <u>JULY</u> |          |          | 1        | 2         | 3        | 4        | 5          |
|             | 6        | 7        | 8        | 9         | 10       | 11       | 12         |
|             | 13       | 14       | 15       | 16        | 17       | 18       | 19         |

## Reliability of Questionnaire Responses

Social research, whether conducted in the laboratory or in the field, is especially liable to response error due to the subject's reaction to the study setting or to the activities of the investigator. This "indeterminacy" in data collection makes it important to determine the extent to which any study by a social scientist is replicable, whether the data gathered are likely to be found to be essentially the same by subsequent investigators. Here the concern is with the question of whether or not interviewees are reliable self-reporters. That is, to what extent could change in responses between the first interviews in the summer of 1969 and the second interviews during the summer of 1970 be attributed to real changes in the lives of the respondents and to what extent did it merely reflect errors in the responses themselves.

An indicator of stability, of "test-retest" reliability, is needed to give some empirical measure of replicability of our findings (see Bohrnstedt, 1970). One way to check this is to compare responses on items expected to change little between interviews. For example, one would hypothesize that marital status, number of children and age of children, for instance, would change very little. Thus, variations in these data over short periods of time would suggest that the interviewee is reacting inconsistently--perhaps to the different personalities of interviewers rather than unchanging questions. The use of non-standardized measures, those whose empirical replicability has not been established, makes the problem of response reliability particularly insistent in this study. A number of measures were selected with reference to the special set of problems and the special populations in the study. The Wechsler Digit Symbol Test was taken out of its context in the adult intelligence battery and administered in a regular survey atmosphere. Several drawings to which subjects were asked to fit a story in TAT style were specially prepared.

Reliability may be examined in two ways. The first is comparison of responses to first and second wave questionnaires to construct panel "turn-over" tables. Three types of questions will be examined with respect to panel stability: certain relatively "objective" questions, attitudinal items, and projective items. The second test of reliability is through scaling procedures. The coefficient of reproducibility obtained in Guttman scaling procedures reflects the reliability of the scale. Reliability in this sense refers to inter-item consistency rather than test-retest stability. Data on scale reproducibilities is presented in the appendix on the history of our questionnaire and summarized in Table A-7.

TABLE A-7

## GUTTMAN SCALE ITEMS

| NUMBER | NAME                                | Coefficient of<br>Reproducibility |
|--------|-------------------------------------|-----------------------------------|
| 0317   | Worth of planning ahead             | .90                               |
| 0318   | Success striving                    | .90                               |
| 0319   | Money important to social relations | .93                               |
| 0320   | Discrimination in hiring            | .91                               |
| 0321   | Type of work for women              | .87                               |
| 0344   | Attitudes day care centers          | .93                               |
| 0412   | Attitudes job training programs     | .88                               |

### The Measure of Response Stability

In the interest of reducing the length of the interview, questions dealing with historical-biographical material were not repeated on the second wave. Obviously, there could be no objective change in "place of birth" but a second recording of the information would have provided useful data on reliability.

In a panel "turnover" table, responses to the same question by the same individuals on two instances are cross-classified. In a perfectly stable situation, respondents would reply in the same way on each instance and, thus, all responses would fall along the main diagonal. All cells in the non-diagonal cells reflect changes in a respondent's reply from one year to the next. The number in the main diagonal expressed as a percentage of all those who completed both questionnaires is here termed the "reliability coefficient." The following table exemplifies this type of analysis.

TABLE A-8

TURNOVER TABLE FOR MARITAL STATUS 1969-1970

| MARITAL STATUS<br>1969 | MARITAL STATUS 1970 |         |           |                      |                                 |
|------------------------|---------------------|---------|-----------|----------------------|---------------------------------|
|                        | Single              | Married | Separated | Widowed-<br>Divorced | Not<br>Reinterviewed<br>in 1970 |
| Single                 | 100                 | 1       | 3         | 3                    | 17                              |
| Married                | 0                   | 44      | 7         | 0                    | 10                              |
| Separated              | 2                   | 8       | 160       | 13                   | 37                              |
| Widowed-Divorced       | 1                   | 2       | 3         | 26                   | 10                              |
|                        |                     |         |           | (373)                | (74)                            |

Of the original 447 respondents, responses to this item were not available in the second year for 74 of them. Of the remaining 373 respondents who answered the marital status question in both waves, 330 reported no change in marital status. They are recorded along the main diagonal. The coefficient of reliability is therefore 330/373 or 89 percent.

For analytic purposes, all responses falling outside the diagonal are viewed as "error". In this case, "error", or response instability, may also involve actual change. Mathematical methods are available for distinguishing change from response instability, but at least three waves are required. However, common sense inspection of the individual cells indicates that of those reporting themselves single the first year, the one in the second year who said that she was married had probably been married during the year. However, the six women who were single in 1969 but separated, widowed or divorced in 1970 should probably have been classified initially in these latter categories. Nevertheless, the fact that 100 of 107 women reporting marital status as single in 1969 reported the same status a year later reflects a good measure of stability. Of seven changes, six are likely to be "error" in response. "Prestige bias" may be a source of error in this particular question.

Six objective items have been analyzed for response stability. Each of these could conceivably have reflected real change. Table A-9 presents the reliability coefficients for these six illustrative items.

TABLE A-9  
RELIABILITY COEFFICIENTS FOR RESPONSES OF WELFARE  
MOTHERS TO OBJECTIVE ITEMS BASED ON RESPONSE CHANGES  
BETWEEN WAVES I AND II

| VARIABLE NAME              | VARIABLE<br>NUMBER* | RELIABILITY<br>COEFFICIENT<br>(in percents) |
|----------------------------|---------------------|---|
| Number of children         | 01651               | 95  |
| Marital status             | 01621               | 89  |
| Have life insurance        | 02661               | 78  |
| Family patterns            | 01631               | 87  |
| Individuals requiring care | 04051               | 95  |
| Children on welfare        | 04241               | 94  |

\*These five-digit numbers identify the item in the first wave questionnaire appended to this report. The first two digits indicate the card number, the second two indicate the column number and the final digit indicates the mapping version on which the reliability test was made. Item identification numbers are identical for the second wave excepting that the card number is increased by four.

The lowest coefficient of 78 percent occurs in response to question on whether the respondent has life insurance. Doubtless some part of the population discontinued its policies and some part took out new policies in the course of a year. Allowing for such real changes, the stability of these items seems quite acceptable.

#### Reliability of Subjective Items

The reliability coefficient for subjective items, computed by our methods, would be expected to be lower than that for objective items. Real change is more likely to occur within subjective items (one's attitudes are more likely to change than is marital status or number of children) and self-reporting of subjective states may be a less accurate reflection of attitudes than indirect measures. Attitudes which reflect basic orientations of the self would be less inclined to change than would attitudes toward social situations. Table A-10 presents reliability coefficients for these two types of attitudes.

TABLE A-10

RELIABILITY COEFFICIENTS FOR SELF ATTITUDES  
AND SOCIAL ATTITUDES

| SELF ATTITUDES               |                 |                                    |
|------------------------------|-----------------|------------------------------------|
| VARIABLE NAME                | VARIABLE NUMBER | RELIABILITY COEFFICIENT PERCENTAGE |
| Work intention               | 02701           | 69                                 |
| Desire not to work           | 03291           | 81                                 |
| Worth of work                | 03431           | 73                                 |
| Number children expected     | 04291           | 72                                 |
| Ideal education for children | 04441           | 78                                 |
| Preferred child care         | 04511           | 76                                 |
| SOCIAL ATTITUDES             |                 |                                    |
| Friends admire education     | 02741           | 70                                 |
| Reward for success striving  | 03421           | 55                                 |
| Others opinion welfare       | 03501           | 65                                 |
| Worth job training           | 04411           | 45                                 |
| Worth day care centers       | 04111           | 48                                 |

Response consistency is less on social than on self attitudes. The former are probably given to a good deal of actual change. Given the relative stability of the objective items above and the self attitudes, confidence in the stability of the social attitude measures is strengthened.

#### Reliability of Scoring of Projective Items

Assessment of interviewee reliability on the projective items is complicated by an additional problem of coder reliability on the items. A standard check for coder reliability would have employed several independent judges whose scores would have been used to compute a correlation coefficient or other measure of agreement. The duration of our study and the turnover in personnel made this procedure difficult. Initially a psychoanalytically trained individual, knowledgeable in projective techniques, supervised two graduate students in scoring the projective items for the first wave interviews of welfare mothers. More effort was exerted to create actual inter-rater reliability during the coding than merely to have a measure after the fact. Every tenth questionnaire was exchanged between the coders and every twentieth was rescored by the supervisor. Discrepancies were discussed and agreement reached. In this way, coding norms evolved. In addition, a sample of forty-eight (10 percent) of all first wave welfare mother questionnaires was drawn, sixteen for each of the three judges. In addition,

to assess comparability of the coders on the two panels, sixteen questionnaires drawn at random from the approximately 400 first wave remaining were scored by the same individual who scored all the second wave welfare and working mother questionnaires. The distribution of scores between judges was compared on items requiring a subjective evaluation. (For example, the judgments as to whether a figure drawing had eyes or not did not create a serious coding reliability problem.) Of a total of forty-six projective scores, thirty-four were compared; intercoder reliability was measured for the more ambiguous categories.

The chief result of this analysis was the discovery that the group scoring first wave questionnaires and the individual scoring second wave questionnaires strongly disagreed on many scores. Of the thirty-four items examined, coders of the two waves agreed strongly on only five items (Cards I and V, Columns 8, 9, 22, 39, 50). The original coders were in much closer agreement with each other; they were strongly agreed on fourteen of the thirty-four items (Card I, Columns 10, 11, 12, 23, 28, 36, 37, 40, 41, 42, 43, 45, 47, 51). Their distributions were essentially similar on an additional eight items (Columns 27, 29, 30, 31, 34, 38, 44, 46). Thus, the three initial judges substantially agreed on twenty-two items, or about sixty-five percent of the total. The coder of the second wave interviews frequently showed grossly different judgments (e.g., never assigning a score which was given with high frequency by the other three scorers on a particular item).

Certain aspects of the scoring categories may explain the discrepancies between the scores of the original coders and the second wave coder. Many of the scoring categories were highly ambiguous (e.g., deciding whether the "effort" indicated in a story was "useful" or not (Card I, Columns 22, 30, 38, 46). The ambiguity could be markedly reduced by consultation among the group of scorers and agreement on how the items were to be interpreted. Thus, the three judges who originally coded the projective items could consult with one another, but the fourth coder employed at a later date could not consult with the original coders.

In order to test the possibility of developing reliability for the second wave, a random sample of thirty questionnaires from the second wave welfare sample was drawn. These were scored by the coder of all the second wave items and by a graduate student in clinical psychology who had not previously scored any of these particular items. The second wave coder explained briefly how he had interpreted some of the more ambiguous items. The items chosen for analysis required eight separate judgments each of which called for assignment of a score. Thus, there were a total of 240 (8 x 30) judgments on which the two judges might have disagreed. The two judges agreed exactly on 197 (82 percent) of these 240 judgments.

The low coefficients may be due as much to lack of intercoder reliability between the waves as to the lack of stability of the responses themselves.

TABLE A-11

RELIABILITY OF SCORING OF PROJECTIVE  
RESPONSES WAVES I AND II WELFARE MOTHERS

| VARIABLE NAME              | RELIABILITY<br>COEFFICIENT<br>(percentages) |
|----------------------------|---|
| Helplessness (I-40)        | 52  |
| Effort (I-38)              | 51  |
| Time span (I-39)           | 49  |
| Verbal intelligence (I-43) | 48  |
| Other's role (I-41)        | 45  |
| Affect interaction (I-45)  | 42  |
| Expected outcome (I-42)    | 42  |
| Actor affect (I-44)        | 41  |

#### Summary

No general conclusions about the reliability of the data can be drawn. The stability of the objective data may be considered satisfactory. While it does not necessarily follow that responses are therefore "truthful", the level of reliability provides some confidence in response honesty. The sophisticated deceit required to remember from one year to another what had been said so as to "appear" honest is highly improbable. We may be relatively certain that, in these cases, respondents were reacting to a standardized stimulus--the questionnaire--rather than to varying interviewer personalities.

The reliability of subjective questions must remain tentative. We may have reasonably good confidence in items reflecting self attitudes but the reliability of social attitude measures must remain an open question.

Finally, in the case of the projective items, the issue of coder reliability overshadows the issue of response reliability. Attention was given to ambiguous coding categories--where editorial decisions were central--and the results pointed to problems in using panel data from projective items. Because of higher intercoder consistency, we may have more confidence in analyses using Wave I projective scores than in those depending on a relation between Wave I and Wave II scores.

Problems in Cross-Cultural Communication  
in Administering the Questionnaire

Introduction

In the course of the Camden second wave interviewing in the summer of 1970, a social anthropologist, Ilsa Schuster was engaged to examine culturally-rooted biases which might enter our data gathering and influence our data interpretation. She was concerned with matriarchal family structure and the dynamics of the face-to-face interview. After conducting several in-depth interviews, in which she went beyond the prescribed schedule, she recommended adjustments in our interview practices. The following, based on the anthropologist's report, reviews some of what we learned from interviewing a low income population.

Misinterpretation and Misunderstanding

The survey researcher has a variety of interviewing techniques. The present study chose to utilize the self-administered questionnaire and structured interview. The choice of structured interviewing as a data-gathering method is discussed in other parts of this report; we focus here on the options which lie within the constraints of the interview situation.

Possibilities of misinterpretation and misunderstanding are related directly to the very writing and structuring of a questionnaire. Closed categories supplant open-ended questions as the research moves into its later states. Initially, the researcher probes the behavior and orientations of the subject population in an open-ended way. He is not sure which questions will yield relevant and accurate information. The open-minded interview is used "to disclose topics, viewpoints and inter-connections that might escape notice under a more mechanical type of interrogation" (Paul, 1953, p. 445).

Having specified topics and refined questions in the pilot study, the researcher may choose to "close off" his questions. Using the empirical distribution of responses to open-ended questions, he may construct a set of closed choices which include all significant or, at least, most frequent responses. A principal advantage is that this allows immediate categorization and quantification for studies which apply quantitative analysis. Such studies would otherwise have to face the questions of categorization of data at the coding stage.

One rationale for having a written questionnaire or a fixed set of questions is the standardization of meanings, stimulus, and presumably then of the responses. By representing each interviewee with the same written question and responses, the analyst may avoid the problem of variations in wording and intonation by the interviewers, both of which have been found related to bias (Gordon, 1969); Maccoby and Maccoby, 1954). However, standardization of meaning is not achieved solely by standardization of wording.

The researcher must be sure that several underlying assumptions have been met. First, the population is assumed to be culturally homogeneous, that is, to share basic symbolism and cultural heritage. Secondly, the population is assumed to be linguistically homogeneous so that similar interpretations are given to the same words.\*

The above assumptions about cultural and linguistic homogeneity are open to question with respect to the Camden welfare mothers. Economic data was particularly sensitive to distortion by misinterpretation. For example, expenditures listed under the food category sometimes included items used for laundry, grooming, small household furnishings and patent medicines since these items were purchased at the supermarket with food. This tended to inflate food expenditures. On the other hand, incidental expenditures on food, from a fruit truck or from the corner store, tended to be neglected. Thus, it became necessary for the interviewer to depart from the closed questionnaire format and deal precisely with each income and expense item. Each category had to be discussed and additional stimulus words given, such as "did

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\*The following example of age data gathered in censuses in Singapore illustrates confusion arising from cultural and social differences.

The study of percentage distribution of the population in Singapore for the ages 0 to 4 and 5 to 9 years as obtained in seven censuses gave the results shown in Table 29. A comparison of the percentages in this table shows that the group 5 to 9 years is consistently larger than the group 0 to 4 years, which is contrary to expectation. After having eliminated all other possible explanations for this unexpected phenomenon, You Poh Seng found that it was due to the influence of Chinese cultural background. In fact, the Singapore population contains around 80 percent Chinese who reckon ages in a different way from that adopted in Western civilization. Censuses were always prepared in accordance with the Western way of thinking and age questions were put in the form of "What is your age?" "Age at the last birthday," or "Age according to Western reckoning." The Chinese population apply a different calculation. "According to the traditional method of counting, a Chinese is one year old at birth, and thereafter becomes a year older at every Chinese New Year. Since the Chinese New Year is based on a form of lunar calendar, New Year's Day varies from year to year, but normally it falls round about February. An extreme case would be the following: a child is born, say, a week before the Chinese New Year. It is one year old at birth, and one week later, on the occasion of the New Year, it becomes two years old, whereas strictly speaking it is only one week old". According to Chinese tradition there can be no child under one year. Consequently, the resulting biases in age data cannot be eliminated without adapting census concepts to this tradition or taking some special steps for converting data based on Chinese reckoning into data based on the Western way of counting years. (Zarkovich, 1966, pp. 185-186.)

you buy from the fruit truck" or "corner store". An interviewer's familiarity with the neighborhood was useful in detecting expenses which might have otherwise gone undetected. For example, during the survey period an Avon Cosmetic Company representative was working in the area. Asking interviewees in that area if they had made purchases from this agent could add several dollars to expenditures in the "grooming expense" category. In general, the role of neighborhood salesmen and incidental purchases is neglected in the questionnaire. Such incidental expenditures coupled with purchases made upon special occasions, holidays or celebrations, may be an important indicator of life style. When the absolute amount of capital per household is small, seemingly slight differences among expense categories are potentially important for analysis (Lewis, 1968).

A further problem in assessing the economic data derived from neglect of exchanges of goods and services. Such exchanges, particularly in the form of clothing and food, are prevalent among Puerto Rican families. A son or daughter might bring several bags of fruit to the household or new shoes for children or usable "used" clothing. While not recorded as cash income or expenditures, these exchanges may be crucial to the life of the family as a unit.

Several attitudinal measures were particularly subject to variant interviewee interpretation. A question measuring attitudes toward the availability of welfare (IV and VIII-58 through 63) illustrates this problem. Interviewees were presented with a set of six reasons for unemployment and were asked to judge whether welfare should or should not be available to the unemployed person in each case. Most subjects found that the standardized situation was insufficiently described for them to make a judgment. Subjects would ask, "How many children are there?" "How old are they?" "How old is the mother?" Some interviewees refused to decide on the case, "If there is one parent (female) and she does not want to work for any reason" unless provided with a story about the person. Of the interviewees who, after much deliberation, decided that welfare should be made available to all or most of the cases, the majority expressed either verbally to the interviewer or in the margins of the questionnaire that they were permitting welfare only on condition that the women had several young children. Regardless of the woman's personal qualities, they felt that denying welfare payments would doom her young children to starvation. Such reinterpretations and qualifications suggest that the stimuli may not have been standardized in meaning but that various meanings may have been read into the situations described in the question.

A further problem pertaining to the standardization of meaning derives from the neglect of the contextual dimension in attitude testing (Ennis, 1962). Several general attitudinal questions were asked about job training programs and child care facilities. While the question on day care centers (VIII-11) was understandable, the responses often meant different things. For instance, an assent to the statement that, "The teachers in day care centers are very interested in the children they take care of" could have two meanings. Either the mother had positive experience, or she was unaware of the quality of day care centers and the response was a guess or an opinion she heard expressed by others. Both informed and uninformed attitudes are being measured. This question was further clouded by the fact that two types

of day care facility exist in Camden. There are day care centers and day care mothers. Responses could be to both or either of these types. A woman having had personal experience with day care mothers said, "My baby never had diaper rash until I sent her there. That woman takes care of so many children she can't keep track of them all". Women whose personal experience was with centers complained that they had poor facilities and were overcrowded. Some know of more adequate centers but said a poor mother could not afford these more expensive facilities. Thus these women considered the low cost of certain centers to be misleading. Others pointed out that even a low cost center did not enable a woman with several children requiring day care to go to work. Even with low cost-high quality day care centers available, some women still would choose to continue on welfare rather than take a job since even the best day care centers cannot care for children who became ill. Interviewees with school-age children who disliked welfare felt that in the absence of a strong and supervised program of afterschool activities, they were not free to accept employment. The survey did not tap these serious problems.

The questionnaire was designed to elicit information on social networks by asking how often women saw their friends and relatives, how many of these were welfare recipients or employed full time and how many friends were neighbors. Assumptions of similar linguistic meaning attached to the term "friend" were particularly problematic. Interviewees assumed that "friendship" referred to adult females. In fact, the role of adult males was not assessed by this survey. The linguistic term "friend" was, however, used in a number of different ways. Thus, some women who spent an hour or more a day in the company of their neighbors did not consider these neighbors as friends. Others considered only their close relatives to be "true friends". Still others claimed they were "close" to women of their church, but would not describe them as "friends". A few said they had not seen their friends in many years--friends, to them, evidently evoked images of childhood--but would not circle the choice, "I have no regular friends", explaining, "You'd have to be pretty hard up to circle that." The item, "There are times when I have been embarrassed in front of my family because of being on welfare" produced a counter-question: "What kind of friends would they be?" Finally, direct observation of a friendship clique (which also functioned as a cooperative buying unit) operating in one of the low income housing projects in which several women were personally interviewed contradicted answers to questions of friendships provided by some members of the clique, one of whom stated, "I don't have friends. It's nobody's business anyway."

The concept of "relative" was also ambiguous. Data was sought on how often a woman saw her relatives, if they were on welfare or working full time, if they were available for child care, and if she preferred them for child care. It became apparent from personal conversations that some women did not include primary relatives (mother, sister, adult child) under the term which evoked, instead, responses to secondary or tertiary relatives: cousins, aunts, uncles, nephews, nieces, and so on. Because the questionnaire asked for a rate (frequency) per week or month of contacts rather than absolute number of contacts with relatives, objective evaluation of availability of adults in the social network to perform such functions as babysitting is difficult. A third difficulty was the absence of either a "don't know" category or a "half-and-half" (about half on welfare, half employed). Some women were, therefore, required to choose among

alternatives which they found difficult to relate to their particular situations.

One root of these problems is the tendency to assume that "lower" and "middle" income groups generally share the basic values and aspirations of the American middle class (Riessman, 1959), and that for studies of "general" values the lower and middle classes may be treated as a homogeneous population. However, when research departs from the study of "general" values and aspirations and investigates more subtle values and orientations, classes can no longer be treated as culturally homogeneous (Gans, 1962).

In addition to the problem of interviewee misunderstanding, there is the problem of interviewer and research misunderstanding, which also may be traced to cultural differences. A few comments on this problem are warranted. The researcher may succeed in obtaining reproducible responses from a population, i.e., reliable responses, and he may misinterpret the interviewee's intent. In response to the question, "Who was at the meeting of community and neighborhood citizens for better schools?" the respondent's use of familiar words might be misleading to the researcher. "In one culture the informant may say 'two people were there', having in mind not the great number of actual attendants but their leaders; in another culture the statement that 'everybody was at the meeting' may refer only to the select body of elders (everybody that matters) and not the total population". (Paul, 1953, p. 448)

In this study, the use of such familiar terms as "married", "single", "divorced" and "separated" might be "reliable" replies to questions on marital status, that is, subjects would not change their reply from one interview to another, but the meaning of such terms might elude the analyst. The difference between a "married" and a "separated" mother is often other than a legal difference. In fact, women of the same legal status might consistently declare different social statuses. The legally married woman interested in remarrying might be "separated" while the uninterested married but legally separated woman might remain "married". Similarly, the unmarried mother might declare herself "separated" or "divorced" to avoid the stigma of illegitimacy. Prestige bias, the reluctance to present facts likely to bring criticism or inspire critical thoughts, even if unexpressed, may lead to misunderstandings between interviewer and interviewee. Respondent's expectations about what the interviewer might think are as influential as verbalized expressions of his thinking.

Socially tabooed behaviors are susceptible to prestige error. . . "It is a common place for expenditure surveys to produce under-estimates of consumers' purchases of alcoholic drink and tobacco. From our own survey it would appear that Cambridgeshire household's expenditure on these two items is for alcoholic drink more than 50 percent, and for tobacco 30 percent below what we estimate to be the national average . . . We can be fairly sure that a good deal of the under-estimate results from people's unwillingness to reveal just how much they do spend on these two items". (Cole, 1956; Cole and Otting, 1956)

Misunderstanding and misinterpretation is a two-way street. Problems may arise with respect to both interviewer-researcher and interviewee understanding when working with low income populations. For this reason, qualitative methods must supplement quantitative methods to a higher degree.

#### Concealment and Deliberate Misrepresentations

Deliberate falsification and misrepresentation of information is a problem which occurs more as the result of the interviewer-interviewee relationship than as a result of the researcher's design or understanding of a population's culture. To a great degree, the issues of rapport and social distance are relevant here. While rapport is stressed in anthropological methods, the definition of rapport and the role of rapport have been debated. Beyond general agreement that one must 'get close' to the subjects to learn their intimate ways and gain their confidence, no evidence on the result of various degrees and types of 'getting close' has been conclusive. For example, Goldenweiser advised the anthropologist in the field to start "...living the life of the natives and participating in their culture. The more successful an anthropologist is in doing this, the better foundation he has laid for his future work...the ability to 'go native' on the surface is thus a great boon to the anthropological field student." (Paul, 1953, p. 438) On the other hand, Radin asserts "...true participation is simply out of the question and romantic participation obscures the situation completely. For any ethnologist to imagine that anything can be gained by 'going native' is a delusion and a snare". (Paul, 1953, p. 438)

The role of the field worker differs from that of the interviewer, since the former obtains his information by direct observation and participation, while the latter obtains his information through a structured interview. The anthropologist may uncover more as he becomes closer to his population; the field worker may overcome respondents' conscious motivation to conceal by becoming accepted and non-threatening. However, an interviewer in a structured situation may simply introduce bias into his measurement (Williams, 1968; Weiss, 1968-9). He may be seen as an intruder from an enemy society and so increase respondents' incentive to conceal information. If rapport is viewed along a familiarity--anonymity dimension, anonymity may minimize concealment and misrepresentation of negatively sanctioned behavior (Hyman, 1954).

More significant, however, is concealment from inadvertance. The survey interviewer may not learn enough about the culture to know what the right questions are to ask. Some concealment of both types probably did occur in the present study. Despite the likelihood of income supplements from male friends, such admissions were extremely rare among the AFDC and working mothers. Interviewees were reluctant to disclose sources of extra-legal income which they feared might threaten their welfare status. "Extra-legality" is distinguished from illegality by the fact that extra-legal activity is not contrary to law but to the regulations of a particular social institution (Bohannon, 1958). Discovery of participation in extra-legal activities would jeopardize the women's welfare income, whereas discovery of illegal activity would, in terms of the larger society, subject her to threat of arrest. In two cases out of fifty personally interviewed by the anthropologist, repeated assurance of anonymity produced admissions of extra-legal income not reported by the interviewee to the welfare office. This income

was from employment as nurses' aides. Sources of illegal income (from numbers and prostitution, etc.) were never reported. Uncovering such information is possible only after prolonged contact between the researcher and his subjects--when mutual trust has been both tested and firmly established (Liebow, 1967; Hanmerz, 1968). Basically, though, our feeling is that the role of both extra-legal and illegal income in the welfare population is much smaller than has been assumed.

Reluctance to produce actual figures for "recreation and grooming" expense categories was encountered because of fears of accusations that welfare mothers mismanaged their checks--were "having a good time at the taxpayer's expense". For example, when the interviewer expressed reassurance (e.g., everyone has to have some fun), higher figures sometimes resulted.

### Conclusions

While the above analysis has dealt specifically with concrete problems which arise with respect to low income populations, the general problems of interviewer bias, misunderstanding of questions and concealment are universal to all survey analysis. These problems may be particularly acute in surveys of low income groups, due mainly to the cultural and linguistic differences between the researcher and subject communities. However, the claim that the survey technique is generally much less valid for low income than for middle and upper income populations is presently unsubstantiated. The basic problems, such as wording of questions, distorted interpretations and culturally induced biases, plague survey research with all of these populations. In fact, economic data reported by lower classes may be more accurate than that reported by the middle classes since there is less cash to lose track of and thus individual purchases hold greater significance. Further, basic attitudes may facilitate certain questions, on such things as extramarital affairs, for which middle class respondents may be more likely to falsify information. The middle class might be more likely to bias income information relevant to establishing tax rates for an area. "Under such circumstances, the respondents consider that it is against their interests to supply accurate information, and so often try to avoid doing so (Zarkovich, 1966, p. 189). The principles of bias are similar in each case.

The experiences upon which this analysis is based point to one major conclusion. The survey researcher's attempt to gain an extensive knowledge of a population, rather than the intensive understanding sought by the anthropological field worker, imposes upon this role the need for an especially intense effort to utilize and build upon the body of knowledge pertaining to the unique characteristics of the population studied. The field worker can ask questions many times over, rephrasing them in the light of reflection and new knowledge; the anthropologist can also probe the meanings of responses. In a sense, the survey worker tests the hypotheses developed by the participant-observer, the "insider", by obtaining controlled, repeatable measures of events. He may then extend the hypotheses to a wider population than that for which the field worker originally developed them. This continuity between the qualitative "case study" and the quantitative survey points to the complementary character of these methods.

Clearly the intensive analysis of small groups, typical of anthropological techniques, can reveal more accurate in-depth understanding of members of a "foreign" population. The anthropologist must, however, generalize

about the population-at-large on the basis of his intensive experience with a limited number of individuals whose typicality may not be firmly established. What survey techniques lose in intensity and perhaps, accuracy in particular instances they gain in knowledge of general social patterns. In retrospect--and in the best of all possible worlds--the two complementary techniques might have been most productively utilized in this study.

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## APPENDIX B

### FREQUENCY DISTRIBUTIONS AND CODING MANUAL

Variables, as reported in the text of this report, were constructed on the basis of partitionings of the frequency distributions of responses. This section presents the items which appeared in each of the four research questionnaires along with the percentaged distributions of responses. Card and column numbers in which these data are entered are also shown. In many cases, the same questions were asked in Wave I and repeated in Wave II. Thus, as many as four frequency distributions accompany each item. The first vertical column to the right of the question is headed Welfare I. This column reports the responses of 438 welfare mothers interviewed in the summer of 1969. Their data were entered on Cards I through IV; as indicated above the items. The numbers with a slash to the left of the questions indicate the columns into which the information was punched on the respective cards. The second vertical column of figures headed Welfare II shows the distribution of responses for 373 of the welfare mothers reinterviewed in the summer of 1970. This data is entered on Cards V through IX with the column designations on Card I corresponding to those on Card V, those on Card II corresponding to those on Card VI, etc. The third column, headed Working I, and the fourth column, headed Working II, present, respectively, the results of interviews with 102 working mothers in March 1970 and reinterviews of 85 of them in the summer of 1970. Card and column designations for the working mothers parallel those in which welfare mother responses are punched. Where no data are presented, that question was not asked of that particular population in that particular wave. The number of cases on which the percentage distributions are based is always as stated above unless otherwise noted.

The logic of the coding is often obvious. Where it is not, an asterisk appears to the immediate right of the question. The coding instructions for these items follow the complete presentation of frequency distributions. Each variable, as presented here, is accompanied by the question or instructions to the interviewee as they appeared in the questionnaires.

The material here presented, along with a duplicate set of cards used in the analysis, will enable a professionally trained social researcher to either reanalyze or extend the analysis of the data.

Frequency Distributions

Look at the boxes below which have a number and a mark just below it; for example, the number 1 has a - just below it. Every number has a different mark. Now look beneath that row of numbers and marks to where the word samples appears. There the upper box has a number but the box below it has no mark. You are to put in each of these boxes the mark that should go there. The interviewer will help you with these samples up until the tenth box (to the heavy line). Then, when the interviewer tells you to begin, you will start at the heavy line and fill in as many boxes as you can in all four rows, without skipping, until you are told to stop.

Card I (Card V), 5/6/, Symbol Intelligence\*

Response Distributions  
(in percents)

|                | WELFARE I | WELFARE II | WORKING I |
|----------------|-----------|------------|-----------|
| 0 or (00)      | 1         | 0          |           |
| Low (01-36)    | 31        | 25         |           |
| Medium (37-50) | 35        | 35         |           |
| High (51-90)   | 33        | 40         |           |
| 00-28          |           |            | 8         |
| 29-46          |           |            | 36        |
| 47-61          |           |            | 42        |
| 62+            |           |            | 14        |

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| - | 1 | 3 | L | U | O | ^ | X | = |

| SAMPLES |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2       | 1 | 3 | 7 | 2 | 4 | 8 | 1 | 5 | 4 | 2 | 1 | 3 | 2 | 1 | 4 | 2 | 3 | 5 | 2 | 3 | 1 | 4 | 6 | 3 |
|         |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 1       | 5 | 4 | 2 | 7 | 6 | 3 | 5 | 7 | 2 | 8 | 5 | 4 | 6 | 3 | 7 | 2 | 8 | 1 | 9 | 5 | 8 | 4 | 7 | 3 |
|         |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 6       | 2 | 5 | 1 | 3 | 2 | 8 | 3 | 7 | 4 | 6 | 5 | 9 | 4 | 8 | 3 | 7 | 2 | 6 | 1 | 5 | 4 | 6 | 3 | 7 |
|         |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 9       | 2 | 8 | 1 | 7 | 9 | 4 | 6 | 8 | 5 | 9 | 7 | 1 | 8 | 5 | 2 | 9 | 4 | 8 | 6 | 3 | 7 | 9 | 8 | 6 |
|         |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

Please draw a picture of a person on this page.  
Draw the person any way you please. Do not  
hesitate if you are not artistic. Just do your  
best.

Card I, 7/-21/, Draw-A-Person

Response Distributions  
(in percents)

|   | WELFARE I | WORKING I |
|---|-----------|-----------|
| 7/ Drawn Normality*                     |           |           |
| 0 no drawing                            | 1         | 2         |
| 1 normal                                | 45        | 69        |
| 2 slight abnormal                       | 43        | 25        |
| 3 severe abnormal                       | 11        | 4         |
| 8/ Sex Drawn                            |           |           |
| 0 no drawing                            | 1         | 4         |
| 1 female                                | 65        | 64        |
| 2 male                                  | 26        | 31        |
| 3 unclear                               | 8         | 1         |
| 9/ Age Drawn                            |           |           |
| 0 no drawing                            | 1         | 5         |
| 1 child                                 | 20        | 13        |
| 2 adolescent                            | 12        | 10        |
| 3 adult                                 | 57        | 69        |
| 4 ambiguous                             | 10        | 3         |
| 10/ Body Drawn                          |           |           |
| 0 no body                               | 1         | 2         |
| 1 head only                             | 15        | 20        |
| 2 head + trunk, lack extremities        | 1         | 2         |
| 3 head + trunk + arms, no legs          | 1         | 5         |
| 4 complete figure                       | 69        | 69        |
| 5 head + trunk + legs, no hands or feet | 7         | 1         |
| 6 head + extremities, no body           | 1         | 0         |
| 7 lower half body hidden                | 1         | 0         |
| 8 head + trunk + legs, no arms          | 1         | 1         |
| 9 head + trunk + arms + legs, no feet   | 3         | 0         |
| 11/ Face Drawn                          |           |           |
| 0 no drawing                            | 1         | 2         |
| 1 features visible                      | 87        | 77        |
| 2 vaguely indicated                     | 6         | 2         |
| 3 some missing                          | 4         | 11        |
| 4 no features                           | 2         | 7         |
| 5 perspective does not permit features  | 0         | 1         |

## Card I, 7/-21/, Draw-A-Person

Response Distributions  
(in percents)

|                                      | WELFARE I | WORKING I |
|--------------------------------------|-----------|-----------|
| 12/ Mouth Drawn                      |           |           |
| 0 no drawing                         | 1         | 2         |
| 1 teeth visible                      | 5         | 2         |
| 2 mouth open, teeth not visible      | 29        | 34        |
| 3 mouth closed                       | 61        | 53        |
| 4 not visible (persp.)               | 0         | 0         |
| 5 no mouth                           | 4         | 9         |
| 13/ Size of Body Drawn               |           |           |
| 0 no drawing                         | 1         | 2         |
| 1 2" or less                         | 9         | 5         |
| 2 > 2"-3"                            | 15        | 24        |
| 3 > 3"-4"                            | 19        | 21        |
| 4 > 4"-5"                            | 19        | 21        |
| 5 > 5"-6"                            | 14        | 0         |
| 6 > 6"-7"                            | 11        | 21        |
| 7 7" or over                         | 12        | 6         |
| 14/ Arms and Hands                   |           |           |
| 0 no drawing                         | 1         | 3         |
| 1 trunk not shown                    | 14        | 21        |
| 2 trunk                              | 3         | 3         |
| 3 full arms, no hands                | 15        | 28        |
| 4 arms, mitten hands                 | 13        | 11        |
| 5 arms, hands with fingers           | 28        | 18        |
| 6 arms, claws                        | 9         | 6         |
| 7 claws, no arms                     | 0         | 0         |
| 8 stick arms, stick hands            | 8         | 5         |
| 9 arms, hands hidden in drawing      | 9         | 5         |
| 15/ Posture Drawn                    |           |           |
| 0 no drawing                         | 1         | 2         |
| 1 rigid balanced                     | 1         | 52        |
| 2 rigid unbalanced                   | 1         | 17        |
| 3 posturing balanced                 | 57        | 5         |
| 4 posturing unbalanced               | 21        | 1         |
| 5 in motion                          | 2         | 7         |
| 6 full body not drawn                | 17        | 16        |
| 16/ Eyes Drawn                       |           |           |
| 0 no drawing                         | 1         | 2         |
| 1 no eyes                            | 3         | 12        |
| 2 circles, no pupils                 | 13        | 14        |
| 3 eyes closed, slits, hollow sockets | 16        | 10        |
| 4 pupils only, pinpoints             | 17        | 25        |
| 5 sockets with circles, points       | 50        | 37        |

## Card I, 7/-21/, Draw-A-Person

Response Distributions  
(in percents)

|                      | WELFARE I | WORKING I |
|----------------------|-----------|-----------|
| 17/ Placement Drawn  |           |           |
| 0 no drawing         | 1         | 2         |
| 1 top left           | 58        | 7         |
| 2 top right          | 2         | 1         |
| 3 bottom left        | 7         | 1         |
| 4 bottom right       | 0         | 1         |
| 5 middle             | 5         | 28        |
| 6 top center         | 12        | 32        |
| 7 bottom center      | 2         | 8         |
| 8 center left        | 12        | 19        |
| 9 center right       | 1         | 1         |
| 18/19/ Age Stated    |           |           |
| no response (00)     | 15        | 20        |
| young child (01-11)  | 15        | 12        |
| adolescent (12-18)   | 13        | 14        |
| young adult (19-30)  | 37        | 28        |
| adult (31-99)        | 20        | 26        |
| 20/ Draw Sex Stated  |           |           |
| 0 no response        | 1         | 7         |
| 1 male               | 30        | 30        |
| 2 female             | 69        | 63        |
| 21/ Identity Drawn   |           |           |
| 0 no response        | 1         | 4         |
| 1 myself             | 1         | 1         |
| 2 child              | 18        | 11        |
| 3 adolescent         | 13        | 10        |
| 4 adult              | 66        | 72        |
| 5 identity uncertain | 1         | 2         |

Tell a story about the person you have just drawn. Assume that this person is working. What is the person doing? Why? What has led up to this job? That is, what has happened in the past? What is the person thinking? What does the person feel? What will happen?

## Card I, 22/-29/, Tell-A-Story

## Card I, 22/-29/, Tell-A-Story

Response Distributions  
(in percents)

|   | WELFARE I | WORKING I |
|---|-----------|-----------|
| <b>22/ Work Effort*</b>   |           |           |
| 0 no response   | 1         | 1         |
| 1 useful  | 39        | 82        |
| 2 ambiguous   | 39        | 0         |
| 3 not useful  | 3         | 3         |
| 4 no effort referred to   | 18        | 14        |
| <b>23/ Time Span*</b>   |           |           |
| 0 no response   | 2         | 1         |
| 1 up to incl. hour  | 6         | 21        |
| 2 > hour incl. day  | 19        | 12        |
| 3 > day incl. week  | 3         | 1         |
| 4 > week incl. month  | 5         | 0         |
| 5 > month incl. 6 mos.  | 11        | 0         |
| 6 > 6 mos. incl. year   | 14        | 1         |
| 7 > year incl. 4 years  | 11        | 2         |
| 8 > 4 years incl. decade  | 11        | 1         |
| 9 > decade incl. lifetime   | 18        | 61        |
| <b>24/ Helplessness*</b>  |           |           |
| 0 no response   | 2         | 2         |
| 1 mood of helplessness  | 32        | 10        |
| 2 no mood of helplessness   | 65        | 87        |
| 3-9 above range   | 1         | 1         |
| <b>25/26/ Work Symbol</b>   |           |           |
| 00 no response  | 2         | 3         |
| 03 ref. to clothing   | 0         | 0         |
| 05 ref. to symbolic movement  | 4         | 0         |
| 07 ref. to thought about working  | 63        | 31        |
| 11 ref. to tools, building, surroundings  | 5         | 11        |
| 18 ref. to 07 and 11 above  | 10        | 24        |
| 20 nothing symbolizing work   | 16        | 31        |
| <b>27/ Intelligence</b>   |           |           |
| 0 no response   | 2         | 2         |
| 1 incoherent story  | 5         | 0         |
| 2 simple factual description limited to present time and space                                  | 36        | 11        |
| 3 description supplemented by rationale, interpretation, not limited to immediate time or space | 45        | 66        |
| 4 complex and coherent narrative bringing in a number of considerations                         | 12        | 21        |

## Card I, 22/-29/, Tell-A-Story

|   | Response Distributions<br>(in percents) |           |
|---|---|-----------|
|   | WELFARE I                               | WORKING I |
| 28/ Actor Affect  |   |           |
| 0 no response   | 2                                       | 36        |
| 1 anger, hate   | 5                                       | 2         |
| 2 pressure from stress of situation                                       | 35                                      | 9         |
| 3 annoyance   | 2                                       | 3         |
| 4 sympathy, empathy, appreciation, positive                               | 46                                      | 1         |
| 5 sense of being forced by harsh other                                    | 1                                       | 1         |
| 6 boredom   | 0                                       | 5         |
| 7 detachment  | 4                                       | 1         |
| 8 anxiety-fear of unknown   | 3                                       | 4         |
| 9 not codable via above   | 2                                       | 38        |
| 29/ Other's Role*   |   |           |
| 0 no response   | 2                                       | 4         |
| 1 gatekeeper, deciding whether actor is to receive some advantage         | 30                                      | 2         |
| 2 teacher, instructing actor preparation to another role                  | 5                                       | 0         |
| 3 counselor, helping with problems of actor, telling him what he might do | 4                                       | 1         |
| 4 disciplinary, punishing, exerting control                               | 5                                       | 6         |
| 5 no reference to other   | 52                                      | 71        |
| 9 not codable via above   | 3                                       | 16        |

A series of pictures now follow. First look at each picture for about one half minute. After looking at each of the pictures try to think of a story about what is happening in the picture. Next write down this story on the lines under the picture.

In writing a story about the picture--you may use the following questions as a guide: What is happening? Who are the people? What has led up to this situation? That is, what has happened in the past? What is being thought? What is wanted? By whom? What will happen. What will be done?

There are no right or wrong answers to these questions. In writing the story, try to make your answers to these questions interesting and dramatic.

## Card I, 30/-37/, Story Picture 1

Response Distributions  
(in percents)

|   | WELFARE I |
|---|-----------|
| 30/ Effort*                             |           |
| 0 no response                           | 1         |
| 1 useful                                | 22        |
| 2 ambiguous                             | 48        |
| 3 not useful                            | 3         |
| 4 no effort referred to                 | 26        |
| 31/ Time Span                           |           |
| 0 no response                           | 1         |
| 1 up to incl. hour                      | 12        |
| 2 >hour incl. day                       | 48        |
| 3 .day incl. week                       | 3         |
| 4 .week incl. month                     | 10        |
| 5 >month incl. 6 months                 | 8         |
| 6 >6 mos. incl. year                    | 9         |
| 7 >year incl. 4 years                   | 3         |
| 8 >4 years incl. decade                 | 3         |
| 9 >decade incl. lifetime                | 3         |
| 32/ Helplessness*                       |           |
| 0 no response                           | 1         |
| 1 mood of helplessness                  | 64        |
| 2 no mood of helplessness               | 35        |
| 33/ Other's Role                        |           |
| 0 no response                           | 1         |
| 1 gatekeeper                            | 41        |
| 2 teacher                               | 11        |
| 3 counselor                             | 27        |
| 4 disciplinarian                        | 12        |
| 5 no reference to other                 | 6         |
| 9 not codable via above                 | 2         |
| 34/ Anticipation*                       |           |
| 0 no response                           | 1         |
| 1 optimistic (get job)                  | 23        |
| 2 in doubt--outcome uncertain           | 64        |
| 3 pessimistic--will not get job or help | 11        |
| 9 not codable via above                 | 1         |
| 35/ Intelligence*                       |           |
| 0 no response                           | 1         |
| 1 incoherent story                      | 6         |
| 2 low                                   | 41        |
| 3 medium                                | 42        |
| 4 high                                  | 10        |

## Card I, 30/-37/, Story Picture 1

Response Distributions  
(in percents)

|  | WELFARE I |
|--|-----------|
| 36/ Actor Affect                       |           |
| 0 no response                          | 1         |
| 1 anger, hate                          | 3         |
| 2 pressure from stress                 | 68        |
| 3 annoyance                            | 2         |
| 4 sympathy, empathy                    | 8         |
| 5 sense of being forced by harsh other | 1         |
| 6 boredom                              | 1         |
| 7 detachment                           | 4         |
| 8 anxiety                              | 10        |
| 9 not codable via above                | 2         |
| 37/ Interaction*                       |           |
| 0 no response                          | 2         |
| 1 positive-negative                    | 2         |
| 2 positive-positive                    | 6         |
| 3 positive-neutral                     | 3         |
| 4 negative-negative                    | 8         |
| 5 negative-positive                    | 1         |
| 6 negative-neutral                     | 2         |
| 7 neutral-negative                     | 37        |
| 8 neutral-positive                     | 12        |
| 9 neutral-neutral                      | 27        |

## Card I (Card V), 38/-45/, Story Picture 2

Response Distributions  
(in percents)

|                          | WELFARE I | WELFARE II | WORKING I |
|--------------------------|-----------|------------|-----------|
| 38/ Effort*              |           |            |           |
| 0 no response            | 1         | 1          | 0         |
| 1 useful                 | 34        | 57         | 71        |
| 2 ambiguous              | 50        | 0          | 1         |
| 3 not useful             | 3         | 2          | 15        |
| 4 no effort referred to  | 12        | 40         | 13        |
| 39/ Time Span            |           |            |           |
| 0 no response            | 1         | 0          | 1         |
| 1 up to incl. hour       | 15        | 88         | 69        |
| 2 >hour incl. day        | 36        | 3          | 11        |
| 3 -day incl. week        | 6         | 0          | 2         |
| 4 -week incl. month      | 11        | 0          | 0         |
| 5 -month incl. 6 mos.    | 7         | 1          | 3         |
| 6 >6 mos. incl. year     | 7         | 0          | 0         |
| 7 -year incl. 4 years    | 3         | 0          | 1         |
| 8 -4 years incl. decade  | 1         | 0          | 0         |
| 9 >decade incl. lifetime | 3         | 8          | 13        |

Card I (Card V), 38/-45/, Story Picture 2

Response Distributions  
(in percents)

|   | WELFARE I | WELFARE II | WORKING I |
|---|-----------|------------|-----------|
| <b>40/ Helplessness</b>                   |           |            |           |
| 0 no response                             | 1         | 1          | 0         |
| 1 mood of helplessness                    | 49        | 9          | 20        |
| 2 no mood of helplessness                 | 50        | 90         | 80        |
| <b>41/ Other's Role</b>                   |           |            |           |
| 0 no response                             | 1         | 1          | 0         |
| 1 gatekeeper                              | 17        | 8          | 5         |
| 2 teacher                                 | 35        | 38         | 34        |
| 3 counselor                               | 4         | 4          | 4         |
| 4 disciplinarian                          | 39        | 39         | 55        |
| 5 no reference to other                   | 3         | 5          | 1         |
| 9 not codable via above                   | 1         | 5          | 1         |
| <b>42/ Anticipation</b>                   |           |            |           |
| 0 no response                             | 1         | 58         | 31        |
| 1 optimistic                              | 30        | 16         | 33        |
| 2 in doubt                                | 55        | 18         | 22        |
| 3 pessimistic                             | 13        | 4          | 10        |
| 9 not codable via above                   | 1         | 4          | 4         |
| <b>43/ Intelligence*</b>                  |           |            |           |
| 0 no response                             | 1         | 0          | 0         |
| 1 incoherent story                        | 4         | 1          | 0         |
| 2 low                                     | 39        | 40         | 19        |
| 3 medium                                  | 48        | 49         | 68        |
| 4 high                                    | 7         | 9          | 11        |
| 5 fewer than 12 words                     | 1         | 1          | 2         |
| <b>44/ Actor Affect*</b>                  |           |            |           |
| 0 no response                             | 1         | 82         | 57        |
| 1 anger, hate                             | 2         | 2          | 12        |
| 2 pressure from stress                    | 56        | 8          | 15        |
| 3 annoyance                               | 4         | 2          | 2         |
| 4 sympathy, empathy                       | 18        | 0          | 0         |
| 5 sense of being forced by<br>harsh other | 6         | 1          | 1         |
| 6 boredom                                 | 1         | 0          | 1         |
| 7 detachment                              | 4         | 0          | 0         |
| 8 anxiety                                 | 6         | 0          | 2         |
| 9 not codable via above                   | 2         | 5          | 10        |

## Card I (Card V), 38/-45/, Story Picture 2

Response Distributions  
(in percents)

|                     | WELFARE I | WELFARE II | WORKING I |
|---------------------|-----------|------------|-----------|
| 45/ Interaction     |           |            |           |
| 0 no response       | 1         | 94         | 64        |
| 1 positive-negative | 5         | 1          | 0         |
| 2 positive-positive | 15        | 2          | 5         |
| 3 positive-neutral  | 2         | 0          | 2         |
| 4 negative-negative | 30        | 2          | 12        |
| 5 negative-positive | 4         | 1          | 5         |
| 6 negative-neutral  | 3         | 0          | 1         |
| 7 neutral-negative  | 14        | 0          | 3         |
| 8 neutral-positive  | 10        | 0          | 7         |
| 9 neutral-neutral   | 15        | 0          | 1         |

## Card I, 46/-53/, Story Picture 3

Response Distributions  
(in percents)

|                           | WELFARE I | WORKING I |
|---------------------------|-----------|-----------|
| 46/ Effort*               |           |           |
| 0 no response             | 1         | 1         |
| 1 useful                  | 19        | 60        |
| 2 ambiguous               | 32        | 5         |
| 3 not useful              | 7         | 5         |
| 4 no effort referred to   | 41        | 29        |
| 47/ Time Span*            |           |           |
| 0 no response             | 1         | 1         |
| 1 up to incl. hour        | 21        | 50        |
| 2 >hour incl. day         | 57        | 38        |
| 3 >day incl. week         | 4         | 0         |
| 4 >week incl. month       | 3         | 0         |
| 5 >month incl. 6 mos.     | 2         | 0         |
| 6 >6 mos. incl. year      | 4         | 0         |
| 7 >year incl. 4 years     | 2         | 0         |
| 8 >4 years incl. decade   | 4         | 1         |
| 9 >decade incl. lifetime  | 2         | 10        |
| 48/ Helplessness*         |           |           |
| 0 no response             | 1         | 0         |
| 1 mood of helplessness    | 34        | 12        |
| 2 no mood of helplessness | 65        | 88        |

## Card I, 46/-53/, Story Picture 3

Response Distributions  
(in percents)

|  | WELFARE I | WORKING I |
|--|-----------|-----------|
| <b>49/ Actor's Role</b>  |           |           |
| 0 no response  | 1         | 1         |
| 1 mother, leaving  | 50        | 54        |
| 2 mother, arriving   | 1         | 3         |
| 3 babysitter, leaving  | 1         | 1         |
| 4 babysitter, arriving   | 1         | 0         |
| 5 friend, relative, visitor leaving                            | 13        | 7         |
| 6 friend, relative, visitor arriving                           | 21        | 12        |
| 7 social worker, teacher, etc., leaving                        | 2         | 1         |
| 8 social worker, teacher, etc., arriving                       | 7         | 4         |
| 9 not codable via above  | 3         | 17        |
| <b>50/ Mother's Act*</b>                                       |           |           |
| 0 no response  | 1         | 2         |
| 1 child will benefit, although left alone,<br>not worried      | 4         | 10        |
| 2 danger to child left alone, worry about<br>children          | 20        | 10        |
| 3 child will not be left alone, babysitter,<br>day care center | 11        | 9         |
| 4 uncertainty about how to arrange care for<br>child           | 1         | 1         |
| 5 simply a parting scene--no interpretation<br>of implications | 14        | 14        |
| 6 parting scene-sadness  | 5         | 12        |
| 9 not codable via above  | 44        | 42        |
| <b>51/ Intelligence</b>  |           |           |
| 0 no response  | 1         | 0         |
| 1 incoherent story   | 5         | 0         |
| 2 low  | 47        | 20        |
| 3 medium   | 41        | 59        |
| 4 high   | 6         | 21        |
| <b>52/ Mother's Role</b>                                       |           |           |
| 0 no response  | 2         | 1         |
| 1 reference to work  | 34        | 41        |
| 2 shopping, errand   | 14        | 7         |
| 3 no reference to where she is coming from<br>or leaving to    | 3         | 9         |
| 9 not codable via above  | 47        | 42        |
| <b>53/ Adult's Role</b>  |           |           |
| 0 no response  | 1         | 2         |
| 1 friendly or counseling                                       | 25        | 23        |
| 2 hostile or investigating                                     | 8         | 6         |
| 9 not codable via above  | 66        | 69        |

If you could get the necessary training, what job would you most like to do? What would be your second choice?

Card I (Card V), 54/55/, Job Aspiration (1st Choice)\*

|    |                              | Response Distributions<br>(in percents) |            |           |
|----|------------------------------|---|------------|-----------|
|    |                              | WELFARE I                               | WELFARE II | WORKING I |
| 00 | NA                           | 3                                       | 0          | 7         |
|    | Personal-Professional        | 0                                       | 0          | 0         |
|    | Technical, Semi-Professional | 1                                       | 1          | 0         |
|    | Sales-Service                | 6                                       | 6          | 11        |
|    | Service-Social-Educational   | 4                                       | 8          | 5         |
|    | Service-Personal             | 17                                      | 23         | 18        |
|    | Manual-Manufacturing         | 10                                      | 9          | 12        |
|    | Manual-Service               | 2                                       | 1          | 2         |
|    | Service-Creative             | 1                                       | 3          | 1         |
|    | Service-Business             | 22                                      | 17         | 10        |
|    | Service-Maintenance          | 34                                      | 32         | 34        |

Card I (Card V), 56/57/, Job Aspiration (2nd Choice)

|    |                              |    |    |    |
|----|------------------------------|----|----|----|
| 00 | NA                           | 3  | 0  | 12 |
|    | Personal-Professional        | 0  | 1  | 0  |
|    | Technical, Semi-Professional | 1  | 2  | 6  |
|    | Sales-Service                | 14 | 8  | 7  |
|    | Service-Social-Educational   | 11 | 10 | 14 |
|    | Service-Personal             | 22 | 20 | 15 |
|    | Manual-Manufacturing         | 8  | 9  | 8  |
|    | Manual-Service               | 0  | 0  | 0  |
|    | Service-Creative             | 3  | 1  | 6  |
|    | Service-Business             | 34 | 34 | 25 |
|    | Service-Maintenance          | 4  | 15 | 7  |

Card I, 58/ Sex

|   |       |     |     |
|---|-------|-----|-----|
| 1 | Man   | 0   | 0   |
| 2 | Woman | 100 | 100 |

Card I, 59/, Race or Nationality

|   |              |    |    |
|---|--------------|----|----|
| 1 | Negro        | 70 | 70 |
| 2 | Puerto Rican | 9  | 2  |
| 3 | White        | 19 | 28 |
| 4 | Other        | 2  | 0  |

## Card I, 60/61/, Age on Last Birthday

Response Distributions  
(in percents)

|         | WELFARE I | WELFARE II | WORKING I |
|---------|-----------|------------|-----------|
| NA (00) | 1         |            | 2         |
| 15-21   | 14        |            | 0         |
| 22-26   | 26        |            | 19        |
| 27-34   | 31        |            | 28        |
| 35 +    | 28        |            | 51        |

## Card I (Card V), 62/, Marital Status

|                              | WELFARE I | WELFARE II | WORKING I |
|------------------------------|-----------|------------|-----------|
| 0 NA                         | 1         | 0          | 0         |
| 1 Single, never married      | 27        | 28         | 9         |
| 2 Married                    | 13        | 14         | 0         |
| 3 Married, but separated     | 49        | 46         | 53        |
| 4 Divorced and not remarried | 7         | 8          | 27        |
| 5 Divorced and remarried     | 1         | 1          | 0         |
| 6 Widowed and not remarried  | 2         | 3          | 11        |
| 7 Widowed and remarried      | 0         | 0          | 0         |

## Card I (Card V), 63/64/, Age of Youngest Child\*

|                       | WELFARE I | WELFARE II | WORKING I |
|-----------------------|-----------|------------|-----------|
| Under six             | 73        | 67         | 37        |
| Six to twelve         | 23        | 27         | 36        |
| Thirteen to seventeen | 3         | 5          | 20        |
| Eighteen and over     | 1         | 1          | 7         |

## Card I (Card V), 65/, Total Children

|         | WELFARE I | WELFARE II | WORKING I |
|---------|-----------|------------|-----------|
| 1 One   | 16        | 14         | 39        |
| 2 Two   | 21        | 20         | 28        |
| 3 Three | 25        | 24         | 20        |
| 4 Four  | 15        | 16         | 6         |
| 5 Five  | 10        | 10         | 5         |
| 6 Six   | 5         | 8          | 2         |
| 7 Seven | 4         | 4          | 0         |
| 8 Eight | 2         | 2          | 0         |
| 9 Nine  | 2         | 2          | 0         |

Card I (Card V), 66/67/

How many people (including yourself) are living in your house or apartment? Count husband, all children, parents and other relatives and friends.

Response Distributions  
(in percents)

|                       | WELFARE I | WELFARE II | WORKING I |
|-----------------------|-----------|------------|-----------|
| 01 One (I live alone) | 0         | 0          | 0         |
| 02 Two                | 13        | 10         | 30        |
| 03 Three              | 17        | 16         | 28        |
| 04 Four               | 22        | 26         | 22        |
| 05 Five               | 18        | 16         | 8         |
| 06 Six                | 10        | 12         | 9         |
| 07 Seven              | 9         | 8          | 3         |
| 08 Eight              | 6         | 6          | 0         |
| 09 Nine               | 2         | 3          | 0         |
| 10 Ten                | 1         | 1          | 0         |
| 11 Eleven             | 1         | 1          | 0         |
| 12 Twelve             | 1         | 0          | 0         |
| 13 Thirteen           | 0         | 0          | 0         |
| 14 Fourteen or more   | 0         | 1          | 0         |

Card I, 68/

Do your parents or your husband's parents live with you or do you have your grandchildren living with you?

|                                    |    |
|------------------------------------|----|
| 0 NA                               | 1  |
| 1 Yes, parents                     | 7  |
| 2 Yes, grandchildren               | 4  |
| 3 No, self, husband, children only | 10 |
| 4 No, self and children only       | 78 |

Card I (Card V), 69/

How many rooms (include kitchen but do not include bathroom, halls or half-rooms) do you have in your present home?

|                |    |    |    |
|----------------|----|----|----|
| 1 One          | 0  | 0  | 0  |
| 2 Two          | 2  | 1  | 1  |
| 3 Three        | 8  | 6  | 6  |
| 4 Four         | 26 | 22 | 50 |
| 5 Five         | 26 | 27 | 30 |
| 6 Six          | 27 | 32 | 7  |
| 7 Seven        | 6  | 6  | 3  |
| 8 Eight        | 3  | 4  | 1  |
| 9 Nine or more | 2  | 2  | 2  |

Card I, 70/

If you had been receiving \$270/month from welfare, and you decided to leave the welfare rolls, what net earnings would you require every month to make that decision?

Response Distributions  
(in percents)

|                         | WELFARE I |
|-------------------------|-----------|
| 1 Less than \$220/month | 3         |
| 2 \$220-\$269           | 6         |
| 3 \$270-\$319           | 18        |
| 4 \$320-\$369           | 19        |
| 5 \$370-\$419           | 19        |
| 6 \$420-\$469           | 12        |
| 7 \$470-\$519           | 9         |
| 8 \$520-\$569           | 7         |
| 9 \$570 and over        | 7         |

Card V, 71/72/

How old were you at the time your first child was born?

Response Distributions  
(in percents)

|         | WELFARE II | WORKING II |
|---------|------------|------------|
| 00 (NA) | 1          | 1          |
| 13      | 1          | 0          |
| 14      | 4          | 1          |
| 15      | 7          | 5          |
| 16      | 12         | 9          |
| 17      | 16         | 6          |
| 18      | 14         | 13         |
| 19      | 14         | 17         |
| 20      | 8          | 14         |
| 21      | 6          | 12         |
| 22      | 4          | 6          |
| 23      | 4          | 7          |
| 24      | 1          | 2          |
| 25      | 3          | 1          |
| 26      | 1          | 2          |
| 27      | 1          | 1          |
| 29      | 1          | 1          |
| 30      | 1          | 0          |

Card V, 71/72

Response Distributions  
(in percents)

|    | WELFARE II | WORKING II |
|----|------------|------------|
| 31 | 1          | 0          |
| 33 | 0          | 0          |
| 34 | 0          | 1          |
| 38 | 0          | 0          |

Card V, 73/74/

How old were you when you were first married?

|    |               |    |    |
|----|---------------|----|----|
| 01 | Never married | 27 | 7  |
| 12 |               | 0  | 0  |
| 13 |               | 1  | 0  |
| 14 |               | 3  | 1  |
| 15 |               | 6  | 5  |
| 16 |               | 7  | 6  |
| 17 |               | 13 | 12 |
| 18 |               | 11 | 23 |
| 19 |               | 9  | 14 |
| 20 |               | 7  | 12 |
| 21 |               | 5  | 9  |
| 22 |               | 3  | 7  |
| 23 |               | 3  | 2  |
| 24 |               | 1  | 1  |
| 25 |               | 2  | 1  |
| 26 |               | 1  | 0  |
| 28 |               | 1  | 0  |

## Card II (Card VI), 5/-31/, Monthly Income\*

Mean (Standard Deviation)

| CATEGORY                             | WELFARE I       | WELFARE II      | WORKING I       | WORKING II      |
|--------------------------------------|-----------------|-----------------|-----------------|-----------------|
| 5/-7/<br>Total Adult<br>Earnings     | 52.30 (109.70)  | 97.00 (182.20)  | 309.50 ( 98.60) | 289.50 (132.50) |
| 8/-10/<br>Total Children<br>Earnings | 4.90 ( 25.10)   | 7.50 ( 34.50)   | 12.30 ( 48.00)  | 20.70 ( 70.60)  |
| 11/-13/<br>Total Earned<br>Working   | 58.60 (114.60)  | 103.20 (182.90) | 332.60 (104.10) | 309.40 (153.60) |
| 14/-16/<br>Welfare                   | 247.80 ( 97.00) | 252.90 (105.70) | 0               | 8.71 ( 36.50)   |
| 17/-19/<br>Social<br>Security        | 6.20 ( 28.00)   | 8.10 ( 34.20)   | 21.60 ( 64.40)  | 15.70 ( 59.40)  |
| 20/-22/<br>Insurance<br>Benefits     | 6.10 ( 44.40)   | 1.70 ( 11.70)   | 1.80 ( 8.20)    | 3.70 ( 25.00)   |
| 23/-25/<br>Child Support             | 18.10 ( 48.90)  | 9.00 ( 29.70)   | 28.70 ( 53.60)  | 27.90 ( 55.60)  |
| 26/-28/<br>Total Other               | 5.60 ( 20.30)   | 21.60 ( 79.20)  | 20.30 ( 67.70)  | 27.30 ( 72.60)  |
| 29/-31/<br>Total Income              | 332.00 (131.80) | 394.50 (173.40) | 396.90 (148.40) | 392.70 (167.80) |

## Card II (Card VI), 32/-67/, Monthly Expenditures\*

|                    |                 |                 |                 |                 |
|--------------------|-----------------|-----------------|-----------------|-----------------|
| 32/-35/<br>Rent    | 73.50 ( 26.70)  | 78.20 ( 25.10)  | 63.20 ( 24.50)  | 63.60 ( 27.40)  |
| 36/-38/<br>Food    | 100.90 ( 53.43) | 115.00 ( 60.70) | 102.10 ( 46.60) | 108.20 ( 52.50) |
| 39/40/<br>Clothing | 47.60 ( 33.00)  | 51.10 ( 30.90)  | 55.10+( 33.80)  | 50.30+( 30.50)  |

+Bias of \$5.00 decrease introduced by coding

## Card II (Card VI), 32/-67/, Monthly Expenditures\*

| CATEGORY                           | Mean (Standard Deviation) |                 |                 |                 |
|------------------------------------|---------------------------|-----------------|-----------------|-----------------|
|                                    | WELFARE I                 | WELFARE II      | WORKING I       | WORKING II      |
| 41/42/<br>Telephone                | 8.80 ( 9.40)              | 12.20 ( 10.90)  | 13.10 ( 12.80)  | 12.20 ( 9.10)   |
| 43/44/<br>Electricity,<br>Heat     | 14.80 ( 14.50)            | 19.60 ( 17.16)  | 9.40 ( 14.90)   | 6.80 ( 10.80)   |
| 45/46/<br>Household<br>Furnishings | 15.70 ( 23.60)            | 22.00 ( 28.00)  | 15.00 ( 22.10)  | 16.60 ( 23.50)  |
| 47/48/<br>Medical<br>Expenses      | 5.00 ( 11.50)             | 4.20 ( 10.00)   | 26.10 ( 23.30)  | 20.00 ( 23.60)  |
| 49/50/<br>Transporta-<br>tion      | 7.30 ( 11.70)             | 12.60 ( 18.20)  | 21.40 ( 22.10)  | 25.10 ( 25.70)  |
| 51/52/<br>Recreation,<br>Grooming  | 8.30 ( 9.80)              | 13.00 ( 18.10)  | 14.50 ( 15.10)  | 16.30 ( 15.30)  |
| 53/54<br>Debts                     | 9.30 ( 19.10)             | 10.30 ( 19.10)  | 25.00 ( 32.70)  | 16.40 ( 25.70)  |
| 55/56/<br>Gifts                    | 3.30 ( 6.20)              | 6.00 ( 11.50)   | 8.10 ( 9.40)    | 12.70 ( 17.30)  |
| 57/58/<br>School                   | 6.20 ( 14.30)             | 7.60 ( 10.30)   | 11.20 ( 18.50)  | 5.80 ( 9.60)    |
| 59/60/<br>Other                    | 6.00 ( 16.20)             | 5.60 ( 16.00)   | 8.10 ( 18.40)   | 8.60 ( 21.40)   |
| 61/-63/<br>Total Ex-<br>penditures | 310.00 (128.10)           | 370.70 (159.20) | 387.10+(150.00) | 375.50+(156.70) |
| 64/65/<br>Savings                  | 1.50 ( 5.10)              | 3.40 ( 13.40)   | 9.80 ( 21.60)   | 8.20 ( 18.90)   |
| 66/67/<br>Life<br>Insurance        | 1.50 ( 2.30)              | 3.80 ( 6.50)    | 6.70 ( 9.40)    | 8.10 ( 8.90)    |

+Bias of \$5.00 decrease introduced by coding

## Card II (Card VI), 68/

If you went to work at a full time job for which you are trained or capable, it might cost you extra for child care, clothing, transportation and other expenses involved in working. How much more or less per week would you make working as compared with welfare?

Response Distributions  
(in percents)

|               | WELFARE I | WELFARE II | WORKING I | WORKING II |
|---------------|-----------|------------|-----------|------------|
| 0 NA          | 0         | 2          | 13        |            |
| <u>MORE</u>   |           |            |           |            |
| 1 \$ 1 - \$10 | 8         | 9          | 13        |            |
| 2 \$11 - \$20 | 16        | 15         | 20        |            |
| 3 \$21 - \$30 | 16        | 9          | 7         |            |
| 4 \$31+       | 21        | 12         | 18        |            |
| <u>LESS</u>   |           |            |           |            |
| 5 \$ 1 - \$10 | 5         | 5          | 6         |            |
| 6 \$11 - \$20 | 8         | 13         | 7         |            |
| 7 \$21 - \$30 | 6         | 11         | 4         |            |
| 8 \$31+       | 12        | 11         | 6         |            |
| 9 <u>SAME</u> | 8         | 13         | 6         |            |

## Card II (Card VI), 69/, Work Status

|                                  | WELFARE I | WELFARE II | WORKING I | WORKING II |
|----------------------------------|-----------|------------|-----------|------------|
| 0 NA                             | 4         | 7          | 0         | 0          |
| <u>EMPLOYED</u>                  |           |            |           |            |
| 1 full time                      | 6         | 9          | 87        | 84         |
| 2 part time                      | 5         | 9          | 6         | 6          |
| <u>EMPLOYED/NOT WORKING</u>      |           |            |           |            |
| 3 health                         | 3         | 1          | 5         | 0          |
| 4 strike, layoff                 | 0         | 0          | 1         | 6          |
| 5 vacation                       | 1         | 0          | 1         | 0          |
| 6 <u>UNEMPLOYED</u>              | 25        | 19         | 0         | 2          |
| <u>NOT INTERESTED IN WORKING</u> |           |            |           |            |
| 7 children                       | 38        | 40         | 0         | 0          |
| 8 health                         | 15        | 12         | 0         | 2          |
| 9 pregnancy                      | 3         | 3          | 0         | 0          |

## Card II (Card VI), 70/

In the next six months, do you expect that you will:

|                            |    |    |
|----------------------------|----|----|
| 0 NA                       | 0  | 1  |
| 1 Go to work at a new job  |    |    |
| 1 Look for a new job       |    |    |
| 1 Keep working present job | 56 | 55 |
| 2 None of these            | 44 | 44 |

Response Distributions  
(in percents)

## WELFARE I    WELFARE II    WORKING I

Card II (Card VI), 71/

What part does your health play in your decision not to work or in the kind of work you can take?

|  |    |    |
|--|----|----|
| 0 NA   | 1  | 1  |
| 1 It is the biggest factor in keeping me from working.   |    |    |
| 2 Because of my health there are only a few jobs that I could take                             | 13 | 10 |
| 3 Because of my health there are certain kinds of jobs I cannot take, but I can take most jobs | 14 | 18 |
| 4 My health has little or nothing to do with my decision to work                               | 59 | 60 |

Card II, 72/

What is the highest grade in school you completed?

|  |    |    |
|--|----|----|
| 0 NA                                   | 0  | 1  |
| 1 I never attended school              | 1  | 0  |
| 2 First to Fourth grade                | 3  | 1  |
| 3 Fifth to Eighth grade                | 25 | 14 |
| 4 Ninth grade                          | 20 | 11 |
| 5 Tenth or Eleventh grade              | 28 | 27 |
| 6 Twelfth grade (High School Graduate) | 17 | 29 |
| 7 Business-vocational institute        | 4  | 9  |
| 8 College                              | 2  | 8  |

Card II, 73/

What kind of course did you take in high school?

|                               |    |    |
|-------------------------------|----|----|
| 0 NA                          | 1  | 1  |
| 1 I did not go to high school | 31 | 17 |
| 2 Vocational course           | 7  | 7  |
| 3 General course              | 35 | 34 |
| 4 Commercial course           | 20 | 25 |
| 5 Academic course             | 5  | 16 |
| 6 Other                       | 1  | 0  |

Card II (Card VI), 74/ (Item 4 in scale used to obtain Card IV, 41/)  
Friends Admire Education

|                 |    |    |    |
|-----------------|----|----|----|
| 0 NA            | 1  | 3  | 1  |
| 1 Do not admire | 32 | 27 | 20 |
| 2 Admire        | 67 | 70 | 79 |

Response Distributions  
(in percents)

Card III (Card VII), 5/6/\*  
What is the highest paying job you can do?

|                             | WELFARE I | WELFARE II | WORKING I |
|-----------------------------|-----------|------------|-----------|
| NA (00)                     | 7         | 0          |           |
| Personal-Professional       | 0         | 1          |           |
| Technical-Semi-professional | 1         | 1          |           |
| Sales-Service               | 6         | 5          |           |
| Service-Social, Educational | 8         | 1          |           |
| Service-Personal            | 11        | 25         |           |
| Manual-Manufacturing        | 23        | 26         |           |
| Manual-Service              | 1         | 0          |           |
| Service-Creative            | 3         | 0          |           |
| Service-Business            | 15        | 21         |           |
| Service-Maintenance         | 25        | 20         |           |

Card III (Card VII), 7/8/  
What other jobs are you good at? (First Mention)

|                             | WELFARE I | WELFARE II |
|-----------------------------|-----------|------------|
| NA (00)                     | 25        | 32         |
| Personal-Professional       | 0         | 0          |
| Technical-Semi-professional | 1         | 0          |
| Sales-Service               | 8         | 4          |
| Service-Social, Educational | 11        | 2          |
| Service-Personal            | 9         | 25         |
| Manual-Manufacturing        | 15        | 12         |
| Manual-Service              | 4         | 0          |
| Service-Creative            | 2         | 0          |
| Service-Business            | 12        | 17         |
| Service-Maintenance         | 13        | 8          |

Card III (Card VII), 13/  
What was the name of the job training program that you last participated in?

|   | WELFARE I | WELFARE II | WORKING I |
|---|-----------|------------|-----------|
| 0 NA  | 1         | 0          | 0         |
| 1 I have never participated in job training | 71        | 90         | 81        |
| 2 OIC                                       | 11        | 4          | 6         |
| 3 Job Corps                                 | 1         | 0          | 0         |
| 4 Neighborhood Youth Corps                  | 1         | 0          | 0         |
| 5 Manpower Development and Training         | 5         | 4          | 4         |
| 6 New Careers                               | 0         | 0          | 3         |
| 7 Government/Apprenticeship                 | 8         | 1          | 3         |
| 8 Private Company Training                  | 2         | 1          | 3         |
| 9 Union Apprenticeship                      | 0         | 0          | 0         |

Response Distributions  
(in percents)

|   | WELFARE I | WELFARE II | WORKING I |
|---|-----------|------------|-----------|
| Card III (Card VII), 14/15/*  |           |            |           |
| In the job training program you were last in,<br>what job were you trained for? |           |            |           |
| Personal-Professional   | 0         | 0          | 0         |
| Technical-Semi-professional   | 0         | 3          | 6         |
| Sales-Service   | 11        | 15         | 12        |
| Service-Social, Educational   | 6         | 0          | 18        |
| Service-Personal  | 5         | 18         | 0         |
| Manual-Manufacturing  | 11        | 12         | 0         |
| Manual-Service  | 0         | 0          | 0         |
| Service-Creative  | 5         | 0          | 6         |
| Service-Business  | 17        | 46         | 29        |
| Service-Maintenance   | 45        | 6          | 29        |
|   | (9)       | (37)       | (17)      |

Is each of the following statements true almost all of the time (4); more often true than false (3); more often false than true (2); or almost always false (1)?

Card III, 16/-19/\*

I think that one of the most important things about working is that it gives me something to do all day.

I found that I was able to make friends on my job. (16/)

I think that working makes me feel that I am somebody important.

I think that neighbors, family, friends and other people think more of me when I hold down a steady job. (17/)

I work because of money.

It makes me feel good after a hard day's work.

16/ Friend Index

|        |    |    |
|--------|----|----|
| 0 NA   | 1  | 0  |
| 1 Low  | 5  | 4  |
| 2      | 9  | 5  |
| 3      | 28 | 22 |
| 4 High | 57 | 69 |

17/ Friend Opinion Work

|        |    |    |
|--------|----|----|
| 0 NA   | 1  | 0  |
| 1 Low  | 15 | 15 |
| 2      | 13 | 13 |
| 3      | 29 | 28 |
| 4 High | 42 | 44 |

Response Distributions  
(in percents)

## 18/19/ Motive to Work (6-item index)

|                | WELFARE I | WORKING I |
|----------------|-----------|-----------|
| NA (00)        | 1         | 0         |
| Low (06-16)    | 31        | 34        |
| Medium (17-20) | 34        | 28        |
| High (21-24)   | 34        | 37        |

Card III, 20/-23/\*

If by chance somebody left me enough money to live comfortably, without working, I think I would not work.

If I didn't work all day, I would be free to do whatever I felt like doing. I would like this.

If I didn't work, I think I would have enough friends and meet with enough other people anyway. (20/)

\*\*If I didn't work, I think people would think less of me. (21/)

\*\*When I am unemployed, I feel ashamed.

\*\*If I did not work, I think I would be fed up.

## 20/ Friends if no work

|              |    |    |
|--------------|----|----|
| 0 NA         | 1  | 0  |
| 1 Not enough | 36 | 34 |
| 2            | 31 | 24 |
| 3            | 17 | 24 |
| 4 Enough     | 15 | 18 |

## 21/ Friends Opinion No Work

|        |    |    |
|--------|----|----|
| 0 NA   | 1  | 0  |
| 1 Low  | 19 | 21 |
| 2      | 18 | 15 |
| 3      | 31 | 31 |
| 4 High | 31 | 33 |

## 22/23/ Motive to Avoid Work (6-item scale)

|                |    |    |
|----------------|----|----|
| NA (00)        | 0  | 0  |
| Low (06-12)    | 26 | 33 |
| Medium (13-15) | 33 | 30 |
| High (16-24)   | 41 | 37 |

\*\*Scale reversed.

Response Distributions  
(in percents)

WELFARE I    WORKING I

Card III, 24/-26/\*

Even if I were unemployed often, it wouldn't be held against me when I am applying for a job.

Since I'll take any decent job, my chances of getting work are good.

If people only knew what I could really do, I would probably be hired on the spot.

If I try hard enough, I will find a job.

I think there are many employers who would hire me.

My color or nationality will not be held against me in my efforts to find work. (24/)

I think there are a lot of people who are really going to help me find work.

## 24/ Prejudice

|        |    |    |
|--------|----|----|
| 0 NA   | 1  | 0  |
| 1 Low  | 11 | 9  |
| 2      | 21 | 24 |
| 3      | 31 | 22 |
| 4 High | 36 | 45 |

## 25/26/ Expectancy to Work (7-item scale)

|                |    |    |
|----------------|----|----|
| NA (00)        | 0  | 1  |
| Low (7-18)     | 30 | 23 |
| Medium (19-21) | 29 | 27 |
| High (22-28)   | 41 | 49 |

Card III, 27/28/\*

The number of jobs I have had in the past will hurt my chances of getting work.

I have been out of work so often in the past that my chances of getting work again are small.

The jobs they offer you nowadays are few and far between.

I don't think I can find a job by myself.

These employment agencies are no good. They never find anybody a job.

## 27/28/ Expectancy to Avoid Work (5-item scale)

|                |    |    |
|----------------|----|----|
| Low (5-9)      | 36 | 50 |
| Medium (10-12) | 37 | 40 |
| High (13-20)   | 27 | 10 |

Response Distributions  
(in percents)

Card III (Card VII), 29/  
In the near future, would you prefer a full time job or would you prefer to stay at home?

|                                  | WELFARE I | WELFARE II | WORKING I |
|----------------------------------|-----------|------------|-----------|
| 1 I would prefer a full time job | 79        | 72         | 80        |
| 2 I would prefer to stay at home | 21        | 28         | 20        |

Card III (Card VI), 30/31/\*  
Answer the following as if you are unemployed.

In order to get to my job, I would be willing to travel at most:

- 0 I would rather not work at this time
- 1 No more than a half hour or less
- 2 Between half an hour and an hour
- 3 An hour or more

I would be willing to take a job:

- 0 I would rather not work at this time
- 1 Only that will be steady from now on
- 2 Which is good for now even though it is possible I might get laid off in the near future
- 3 Even if there were a chance I might get laid off soon

The pay that I would be willing to take:

- 0 I would rather not work at this time
- 1 Would have to be higher than my last job
- 2 Would have to be about the same as my last job
- 3 Could be lower than my last job

I would be willing to take a job:

- 0 I would rather not work at this time
- 1 If I have to take training in my own field
- 2 If I have to take training in a good new field
- 3 If I have to take training in any field

30/31/ Incentive to Work (4-item scale)

|              |    |    |    |
|--------------|----|----|----|
| Low (0-4)    | 30 | 36 | 3  |
| Medium (5-7) | 42 | 38 | 46 |
| High (8-12)  | 28 | 26 | 51 |

Card III, 32/

If I had enough money to meet my needs without working, I would:

|   |    |    |
|---|----|----|
| 1 Work full time at something I enjoyed | 40 | 37 |
| 2 Work part time at something I enjoyed | 44 | 56 |
| 3 Not work at all                       | 16 | 7  |

Response Distributions  
(in percents)

WELFARE I    WORKING I

Card III, 33/34/\*

If I were not working at all, I would spend more time:

- 07 with my friends and family
- 11 just relaxing
- 05 learning new things
- 03 doing volunteer work for charity

33/34/ Incentive to Avoid Work

|   |    |    |
|---|----|----|
| Low (03,05,08,10,12,14,15,16,19,21,23,26) | 64 | 71 |
| High (07,11,18)                           | 34 | 29 |
| NA  | 1  | 0  |

Card III, 35/36/, Motivation Not to Work

$$35/36/ = \frac{(18/19/)(25/26/)(30/31/)}{1000} \quad (\text{all Card III})$$

35/36/

|                  |    |    |
|------------------|----|----|
| NA               | 0  | 1  |
| No Work (0)      | 15 | 0  |
| Low (1-1.3)      | 15 | 6  |
| Medium (1.4-3.3) | 51 | 60 |
| High (3.4-8.0)   | 19 | 33 |

Card III, 37/38/, Motivation to Avoid Work

$$37/38/ = \frac{(22/23/)(27/28/)(33/34/)}{1000} \quad (\text{all Card III})$$

37/38/

|                |    |    |
|----------------|----|----|
| NA             | 1  | 1  |
| Low (1-9)      | 31 | 40 |
| Medium (10-14) | 34 | 39 |
| High (15+)     | 34 | 20 |

Card III, 39/40/, Gross Motivation to Work

$$39/40/ = (35/36/) - (37/38/) \quad (\text{all Card III})$$

39/40/

|             |    |    |
|-------------|----|----|
| NA          | 0  | 2  |
| Low (1-14)  | 64 | 8  |
| Medium (15) | 21 | 2  |
| High (16+)  | 15 | 88 |

Response Distributions  
(in percents)

WELFARE I    WELFARE II

Card III, 41/

Is each of the following statements more often true than false (2) or more often false than true (1)?

When a person is born, the success he will have in all areas of his life is in the cards, so he may as well accept it.

It is not worthwhile to plan ahead too much, because if one plans ahead these plans hardly ever work out.

\*\*It helps to plan ahead.

\*\*A person should plan as much as he can, because his future depends on it.

|   |    |  |
|---|----|--|
| 41/ Fatalism Orientation (4-item scale) |    |  |
| Low (1-4)                               | 29 |  |
| Medium (5)                              | 28 |  |
| High (6-8)                              | 43 |  |

Card III (Card VII), 42/\*

Children who do more work in school get better grades.

If people want to have money when they retire, they should work as hard as they can when they are young.

It is the man who works hardest at his job who will be the first promoted.

|                                     |    |    |
|-------------------------------------|----|----|
| 42/ Success Striving (3-item scale) |    |    |
| Low (3-4)                           | 15 | 15 |
| Medium (5)                          | 28 | 27 |
| High (6)                            | 59 | 58 |

Card III (Card VII), 43/\*

All things taken into account, do you think it is worth it to you to go to work?

|                   |    |    |
|-------------------|----|----|
| 43/ Worth of Work |    |    |
| NA (0)            | 1  | 0  |
| High (Yes) (1)    | 73 | 69 |
| Low (No) (2)      | 26 | 31 |

\*\*Scale reversed.

Response Distributions  
(in percents)

WELFARE I    WELFARE II    WORKING I

Card III (Card VII), 44/-46/\*

Is each of the following statements almost always true (4), more often true than false (3), more often false than true (2) or almost always true (1)?

The more money a person earns the more her children will respect her. (44/)

The more money a person earns the better the family can get along with one another. (45/)

|                     |    |    |    |
|---------------------|----|----|----|
| 44/                 |    |    |    |
| 1 Strongly Disagree | 32 | 40 | 42 |
| 2 Disagree          | 40 | 38 | 35 |
| 3 Agree             | 14 | 12 | 13 |
| 4 Strongly Agree    | 14 | 10 | 10 |

|                     |    |    |    |
|---------------------|----|----|----|
| 45/                 |    |    |    |
| 1 Strongly Disagree | 18 | 23 | 28 |
| 2 Disagree          | 26 | 31 | 28 |
| 3 Agree             | 25 | 24 | 19 |
| 4 Strongly Agree    | 31 | 22 | 25 |

|  |    |    |    |
|--|----|----|----|
| 46/ Money Family Strength (2-item scale) |    |    |    |
| NA (0)                                   | 0  | 0  | 1  |
| Disagree (1-3)                           | 22 | 32 | 34 |
| Qualified (4-5)                          | 44 | 42 | 40 |
| Agree (6-8)                              | 34 | 26 | 25 |

Card III, 47/-49/\*

Is each of the following statements more often true than false (2) or more often false than true (1)?

My children have been teased or discriminated against because our family is on welfare. (47/)

The more money a person earns, the more her children will respect her. (48/)

|         |    |    |
|---------|----|----|
| 47/     |    |    |
| 2 True  | 22 | 34 |
| 1 False | 78 | 66 |

|         |    |    |
|---------|----|----|
| 48/     |    |    |
| 1 True  | 33 | 73 |
| 2 False | 67 | 27 |

|   |  |  |
|---|--|--|
| 49/ Welfare Affects Child (2-item scale) <sup>+</sup> |  |  |
| No effect (2)   |  |  |
| Negative Effect (3,4)                                 |  |  |

+Scale construction originally miscalculated.

Response Distributions  
(in percents)

Card III (Card VII), 50/-52/\*

People I know look down on welfare mothers. (50/)

There are times when I have been embarrassed in front of my family by friends because of being on welfare. (51/)

|  | WELFARE I | WELFARE II | WORKING I |
|--|-----------|------------|-----------|
| 50/                                      |           |            |           |
| 0 NA                                     | 0         | 0          | 3         |
| 1 False                                  | 56        | 62         | 53        |
| 2 True                                   | 44        | 38         | 44        |
| 51/                                      |           |            |           |
| 0 NA                                     | 0         | 0          | 2         |
| 1 False                                  | 66        | 61         | 64        |
| 2 True                                   | 34        | 39         | 34        |
| 52/ Status Welfare Mother (2-item scale) |           |            |           |
| NA (0)                                   | 1         | 0          | 4         |
| High status (2)                          | 47        | 3          | 42        |
| Medium status (3)                        | 27        | 34         | 28        |
| Low status (4)                           | 25        | 33         | 26        |

Card III, 53/\*

The more money a person has, the more friends will think of him.

The more money a person has, the better his social life will be.

The more money a person has, the more influence he will have over others.

|   |    |
|---|----|
| 53/ Money-social relations (3-item scale) |    |
| Low Importance (2-3)                      | 16 |
| Medium Importance (4)                     | 57 |
| High Importance (6)                       | 27 |

Card III, 54/\*

Department stores in this area will hire blacks for cleaning jobs only.

\*\*Department stores in this area will hire blacks for supervisory work.

\*\*Department stores in this area will hire blacks for executive positions.

|  |    |
|--|----|
| 54/ Perceive Discrimination (3-item scale) |    |
| Low (3)                                    | 37 |
| Medium (4)                                 | 21 |
| High (5-6)                                 | 42 |

\*\*Reverse scale.

Response Distributions  
(in percents)

## WELFARE I

Card III, 55/-60/

Have you ever been offered a job in the last year which you turned down?  
What was the main reason for turning down the job?

|  |    |
|--|----|
| 55/56/ Reason related to employer and working conditions     |    |
| 1 Never offered job  | 72 |
| 2 Accepted every job   | 14 |
| 11 Type of business  | 1  |
| 13 People aggressive   | 2  |
| 14 Wages inadequate  | 1  |
| 15 Tools inadequate  | 1  |
| 16 No chance to advance                                      | 0  |
| 17 Look over shoulder  | 2  |
| 18 Other employment related                                  | 7  |
| 57/ Personal reason  |    |
| 1 Never offered job  | 72 |
| 2 Accepted every job   | 14 |
| 3 Health   | 4  |
| 4 Children's hours   | 4  |
| 5 Pregnancy  | 2  |
| 6 Other personal   | 1  |
| 7 not for personal reasons                                   | 3  |
| 58/ Reason related to poor choice of job by referring agency |    |
| 1 Never offered job  | 73 |
| 2 Accepted every job   | 14 |
| 3 Not trained for job  | 1  |
| 4 Job too difficult  | 0  |
| 5 Job not challenging  | 0  |
| 6 Job unpleasant   | 1  |
| 7 Too hard to get there                                      | 4  |
| 8 Other related to referring agency                          | 0  |
| 9 Not for poor choice of job                                 | 7  |
| 59/60/ Reason related to opinion of others                   |    |
| 1 Never offered job  | 73 |
| 2 Accepted every job   | 14 |
| 11 Children would be ashamed                                 | 1  |
| 12 Relatives advised against it                              | 0  |
| 14 Friends advised against it                                | 1  |
| 15 Welfare Rights Organization advised against it            | 1  |
| 16 Other-opinion of other                                    | 10 |

Response Distributions  
(in percents)

## WELFARE I    WORKING I

Card III, 61/62/

Have you worked regularly at some time in the past? If not, why not?

61/ I have never worked regularly in my life because:

|   |    |
|---|----|
| 0 NA                                    | 1  |
| 1 Too young to have held a regular job  | 1  |
| 2 Never been healthy enough             | 5  |
| 3 Always been supported                 | 5  |
| 4 Cared for younger brothers or sisters | 0  |
| 5 Cared for own children                | 17 |
| 6 Other reason                          | 4  |
| 7 Have worked regularly                 | 67 |

62/ I used to work regularly but am not working regularly now because:

|   |    |
|---|----|
| 0 NA  | 1  |
| 1 Pregnant                                  | 3  |
| 2 Not healthy enough                        | 16 |
| 3 Am fully supported                        | 2  |
| 4 Must care for younger brothers or sisters | 0  |
| 5 Must care for own children                | 37 |
| 6 Other reason                              | 13 |
| 7 Never worked regularly                    | 19 |
| 8 Am working now                            | 9  |

Card III, 63/

How did you first find out about the job you now have? You last had?

|   |    |    |
|---|----|----|
| 0 NA                                      | 1  | 2  |
| 1 Friends or relatives working at job     | 33 | 40 |
| 2 Friends or relatives not working at job | 5  | 13 |
| 3 Newspaper ad                            | 15 | 9  |
| 4 Private Employment Agency               | 1  | 4  |
| 5 State Employment Agency                 | 7  | 2  |
| 6 A Job Training Program                  | 9  | 6  |
| 7 Walked into office of employer          | 14 | 19 |
| 8 Other                                   | 2  | 5  |
| 9 Never worked                            | 13 | 0  |

Card III, 64/

With whom did you talk about going to apply for the job?

|  |    |
|--|----|
| 0 NA                                   | 1  |
| 1 Talked with no one                   | 42 |
| 2 Friends or relatives on job          | 23 |
| 3 Friends or relatives not on job      | 6  |
| 4 Someone at Private Employment Agency | 1  |
| 5 Someone at State Employment Agency   | 5  |
| 6 Someone at job training program      | 7  |
| 7 Own children                         | 1  |
| 8 Other                                |    |
| 9 Never worked                         |    |

Response Distributions  
(in percents)

WELFARE I    WORKING I

Card III, 65/-71/

Briefly list the kinds of work you have had experience in.

65/

|                                 |    |     |
|---------------------------------|----|-----|
| 0 NA                            | 1  | 0   |
| 1 I have had no work experience | 16 | 0   |
| 2 I have had work experience    | 83 | 100 |

66/67/ Present job\*

|                             |    |    |
|-----------------------------|----|----|
| NA (00)                     | 83 | 4  |
| Personal-Professional       | 0  | 0  |
| Technical-Semi-professional | 0  | 1  |
| Sales-Service               | 1  | 7  |
| Service-Social, Educational | 4  | 10 |
| Service-Personal            | 2  | 16 |
| Manual-Manufacturing        | 3  | 17 |
| Manual-Service              | 0  | 0  |
| Service-Creative            | 1  | 12 |
| Service-Business            | 3  | 8  |
| Service-Maintenance         | 3  | 25 |

68/69 Last Job

|                             |    |    |
|-----------------------------|----|----|
| NA (00)                     | 20 | 20 |
| Personal-Professional       | 0  | 0  |
| Technical-Semi-professional | 1  | 1  |
| Sales-Service               | 5  | 7  |
| Service-Social, Educational | 12 | 5  |
| Service-Personal            | 10 | 7  |
| Manual-Manufacturing        | 20 | 20 |
| Manual-Service              | 1  | 3  |
| Service-Creative            | 3  | 11 |
| Service-Business            | 12 | 10 |
| Service-Maintenance         | 17 | 16 |

Card III, 72/

On the last job you had before your present one (or before you became unemployed) about how much did you earn per week before taxes and other deductions?

|                            |    |
|----------------------------|----|
| 0 Never worked             | 12 |
| 1 Now working on first job | 1  |
| 2 \$ 0 - \$39              | 16 |
| 3 \$40 - \$49              | 13 |
| 4 \$50 - \$59              | 18 |
| 5 \$60 - \$69              | 18 |
| 6 \$70 - \$79              | 9  |
| 7 \$80 - \$89              | 6  |
| 8 \$90 - \$99              | 3  |
| 9 \$100+                   | 4  |

Response Distributions  
(in percents)

WELFARE I    WELFARE II    WORKING I

Card VII, 72/

On your present job, how much do you earn per week before taxes and other deductions?

|                   |    |
|-------------------|----|
| 1 Not working now | 78 |
| 2 \$ 0 - \$39     | 5  |
| 3 \$40 - \$49     | 2  |
| 4 \$50 - \$59     | 2  |
| 5 \$60 - \$69     | 3  |
| 6 \$70 - \$79     | 4  |
| 7 \$80 - \$89     | 3  |
| 8 \$90 - \$99     | 1  |
| 9 \$100 or over   | 1  |

Card III, 73/

When you left your last job, which of the following family or personal problems did you have?

|                                      |    |    |
|--------------------------------------|----|----|
| 0 NA                                 | 1  | 11 |
| 1 Had no family or personal problems | 19 | 47 |
| 2 Poor health                        | 18 | 11 |
| 3 Had to care for someone at home    | 21 | 9  |
| 4 Pregnancy                          | 19 | 7  |
| 5 Moved away from area               | 3  | 6  |
| 6 Daughter became pregnant           | 0  | 0  |
| 7 Other                              | 7  | 9  |
| 8 Never worked                       | 12 | 0  |

Card III, 74/

In your last job, what were you dissatisfied with most with respect to your employer?

|  |    |
|--|----|
| 0 NA                                       | 2  |
| 1 Not dissatisfied with employer           | 64 |
| 2 Never knew what I was supposed to do     | 4  |
| 3 Company too inefficient (red tape)       | 4  |
| 4 Never sure how long job would last       | 8  |
| 5 They didn't provide training             | 1  |
| 6 Purpose of tasks unclear                 | 1  |
| 7 Supervisor didn't know what he was doing | 4  |
| 8 Never worked                             | 12 |

Response Distribution  
(in percents)

## WELFARE I WELFARE II WORKING I

Card III, 75/

What were you dissatisfied with most relative  
to how you were rewarded in your last job?

|  |    |
|--|----|
| 0 Never worked                           | 13 |
| 1 Not dissatisfied with rewards          | 43 |
| 2 I couldn't advance in my job           | 12 |
| 3 I was demoted                          | 1  |
| 4 I didn't get any praise for work       | 2  |
| 5 I was not paid enough                  | 22 |
| 6 I wasn't able to do my job             |    |
| 7 They wouldn't listen to my suggestions | 1  |
| 8 I couldn't see the results of my work  | 1  |
| 9 People looked down on me               | 2  |

Card III, 76/

After leaving your last job, how long did you  
wait before you looked for work?

|                          |    |
|--------------------------|----|
| 0 NA                     | 2  |
| 1 Up to seven days       | 13 |
| 2 Eight to fourteen days | 2  |
| 3 More than two weeks    | 22 |
| 4 Didn't look at all     | 45 |
| 5 Never worked           | 16 |

Card IV (Card VIII), 5/6/

If you had to be out of the house all day working,  
is there someone at home who has to be taken care  
of all or part of the time? Who has to be taken  
care of?

|                                   |    |    |    |
|-----------------------------------|----|----|----|
| 01 There is no one who needs care | 13 | 15 | 59 |
| 03 A child or children            | 84 | 82 | 40 |
| 05 An invalid                     | 0  | 0  | 0  |
| 07 An older person                | 1  | 1  | 0  |
| 08 A child and an invalid         | 1  | 1  | 0  |
| 10 A child and an older person    | 1  | 1  | 1  |

Card IV (Card VIII), 7/

If you had to be out of the house all day working,  
who would take care of your children?

|  |   |    |    |
|--|---|----|----|
| 0 NA                                     | 2 | 0  | 0  |
| 1 I do not have children to be cared for | 8 | 13 | 35 |
| 2 Husband                                | 0 | 0  | 0  |
| 3 Other children                         | 6 | 8  | 7  |

Response Distributions  
(in percents)

|                         | WELFARE I | WELFARE II | WORKING I |
|-------------------------|-----------|------------|-----------|
| Card IV (Card VIII), 7/ |           |            |           |
| 4 Adult relative        | 24        | 22         | 31        |
| 5 Friends or neighbors  | 23        | 22         | 8         |
| 6 Nursery school        | 10        | 12         | 4         |
| 7 Day Care Center       | 14        | 15         | 5         |
| 8 Other                 | 14        | 17         | 1         |
| 9 Babysitter            | 0         | 0          | 9         |

## Card IV (Card VIII), 8/9/

What is the name of the closest Day Care Center to where you live that takes care of children of working mothers? What would it cost?

## 8/ Name of Day Care Center

|                         |    |    |    |
|-------------------------|----|----|----|
| 1 Do not know of any    | 61 | 44 | 47 |
| 2 Know of one (no name) | 24 | 33 | 25 |
| 3 Know of one (name)    | 15 | 23 | 28 |

## 9/ Cost of Day Care Center

|             |    |    |    |
|-------------|----|----|----|
| 0 NA        | 22 | 23 | 56 |
| 1 \$0       | 17 | 4  | 5  |
| 2 \$1 - \$3 | 37 | 54 | 33 |
| 3 \$4 - \$6 | 15 | 13 | 4  |
| 4 \$7 - \$9 | 3  | 2  | 2  |
| 5 \$10+     | 6  | 4  | 0  |

## Card IV (Card VIII), 10/

If you had to be away from home all day working, who would you prefer to take care of your children?

|  |    |    |
|--|----|----|
| 0 NA                                   | 1  | 0  |
| 1 Do not have children to be cared for | 8  | 11 |
| 2 Friends or relatives                 | 41 | 47 |
| 3 Babysitter                           | 19 | 11 |
| 4 Day Care Center or nursery           | 31 | 31 |

## Card IV (Card VIII), 11/

Is each of the following statements more often true than false (2), or more often false than true (1)?

The teachers in day care centers are very interested in the children they take care of.

Response Distributions  
(in percents)

WELFARE I    WELFARE II    WORKING I

There are enough day care centers around so that any mother who wants to can leave her child at one.

The cost of leaving a child at a day care center is low enough so that any poor mother can afford to leave her child.

11/ Worth of Day Care Centers (3-item scale)

|            |    |    |    |
|------------|----|----|----|
| NA (0)     | 1  | 0  | 9  |
| Low (3-4)  | 36 | 34 | 28 |
| Medium (5) | 34 | 35 | 41 |
| High (6)   | 29 | 31 | 22 |

Card IV, 12/ Years Living in Area

|                           |    |    |
|---------------------------|----|----|
| 0 NA                      | 1  | 0  |
| 1 Less than five years    | 34 | 19 |
| 2 Five to nine years      | 19 | 20 |
| 3 Ten to fourteen years   | 13 | 14 |
| 4 Fifteen to twenty years | 10 | 14 |
| 5 More than twenty years  | 5  | 11 |
| 6 Born in this area       | 18 | 22 |

Card IV, 13/ Place of Birth-1

|                              |    |    |
|------------------------------|----|----|
| 0 NA                         | 1  | 1  |
| 1 Northeastern United States | 56 | 63 |
| 2 Southeastern United States | 29 | 26 |
| 3 Southwestern United States | 3  | 2  |
| 4 Northwestern United States | 2  | 5  |
| 5 Other                      | 2  | 1  |
| 6 Puerto Rico                | 7  | 2  |

Card IV, 14/ Place of Birth-2

|                     |    |    |
|---------------------|----|----|
| 0 NA                | 0  | 1  |
| 1 This area         | 35 | 48 |
| 2 A large city      | 19 | 12 |
| 3 A small city      | 12 | 12 |
| 4 A small town      | 22 | 21 |
| 5 On or near a farm | 12 | 6  |

Response Distributions  
(in percents)

Card IV, 15/  
How many different apartments or houses have you lived in since 1964?

|                          | WELFARE I | WELFARE II | WORKING I |
|--------------------------|-----------|------------|-----------|
| 1 One (present dwelling) | 23        |            | 40        |
| 2 Two                    | 25        |            | 29        |
| 3 Three                  | 27        |            | 20        |
| 4 Four                   | 10        |            | 8         |
| 5 Five                   | 7         |            | 2         |
| 6 Six                    | 3         |            | 0         |
| 7 Seven or more          | 5         |            | 1         |

Card IV (Card VIII), 16/<sup>+</sup>  
How much time do you spend with your friends?

|                                | WELFARE I | WELFARE II | WORKING I |
|--------------------------------|-----------|------------|-----------|
| 1 No time                      | 14        | 4          | 5         |
| 2 Hardly any                   | 36        | 16         | 40        |
| 3 A little, but not every week | 19        | 22         | 28        |
| 4 Few hours per week           | 20        | 27         | 23        |
| 5 Many hours per week          | 4         | 5          | 3         |
| 6 More than one hour per day   | 7         | 9          | 1         |
| 7 I have no regular friends    |           | 17         |           |

Card IV (Card VIII), 17/  
How many of your friends are neighbors?

|                                    | WELFARE I | WELFARE II | WORKING I |
|------------------------------------|-----------|------------|-----------|
| 1 All my friends are neighbors     | 8         | 7          | 4         |
| 2 Most but not all are neighbors   | 22        | 23         | 12        |
| 3 Most are not neighbors           | 26        | 26         | 42        |
| 4 None of my friends are neighbors | 22        | 24         | 37        |
| 5 I have no regular friends        | 22        | 20         | 5         |

Card IV (Card VIII), 18/<sup>+</sup>  
How many of your friends are working full time now (35 or more hours a week)?

|                                   | WELFARE I | WELFARE II | WORKING I |
|-----------------------------------|-----------|------------|-----------|
| 0 NA                              | 1         | 0          | 3         |
| 1 All are working full time       | 16        | 11         | 43        |
| 2 Most but not all work full time | 47        | 29         | 35        |
| 3 Most are not working full time  | 20        | 21         | 15        |
| 4 None are working full time      | 16        | 20         | 4         |
| 5 I have no regular friends       |           | 19         |           |

<sup>+</sup>The last response ("I have no regular friends") was added for Welfare II only.

Response Distributions  
(in percents)

|   | WELFARE I | WELFARE II | WORKING I |
|---|-----------|------------|-----------|
| Card IV (Card VIII), 19/ <sup>+</sup>         |           |            |           |
| How many of these friends are on welfare now? |           |            |           |
| 0 NA  | 1         | 0          | 2         |
| 1 All are on welfare                          | 8         | 7          | 0         |
| 2 Most but not all are on welfare             | 19        | 22         | 8         |
| 3 Most are not on welfare                     | 35        | 28         | 27        |
| 4 None are on welfare                         | 37        | 25         | 63        |
| 5 I have no regular friends                   |           | 18         |           |

Card IV (Card VIII), 20/  
How often do you see your relatives who live away from your house or apartment?

|               |    |    |    |
|---------------|----|----|----|
| 0 NA          | 0  | 0  | 1  |
| 1 Never       | 5  | 6  | 4  |
| 2 Hardly ever | 15 | 12 | 12 |
| 3 Seldom      | 18 | 10 | 10 |
| 4 Sometimes   | 27 | 31 | 21 |
| 5 Often       | 23 | 24 | 32 |
| 6 Very often  | 12 | 17 | 20 |

Card IV (Card VIII), 21/  
How many of these relatives not living in your house or apartment are on welfare now?

|                                   |    |    |    |
|-----------------------------------|----|----|----|
| 0 NA                              | 1  | 0  | 2  |
| 1 All are on welfare              | 3  | 5  | 0  |
| 2 Most but not all are on welfare | 7  | 9  | 2  |
| 3 Most are not on welfare         | 26 | 31 | 18 |
| 4 None are on welfare             | 63 | 55 | 78 |

Card IV, 22/  
How many different times have you been on welfare in the last four years? (1965-69)

|   |    |  |    |
|---|----|--|----|
| 0 NA  | 0  |  | 1  |
| 1 This is the first time on welfare and on less than four years       | 58 |  | 1  |
| 2 I have been on all the time   | 28 |  | 1  |
| 3 I have been on and off a couple of times during the last four years | 13 |  | 15 |
| 4 I have been on and off several times during the last four years     | 1  |  | 1  |
| 5 None  | 0  |  | 81 |

<sup>+</sup>The last response ("I have no regular friends") was added for Welfare II only.

Response Distributions  
(in percents)

WELFARE I    WELFARE II    WORKING I

Card IV, 23/

What happened so that you had to go on welfare this time?

|  |    |
|--|----|
| 1 Husband refused to provide support   | 40 |
| 2 Husband lost his job                 | 4  |
| 3 Became ill                           | 12 |
| 4 Became pregnant                      | 13 |
| 5 Had to care for child or sick person | 10 |
| 6 Lost my job                          | 6  |
| 7 Abandoned by parent                  | 4  |
| 8 Other                                | 11 |

Card IV (Card VIII), 24/

Do you have any children over 18 living outside your home who are collecting welfare independently?

|  |    |    |
|--|----|----|
| 1 Yes  | 4  | 5  |
| 2 No, no children over 18                                      | 76 | 78 |
| 3 No, all children over 18 live with me                        | 3  | 3  |
| 4 No, none of children over 18 living independently on welfare | 17 | 14 |

Card IV, 25/

How many children (including yourself) were in the household in which you grew up?

|                    |    |    |
|--------------------|----|----|
| 1 One or two       | 21 | 25 |
| 2 Three or four    | 21 | 24 |
| 3 Five or six      | 21 | 17 |
| 4 Seven or eight   | 15 | 15 |
| 5 Nine or ten      | 10 | 12 |
| 6 Eleven or twelve | 5  | 3  |
| 7 Thirteen or more | 7  | 4  |

Card IV, 26/

Who was the main support in the household in which you grew up?

|                           |    |    |
|---------------------------|----|----|
| 1 Father (stepfather)     | 70 | 80 |
| 2 Mother (stepmother)     | 17 | 14 |
| 3 Brothers and/or sisters | 1  | 1  |
| 4 Other relatives         | 6  | 4  |
| 5 Welfare                 | 3  | 0  |
| 6 Raised in institution   | 1  | 1  |
| 7 Other                   | 1  | 0  |

Response Distributions  
(in percents)

Card IV, 27/  
How much of the time was your mother on welfare when you were growing up?

|                               | WELFARE I | WELFARE II | WORKING I |
|-------------------------------|-----------|------------|-----------|
| 1 Not raised by mother        | 7         |            | 11        |
| 2 Never                       | 72        |            | 79        |
| 3 A small part of the time    | 10        |            | 4         |
| 4 About half the time         | 2         |            | 2         |
| 5 A lot, but not all the time | 1         |            | 0         |
| 6 All of the time             | 2         |            | 0         |
| 7 Don't remember              | 6         |            | 3         |

Card IV (Card VIII), 28/  
What do you think would be the ideal number of children for a family in circumstances similar to yours?

|                 |    |    |    |
|-----------------|----|----|----|
| 0 NA            | 1  | 0  | 1  |
| 1 One           | 15 | 16 | 20 |
| 2 Two           | 30 | 31 | 46 |
| 3 Three         | 17 | 20 | 8  |
| 4 Four          | 10 | 10 | 5  |
| 5 Five          | 4  | 1  | 3  |
| 6 Six           | 1  | 0  | 1  |
| 7 Seven         | 1  | 1  | 0  |
| 8 Eight or more | 1  | 1  | 0  |
| 9 None          | 20 | 20 | 16 |

Card IV (Card VIII), 29/  
How many more children do you expect to have in your life?

|                 |    |    |    |
|-----------------|----|----|----|
| 0 NA            | 0  | 0  | 1  |
| 1 One           | 11 | 11 | 13 |
| 2 Two           | 7  | 5  | 6  |
| 3 Three         | 5  | 2  | 7  |
| 4 Four          | 3  | 1  | 1  |
| 5 Five          | 1  | 1  | 0  |
| 6 Six           | 1  | 0  | 1  |
| 7 Seven         | 0  | 0  | 0  |
| 8 Eight or more | 1  | 0  | 0  |
| 9 None          | 71 | 80 | 71 |

Response Distributions  
(in percents)

|  | WELFARE I | WELFARE II | WORKING I |
|--|-----------|------------|-----------|
| Card IV (Card VIII), 30/<br>How many times have you attended church in the last month? |           |            |           |
| 1 One  | 12        | 17         | 7         |
| 2 Two  | 14        | 12         | 21        |
| 3 Three  | 8         | 7          | 9         |
| 4 Four   | 11        | 8          | 15        |
| 5 Five or more   | 10        | 11         | 6         |
| 6 None   | 45        | 45         | 42        |

Card IV, 31/32/  
What kind of church is it that you go to?

|                                     |    |  |    |
|-------------------------------------|----|--|----|
| 00 NA                               | 0  |  | 1  |
| 10 Do not go to any                 | 11 |  | 12 |
| 20 Jewish                           | 0  |  | 0  |
| 30 Catholic                         | 22 |  | 22 |
| 41 Baptist                          | 34 |  | 36 |
| 42 Episcopal                        | 2  |  | 3  |
| 43 Methodist                        | 12 |  | 15 |
| 44 Presbyterian                     | 1  |  | 4  |
| 45 Lutheran                         | 1  |  | 0  |
| 46 African Methodist Episcopal      | 1  |  | 1  |
| 47 AME/Zion                         | 0  |  | 2  |
| 48 United Church of Christ          | 0  |  | 0  |
| 49 Other non-Pentecostal Protestant | 2  |  | 1  |
| 50 Apostolic                        | 1  |  | 1  |
| 51 Church of God in Christ          | 2  |  | 0  |
| 52 Church of Christ                 | 1  |  | 0  |
| 53 Assembly of God                  | 0  |  | 0  |
| 54 Seventh Day Adventist            | 2  |  | 1  |
| 55 Holiness sects                   | 5  |  | 0  |
| 56 Other Pentecostal Protestant     | 1  |  | 0  |
| 70 Jehovah's Witnesses              | 2  |  | 1  |

Card IV (Card VIII), 33/  
How much satisfaction do you get from religion?

|              |    |    |    |
|--------------|----|----|----|
| 0 NA         | 0  | 0  | 1  |
| 1 None       | 6  | 5  | 3  |
| 2 Hardly any | 4  | 4  | 3  |
| 3 Little     | 6  | 8  | 4  |
| 4 Some       | 23 | 24 | 24 |
| 5 Much       | 20 | 13 | 32 |
| 6 Very much  | 41 | 46 | 33 |

Response Distributions  
(in percents)

|  | WELFARE I | WELFARE II | WORKING I |
|--|-----------|------------|-----------|
| Card IV (Card VIII), 34/<br>Do you consider yourself a religious person? |           |            |           |
| 1 Completely   | 7         | 7          | 4         |
| 2 Very much  | 14        | 18         | 12        |
| 3 Much   | 11        | 8          | 17        |
| 4 Some   | 45        | 45         | 49        |
| 5 Hardly at all  | 9         | 11         | 9         |
| 6 Not at all   | 14        | 11         | 9         |

Card IV, 35/  
About how often have you or your husband gone to meetings of the Home and School Association at your child(ren)'s school in the last six months?

|   |    |    |
|---|----|----|
| 1 Do not have children in school              | 22 | 19 |
| 2 Never                                       | 20 | 18 |
| 3 Less than monthly                           | 20 | 37 |
| 4 Monthly                                     | 28 | 20 |
| 5 More than monthly                           | 7  | 6  |
| 6 Association does not meet or does not exist | 3  | 0  |

Card IV, 36/  
In the last six months, in what activities of your neighborhood or block association have you participated?

|  |    |
|--|----|
| 0 NA   | 2  |
| 1 Do not know of any neighborhood or block association                           | 71 |
| 2 Neighborhood or block association has not done anything in the last six months | 11 |
| 3 Have gone to meetings  | 9  |
| 4 Have worked on association projects  | 7  |

Card IV, 37/  
Have you participated in any activities of a local political party or any organization of people on welfare (such as the Welfare Rights Organization)?

|   |    |    |
|---|----|----|
| 1 Welfare client organization only                        | 2  | 0  |
| 2 Local political party only                              | 6  | 3  |
| 3 Local political party and a welfare client organization | 1  | 2  |
| 4 None  | 91 | 95 |

Response Distributions  
(in percents)

Card IV, 38/

WELFARE I WORKING I

When was the last election in which you voted?

|                              |    |    |
|------------------------------|----|----|
| 1 Not old enough             | 13 | 2  |
| 2 1969                       | 30 | 71 |
| 3 1968                       | 19 | 6  |
| 4 1965-67                    | 5  | 5  |
| 5 Before 1965                | 8  | 4  |
| 6 Old enough but never voted | 21 | 10 |
| 7 Don't know                 | 4  | 2  |

Card IV (Card VIII), 39/40/\*

We are interested in finding out how you feel about time. Please put a circle around the T to the right of the statement if you think it is more true than false, or put a circle around the F if you think it is more false than true. There are no right or wrong answers. Different people answer in different ways. We want to know what you feel.

1. I don't know what kind of work I will do in the future.
2. It's really no use worrying about the future, because what will be, will be.
3. I like to stick to things until I finish them.
4. I like to organize my daily activities to that there is little confusion.
5. I am afraid of getting older.
6. Sometimes I feel that the future is a mere repetition of the past.
7. I like to have a plan and a schedule before I start on anything.
8. I usually act on the spur of the moment.
9. Often I am upset because I feel that I am not making the best use of my time.
10. I generally take my time in everything I do.
11. Sometimes I feel that everything is moving on ahead and leaving me behind.
12. I need to feel rushed before I can really get going.
13. I usually like to work at my own pace,

Response Distributions  
(in percents)

WELFARE I WELFARE II WORKING I

Card IV (Card VIII), 39/40/\*

14. I'd rather not think about the future, but just take things as they come.
15. When I am depressed, I often fear I may never really be happy again.
16. I have no idea what kind of person I will be five years from now.
17. I have great faith in the future.
18. The future seems very vague and uncertain to me.
19. I plan and schedule time far in advance.

39/40/ Time orientation

|                |    |    |    |
|----------------|----|----|----|
| Low (4-9)      | 43 | 40 | 26 |
| Medium (10-12) | 33 | 36 | 44 |
| High (13-19)   | 24 | 24 | 30 |

Card IV (Card VIII), 41/

Is each of the following statements about job training programs more often true than false (2), or more often false than true (1)?

People who complete job training programs are able to find jobs in areas they are trained in.

Training courses are offered for jobs that people are interested in.

While people are in job training programs, they receive an adequate allowance to live on.

Adults who go on for additional education or training are looked up to by their friends.

41/ Worth of Job Training (4-item scale)

|            |    |    |    |
|------------|----|----|----|
| NA (0)     | 0  | 0  | 3  |
| Low (4-6)  | 28 | 35 | 30 |
| Medium (7) | 34 | 33 | 35 |
| High (8)   | 38 | 32 | 32 |

Response Distributions  
(in percents)

Card IV (Card VIII), 44/  
How far in school would you like to see your children go?

|                             | WELFARE I | WELFARE II | WORKING I |
|-----------------------------|-----------|------------|-----------|
| 1 Through elementary school | 0         | 0          | 0         |
| 2 Some high school          | 0         | 1          | 0         |
| 3 Finish high school        | 19        | 24         | 15        |
| 4 Some college              | 13        | 11         | 11        |
| 5 Finish college            | 68        | 64         | 74        |

Card IV (Card VIII), 45/  
What is your feeling about housework?

|                      |    |    |    |
|----------------------|----|----|----|
| 1 Dislike very much  | 6  | 4  | 5  |
| 2 Dislike            | 5  | 2  | 3  |
| 3 Dislike some       | 16 | 15 | 17 |
| 4 Like some          | 23 | 23 | 31 |
| 5 Like               | 23 | 22 | 20 |
| 6 Like very much     | 26 | 33 | 23 |
| 7 Don't do housework | 1  | 1  | 1  |

Card IV (Card VIII), 46/  
How are you managing the housework?

|                      |    |    |    |
|----------------------|----|----|----|
| 1 Very well          | 38 | 40 | 29 |
| 2 Well               | 24 | 19 | 21 |
| 3 Fairly well        | 33 | 35 | 41 |
| 4 Not well           | 2  | 3  | 5  |
| 5 Poorly             | 2  | 1  | 2  |
| 6 Very poorly        | 0  | 1  | 1  |
| 7 Don't do housework | 1  | 1  | 1  |

Card IV (Card VIII), 47/  
How much of your housework is done by others?

|                      |    |    |    |
|----------------------|----|----|----|
| 1 Almost all         | 2  | 2  | 3  |
| 2 Most               | 1  | 2  | 5  |
| 3 Some               | 19 | 21 | 25 |
| 4 Hardly any         | 11 | 11 | 16 |
| 5 None               | 66 | 64 | 51 |
| 6 Don't do housework | 1  | 0  | 0  |

Response Distributions  
(in percents)

Card IV (Card VIII), 48/  
How much of your housework is done by your children?

|                      | WELFARE I | WELFARE II | WORKING I |
|----------------------|-----------|------------|-----------|
| 1 Almost all         | 2         | 1          | 2         |
| 2 Most               | 2         | 1          | 4         |
| 3 Some               | 33        | 38         | 40        |
| 4 Hardly any         | 21        | 18         | 23        |
| 5 None               | 40        | 40         | 29        |
| 6 Don't do housework | 2         | 2          | 2         |

Card IV (Card VIII), 49/  
In general, do your children help with housework willingly or unwillingly?

|  |    |    |    |
|--|----|----|----|
| 1 Willingly most of the time                 | 25 | 22 | 30 |
| 2 Sometimes willingly, sometimes unwillingly | 33 | 30 | 36 |
| 3 Unwillingly most of the time               | 10 | 10 | 11 |
| 4 Do not help with housework                 | 32 | 38 | 23 |

Card IV (Card VIII), 50/  
In general, how do you manage your housework in comparison to how others manage theirs?

|                   |    |    |    |
|-------------------|----|----|----|
| 0 NA              | 0  | 0  | 1  |
| 1 Much better     | 24 | 23 | 12 |
| 2 Better          | 24 | 23 | 25 |
| 3 Somewhat better | 39 | 41 | 40 |
| 4 Less well       | 11 | 10 | 16 |
| 5 Poorly          | 2  | 3  | 5  |
| 6 Very poorly     | 0  | 0  | 1  |

Card IV (Card VIII), 51/  
Answer yes or no to the following question: If there were a good way to have someone else take care of your children, would you still prefer to take care of them yourself?

|       |    |    |    |
|-------|----|----|----|
| 0 NA  | 1  | 1  | 0  |
| 1 Yes | 78 | 84 | 83 |
| 2 No  | 21 | 15 | 17 |

Card IV, 52/-57/  
Is each of the first two statements almost always true (4), more often true than false (3), more often false than true (2) or almost always false (1)?

Is each of the second two statements almost always true (1), more often true than false (2), more often false than true (3) or almost always false (4)?

Response Distributions  
(in percents)

|   |   | WELFARE I | WORKING I |
|---|---|-----------|-----------|
| 52/ My children feel their mother should work to buy all the things a family needs even though this means they will not see mother very often.      | 1 | 30        |           |
|   | 2 | 33        |           |
|   | 3 | 23        |           |
|   | 4 | 14        |           |
| 53/ My children feel a mother should work to buy all the things a family needs even though this means they will see their mother a little bit less. | 1 | 28        |           |
|   | 2 | 32        |           |
|   | 3 | 24        |           |
|   | 4 | 16        |           |
| 54/ My children feel their mother should stay at home even though this means they will not receive most of the material things they want.           | 4 | 31        |           |
|   | 3 | 29        |           |
|   | 2 | 25        |           |
|   | 1 | 15        |           |
| 55/ My children feel their mother should stay at home even though this means they will not receive some of the things they really need.             | 4 | 28        |           |
|   | 3 | 29        |           |
|   | 2 | 27        |           |
|   | 1 | 16        |           |

## 56/57/ Importance of Maternal Role (4-item scale)

|                           |    |
|---------------------------|----|
| • Very Important (4-7)    | 30 |
| Somewhat Important (8-10) | 42 |
| Not Important (11-16)     | 28 |

For the same four items, Working I women were asked to respond either usually true (2) or usually false (1) for the first two items and usually true (1) or usually false (2) for the second.

|     |      |    |
|-----|------|----|
| 52/ | 0 NA | 1  |
|     | 1    | 37 |
|     | 2    | 62 |
| 53/ | 0 NA | 1  |
|     | 1    | 46 |
|     | 2    | 53 |
| 54/ | 0 NA | 1  |
|     | 1    | 51 |
|     | 2    | 48 |
| 55/ | 0 NA | 2  |
|     | 1    | 39 |
|     | 2    | 59 |

## 56/57/ Importance of Maternal Role (4-item scale)

|                       |    |
|-----------------------|----|
| 00 NA                 | 2  |
| 04 Very Important     | 27 |
| 05                    | 17 |
| 06                    | 24 |
| 07                    | 11 |
| 08 Not Very Important | 24 |

Response Distributions  
(in percents)

Card V (Card VIII), 58/-65/  
Assuming jobs are available, do you think that welfare should (1), or should not (2) be available to families in the following situations?

|  |                | WELFARE I     | WELFARE II    | WORKING I     |
|--|----------------|---------------|---------------|---------------|
| 58/ If there are a lot of children and the parent cannot support them adequately.            | 0 NA<br>1<br>2 | 1<br>96<br>3  | 0<br>99<br>1  | 0<br>94<br>6  |
| 59/ If the parent is able-bodied and will only work if she can get the type of work desired. | 0 NA<br>1<br>2 | 1<br>28<br>71 | 0<br>28<br>72 | 0<br>16<br>84 |
| 60/ If the parent is able-bodied and simply does not feel like working                       | 1<br>2         | 9<br>91       | 5<br>95       | 0<br>100      |
| 61/ If there is one parent (female) and she does not want to work (for any reason).          | 1<br>2         | 24<br>76      | 24<br>76      | 11<br>89      |
| 62/ If there is one parent (female) and she feels that the mother's role is in the home.     | 1<br>2         | 75<br>25      | 72<br>28      | 53<br>47      |
| 63/ If there is one parent (female) and she does not try to keep up her home.                | 0 NA<br>1<br>2 | 0<br>16<br>84 | 0<br>19<br>81 | 1<br>6<br>93  |
| 64/65/ Availability of Welfare (6-item scale)  |                |               |               |               |
| NA (00)  |                | 0             | 0             | 1             |
| Lenient (06-09)  |                | 45            | 43            | 17            |
| Strict (10-12)   |                | 55            | 57            | 82            |

Card IV (Card VIII), 66/-72/

Would you criticize (1) or not criticize (2) people who do the following things?

|   |                |               |               |               |
|---|----------------|---------------|---------------|---------------|
| 66/ Earning money and not reporting it to the caseworker                      | 0 NA<br>1<br>2 | 1<br>65<br>34 | 0<br>64<br>36 | 1<br>71<br>28 |
| 67/ Using welfare money for liquor or gambling.                               | 0 NA<br>1<br>2 | 0<br>92<br>8  | 0<br>91<br>9  | 1<br>95<br>4  |
| 68/ A sit-in by people on welfare in a welfare office to get higher payments. | 0 NA<br>1<br>2 | 0<br>50<br>50 | 0<br>43<br>57 | 2<br>66<br>32 |

Response Distributions  
(in percents)

|  |                | WELFARE I     | WELFARE II    | WORKING I     |
|--|----------------|---------------|---------------|---------------|
| 69/ Reporting never having received a welfare check when it had come.            | 0 NA<br>1<br>2 | 0<br>89<br>11 | 0<br>91<br>9  | 1<br>93<br>6  |
| 70/ Secretly receiving support from the father of children who lives separately. | 0 NA<br>1<br>2 | 0<br>76<br>24 | 0<br>72<br>28 | 1<br>83<br>16 |
| 71/72/ Welfare Abuse (5-item scale)  |                |               |               |               |
| NA (00)  |                | 1             | 0             | 1             |
| Strict (4-5)   |                | 35            | 32            | 53            |
| Lenient (6-7)  |                | 46            | 46            | 35            |
| Very Lenient (8-10)  |                | 18            | 22            | 11            |

Card IX, 5/-9/

Briefly list the kinds of work you have had experience in during the last year.

|  |  | WELFARE II | WORKING II |
|--|--|------------|------------|
| 5/ 0 NA                                  |  | 2          | 0          |
| 1 I have not worked during the past year |  | 64         | 0          |
| 2 I have worked during the past year     |  | 34         | 100        |
| 6/7/ Most Recent Job*                    |  |            |            |
| NA (00)                                  |  | 65         | 0          |
| Personal-Professional                    |  | 0          | 0          |
| Technical, Semi-Professional             |  | 0          | 1          |
| Sales-Service                            |  | 0          | 1          |
| Service-Social, Educational              |  | 1          | 0          |
| Service-Personal                         |  | 12         | 17         |
| Manual-Manufacturing                     |  | 7          | 27         |
| Manual-Service                           |  | 0          | 1          |
| Service-Creative                         |  | 0          | 1          |
| Service-Business                         |  | 5          | 25         |
| Service-Maintenance                      |  | 10         | 27         |

Card IX, 10/

How many months altogether during the past year did you work?

|                                      |    |    |
|--------------------------------------|----|----|
| 1 Less than one month or not at all  | 70 | 1  |
| 2 One to three months                | 8  | 0  |
| 3 Four to six months                 | 7  | 3  |
| 4 Seven to nine months               | 5  | 5  |
| 5 Ten to eleven months               | 1  | 11 |
| 6 Twelve months (including vacation) | 9  | 80 |

Response Distributions  
(in percents)

## WELFARE II    WORKING II

Card IX, 11/

How did you first hear about the WIN program operated by the New Jersey State Employment Service?

|   |    |    |
|---|----|----|
| 0 NA  | 1  | 0  |
| 1 Never heard of the program                    | 43 | 80 |
| 2 A welfare (or WIN) caseworker                 | 32 | 1  |
| 3 A letter from the welfare office              | 6  | 1  |
| 4 Employee of the State Employment Service      | 1  | 0  |
| 5 Another job training or social welfare agency | 2  | 4  |
| 6 Welfare Rights Organization                   | 0  | 0  |
| 7 Friends or relatives                          | 12 | 5  |
| 8 Newspaper, radio, television                  | 2  | 2  |
| 9 Other   | 1  | 7  |

Card IX, 12/

What is your current status in the WIN program?

|  |    |
|--|----|
| 1 I have never been contacted by the welfare office  | 9  |
| 2 I received a letter from the welfare office and am scheduled for an interview about the program              | 3  |
| 3 I received a letter from the welfare office and did not go for the interview                                 | 7  |
| 4 I have completed the WIN interview and have not been contacted by the State Employment Service               | 9  |
| 5 I have been invited into the WIN program by the State Employment Service but have decided not to participate | 3  |
| 6 I started the orientation or skill training phase of the program but decided to leave the program            | 4  |
| 7 I completed the WIN program without receiving any skill training   | 1  |
| 8 I am currently in the orientation or skill training phase of the WIN program                                 | 6  |
| 9 I completed the WIN program and I did receive skill training   | 2  |
| 0 NA   | 56 |

Card IX, 13/14/

Why did you not participate in the WIN program, or if you did participate in the program, why did you not complete the program?

|   |    |
|---|----|
| 00 NA   | 66 |
| 01 I have completed the program   |    |
| 01 I am currently in the program  |    |
| 01 I expect to enter the WIN program in the near future   |    |
| 01 I wanted to participate in the program, but I could not keep the appointment and have not been contacted since | 20 |

Response Distributions  
(in percents)

## WELFARE II

I did not participate in or complete the WIN program because of:

|   |    |
|---|----|
| 03 A family or personal problem                             | 12 |
| 05 The scarcity of decent jobs available in the Camden area | 0  |
| 07 Heard that the WIN program was not worthwhile            | 2  |
| 11 Transportation difficulties                              | 0  |

## Card IX, 15/

If the State Employment Service is not satisfied with the reasons given by a woman for not participating in the WIN program, which one of the following do you think the Employment Service is likely to do?

|  |    |
|--|----|
| 0 NA   | 66 |
| 1 It will do nothing to the woman.   | 20 |
| 2 It will cut off all her welfare allotment  | 3  |
| 3 It will cut off part of her welfare allotment  | 9  |
| 4 It will not cut off any part of her allotment, but a person outside her family will be assigned to manage her budget | 2  |

## Card IX, 16/

As part of the WIN program, you may have developed a plan for what you will be doing in the next five years or so. Which one of the following best describes how your family reacted to this plan when you discussed it with them?

|  |    |
|--|----|
| 0 NA   | 65 |
| 1 Did not develop a career plan in the WIN program         | 25 |
| 2 Developed a plan but did not discuss it with my family   | 4  |
| 3 They approved of the plan and encouraged me to follow it | 5  |
| 4 They were somewhat in favor of the plan                  | 1  |
| 5 They did not care one way or the other about the plan    | 0  |
| 6 They were against my pursuing the plan                   | 0  |

## Card IX, 17/

What educational or skill training component of WIN did you last participate in or are you currently participating in?

|   |    |
|---|----|
| 0 NA  | 65 |
| 1 Did not participate in the skill training or educational component of WIN | 23 |
| 2 Adult education: Camden Learning Center                                   | 7  |
| 3 Adult education: Camden high schools, nights                              | 0  |
| 4 Camden County Community College (or another college)                      | 1  |
| 5 M.D.T.A. Skills Center or On-the-Job-Training                             | 1  |
| 6 Opportunities Industrialization Center (OIC)                              | 1  |
| 7 New Careers   | 0  |
| 8 Work Experience   | 1  |
| 9 Private vocational or technical institute                                 | 1  |

Response Distributions  
(in percents)

## WELFARE II

Card IX, 18/19/

What type of job were you or are you being trained for in the WIN program?\*

|  |      |
|--|------|
| NA (00)  | 65.7 |
| Not trained for any specific job or did not participate in skill training program (01) | 29.5 |
| Personal-Professional  | 0.2  |
| Technical-Semi-professional  | 0.2  |
| Sales-Service  | 0.8  |
| Service-Social, Educational  | 1.0  |
| Service-Personal   | 0.2  |
| Manual-Manufacturing   | 0.5  |
| Manual-Service   | 0.2  |
| Service-Creative   | 0.2  |
| Service-Business   | 0.2  |
| Service-Maintenance  | 0.2  |

Card IX, 20/

To what extent do you think jobs are available in the Camden area for the skill you were (are) being trained for in the WIN program?

|   |    |
|---|----|
| 0 NA  | 65 |
| 1 Did not participate in skill training phase of the WIN program  | 29 |
| 2 There are a sufficient number so that a properly trained person can easily find one                               | 1  |
| 3 There are enough jobs so that if you really look you can find a suitable job                                      | 3  |
| 4 There are an insufficient number of jobs in this field available for those who are qualified and looking for work | 2  |

Card IX, 21/

How do you feel about the men and women who were (are) in the orientation sessions and training classes with you? To what extent would you be interested in working together on a job with some of the people you (have) met in the WIN program?

|  |    |
|--|----|
| 0 NA   | 65 |
| 1 Did not participate in orientation or training phases of the WIN program | 24 |
| 2 I would be very interested in working with these people                  | 6  |
| 3 I would be somewhat interested in working with these people              | 5  |
| 4 I would be somewhat against working with these people                    | 0  |
| 5 I would be very much against working with these people                   | 0  |

Response Distributions  
(in percents)

## WELFARE II

Card IX, 22/

How do you feel about the counselors and teachers you met in the WIN program? Generally, were (are) they the types of people you would like to go to if you needed advice on a family problem?

|   |    |
|---|----|
| 0 NA  | 65 |
| 1 Did not meet any counselors or teachers in the WIN program                                  | 22 |
| 2 Yes, I would go to any of the teachers and counselors I met for advice on a family problem  | 5  |
| 3 Yes, I would go to some of the teachers and counselors I met for advice on a family problem | 6  |
| 4 No, I would not go to teachers and counselors I met for advice on a family problem          | 2  |

Card IX, 23/-27/

In each of the following sets of statements, choose the one most appropriate to your experience within the WIN program.

23/

|  |    |
|--|----|
| 0 NA   | 65 |
| 1 The training I received in the WIN program has helped me in obtaining jobs.                  | 4  |
| 2 The training I received in the WIN program has not helped me in obtaining jobs.              | 2  |
| 3 I did not participate in the training phase of the WIN program or I am still in the program. | 29 |

24/

|  |    |
|--|----|
| 0 NA   | 65 |
| 1 I learned many new things about the world of work in the WIN orientation program.    | 4  |
| 2 I learned a few new things about the world of work in the WIN orientation program.   | 5  |
| 3 I did not learn anything new about the world of work in the WIN orientation program. | 2  |
| 4 I have not participated in the WIN orientation program.                              | 24 |

25/

|   |    |
|---|----|
| 0 NA  | 65 |
| 1 I was (am) not satisfied with the child care arrangements in the WIN program. | 2  |
| 2 I was (am) satisfied with the child care arrangements in the WIN program.     | 9  |
| 3 I did (do) not have to use the child care arrangements in the WIN program.    | 23 |
| 4 The WIN program does not offer any child care arrangements                    | 1  |

Response Distributions  
(in percents)

|  | WELFARE II |
|--|------------|
| 26/  |            |
| 0 NA   | 65         |
| 1 I was able to obtain all the additional education that I wanted in the WIN program.  | 4          |
| 2 I was not able to obtain all the additional education that I wanted in the WIN program.  | 5          |
| 3 I have not participated in the WIN program or I am still in the program.   | 26         |
| 27/  |            |
| 0 NA   | 65         |
| 1 The training allowance I received (am receiving) in the WIN program was (is) not adequate to meet the costs of being in the program. | 3          |
| 2 The training allowance I received (am receiving) in the WIN program was (is) adequate to meet the costs of being in the program.     | 7          |
| 3 I have not participated in the WIN program or I am still in the program.   | 25         |

Card IX, 28/

If a girl friend of yours were invited to participate in the WIN program, would you advise her to take advantage of the program?

|       |    |
|-------|----|
| 0 NA  | 66 |
| 1 Yes | 32 |
| 2 No  | 2  |

## WELFARE II WORKING II

Card IX, 29/ (From Card VII, 30/31/, item 1)

In order to get to my job, I would be willing to travel at most:

|  |    |    |
|--|----|----|
| 0 I would rather not work at this time | 27 | 1  |
| 1 No more than a half hour or less     | 37 | 42 |
| 2 Between half an hour and an hour     | 25 | 35 |
| 3 An hour or more                      | 11 | 21 |

Card IX, 30/

Choose the one of the following statements that best describes your typical work situation five years ago. I was:

|  |    |
|--|----|
| 1 Employed full time   | 71 |
| 2 Employed part time   | 6  |
| 3 Unemployed   | 3  |
| 4 Not interested in working (health, pregnancy, need to care for children) | 11 |
| 5 Not interested in working (school, supported by parents)                 | 6  |
| 6 Not interested in working (other reasons)                                | 3  |

Response Distributions  
(in percents)

## WORKING II

Card IX, 31/

When your youngest child was about three years old, who took care of him/her while you were working?

|   |    |
|---|----|
| 0 NA  | 1  |
| 1 Youngest child is not three years old yet | 5  |
| 2 I did not work--took care of child myself | 16 |
| 3 Husband                                   | 3  |
| 4 Other children                            | 5  |
| 5 Adult relatives                           | 39 |
| 6 Friends, neighbors                        | 8  |
| 7 Nursery school                            | 11 |
| 8 Day care center                           | 5  |
| 9 Babysitter                                | 7  |

Card IX, 32/

How much time do you spend travelling (door-to-door) to your present job (or to your last job if you are currently out of work)?

|                                  |    |
|----------------------------------|----|
| 1 Less than fifteen minutes      | 31 |
| 2 Fifteen to twenty-nine minutes | 48 |
| 3 Thirty to forty-four           | 7  |
| 4 Forty-five minutes to one hour | 13 |
| 5 Over one hour                  | 1  |

Card IX, 33/

Do you own your own car or have access to a car most of the time?

|  |    |
|--|----|
| 1 Neither own car not have access to a car | 55 |
| 2 Own a car                                | 37 |
| 3 Have access to a car most of the time    | 8  |

Card IX, 34/

How many years do you expect to remain at your current address?

|                                   |    |
|-----------------------------------|----|
| 0 NA                              | 1  |
| 1 Less than three years           | 53 |
| 2 Three to less than five years   | 16 |
| 3 Five to less than seven years   | 11 |
| 4 Seven to less than ten years    | 3  |
| 5 Ten to less than twenty years   | 4  |
| 6 Twenty to less than forty years | 12 |

Response Distributions  
(in percents)

## WORKING II

Card IX, 35/

Which one characteristic of your present home are you most dissatisfied with?

|  |    |
|--|----|
| 0 NA                                   | 1  |
| 1 I am not dissatisfied with anything  | 32 |
| I am most dissatisfied with:           |    |
| 2 Number of rooms                      | 17 |
| 3 Cost of maintaining the home         | 2  |
| 4 Outside appearance of the home       | 5  |
| 5 Interior appearance of the home      | 9  |
| 6 Health hazards (rats, roaches, etc.) | 7  |
| 7 Needed repairs                       | 19 |
| 8 Other                                | 8  |

Card IX, 36/

Which one characteristic of the neighborhood in which you live are you most dissatisfied with?

|  |    |
|--|----|
| 0 NA   | 1  |
| 1 I am not dissatisfied with anything        | 32 |
| I am most dissatisfied with:                 |    |
| 2 Convenience to my job or to available jobs | 0  |
| 3 Reputation of the neighborhood             | 5  |
| 4 Kind of people living here                 | 20 |
| 5 Schools in the area                        | 5  |
| 6 Safety in the neighborhood                 | 8  |
| 7 Appearance of the neighborhood             | 16 |
| 8 Amount of noise or smoke                   | 12 |
| 9 Other                                      | 1  |

Card IX, 37/

How many of your current friends did you first meet at work?

|   |    |
|---|----|
| 1 I met all of my current friends at work | 6  |
| 2 I met most but not all at work          | 29 |
| 3 I met most away from work               | 38 |
| 4 I met none at work                      | 24 |
| 5 I have no regular friends               | 3  |

Card IX, 38/

Why did you not apply for welfare in the past when you thought you needed financial assistance?

|   |    |
|---|----|
| 1 I never though I needed financial assistance  | 24 |
| 2 I applied for welfare each time I needed help | 22 |

Response Distributions  
(in percents)

## WORKING II

|   |   |    |
|---|---|----|
| I did not apply for welfare at least once when I needed it because: |   |    |
| 3   | I did not think I would be found eligible   | 15 |
| 4   | I did not like the "red tape" involved in applying  | 9  |
| 5   | I did not want to be subject to welfare investigation                                       | 12 |
| 6   | I was afraid of what others would think of me if I were on welfare                          | 0  |
| 7   | I just did not think it was right for a mother to receive welfare money from the government | 14 |
| 8   | Other reasons   | 4  |

## Card IX, 39/-42/

Is each of the following statements generally true (2) or generally false (1)?

|   |      |    |
|---|------|----|
| 39/ More than half of the women on welfare should be working to support their families. | 0 NA | 5  |
|   | 1    | 30 |
|   | 2    | 65 |

|   |      |    |
|---|------|----|
| 40/ The women who are most in need of financial assistance for their families are the ones currently not receiving welfare. | 0 NA | 4  |
|   | 1    | 35 |
|   | 2    | 61 |

|  |      |    |
|--|------|----|
| 41/ The fact that a woman has worked in the past will be held against her if she ever applies for welfare. | 0 NA | 1  |
|  | 1    | 77 |
|  | 2    | 22 |

## 42/ (3-item scale)

|   |    |
|---|----|
| 0 | 6  |
| 3 | 14 |
| 4 | 26 |
| 5 | 42 |
| 6 | 12 |

## Card IX, 42/43/

What kind of church did your mother or the person who raised you go to when you were a little girl?

|  |    |
|--|----|
| 00 NA  | 3  |
| 01 Was raised by an institution (i.e., not a person) | 0  |
| 10 Mother did not go to church                       | 2  |
| 30 Catholic  | 21 |
| 41 Baptist   | 40 |
| 42 Episcopal   | 2  |
| 43 Methodist   | 24 |
| 44 Presbyterian                                      | 3  |
| 45 Lutheran  | 1  |
| 47 African Methodist Episcopal/Zion                  | 1  |
| 48 United Church of Christ                           | 1  |
| 50 Apostolic   | 1  |
| 54 Seventh Day Adventist                             | 1  |

Response Distributions  
(in percents)

## WORKING II

|   |   |    |
|---|---|----|
| I did not apply for welfare at least once when I needed it because: |   |    |
| 3   | I did not think I would be found eligible   | 15 |
| 4   | I did not like the "red tape" involved in applying  | 9  |
| 5   | I did not want to be subject to welfare investigation                                       | 12 |
| 6   | I was afraid of what others would think of me if I were on welfare                          | 0  |
| 7   | I just did not think it was right for a mother to receive welfare money from the government | 14 |
| 8   | Other reasons   | 4  |

## Card IX, 39/-42/

Is each of the following statements generally true (2) or generally false (1)?

|   |      |    |
|---|------|----|
| 39/ More than half of the women on welfare should be working to support their families. | 0 NA | 5  |
|   | 1    | 30 |
|   | 2    | 65 |

|   |      |    |
|---|------|----|
| 40/ The women who are most in need of financial assistance for their families are the ones currently not receiving welfare. | 0 NA | 4  |
|   | 1    | 35 |
|   | 2    | 61 |

|  |      |    |
|--|------|----|
| 41/ The fact that a woman has worked in the past will be held against her if she ever applies for welfare. | 0 NA | 1  |
|  | 1    | 77 |
|  | 2    | 22 |

## 42/ (3-item scale)

|   |    |
|---|----|
| 0 | 6  |
| 3 | 14 |
| 4 | 26 |
| 5 | 42 |
| 6 | 12 |

## Card IX, 42/43/

What kind of church did your mother or the person who raised you go to when you were a little girl?

|  |    |
|--|----|
| 00 NA  | 3  |
| 01 Was raised by an institution (i.e., not a person) | 0  |
| 10 Mother did not go to church                       | 2  |
| 30 Catholic  | 21 |
| 41 Baptist   | 40 |
| 42 Episcopal   | 2  |
| 43 Methodist   | 24 |
| 44 Presbyterian                                      | 3  |
| 45 Lutheran  | 1  |
| 47 African Methodist Episcopal/Zion                  | 1  |
| 48 United Church of Christ                           | 1  |
| 50 Apostolic   | 1  |
| 54 Seventh Day Adventist                             | 1  |

## Coding Manual

The following are additional coding instructions compiled from the four coding manuals used in coding Wave I and Wave II Welfare and Working Mother questionnaires. Items listed here correspond to those variables followed by an asterisk (\*) in the frequency distributions preceding this section. Coding for such items is not obvious and requires this further explanation.

## Card I (Card V), 5/6/

One point is given for each square filled in correctly. One half point is given for reversed symbols. Total score (two digits) is recorded in columns 5/6/.

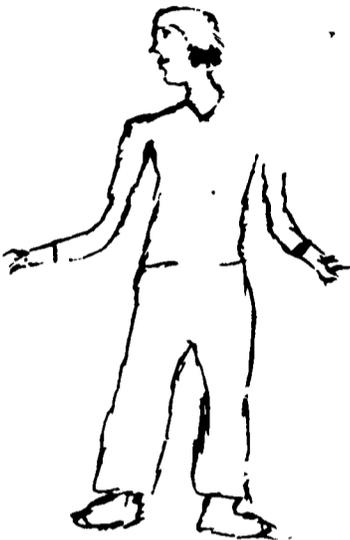
## Card I, 7/

The following consists of a series of drawings produced by respondents in the pilot phase of the study. The pictures were used as examples of three coding categories of gross personality traits--normal, slightly abnormal and severely abnormal. Using these pictures as a guide, coders classified respondents' drawings.



PLEASE DRAW A PICTURE OF A PERSON ON THIS PAGE. DRAW THE PERSON  
ANY WAY YOU PLEASE. DO NOT HESITATE IF YOU ARE NOT ARTISTIC.  
JUST DO YOUR BEST.

PLEASE DRAW A PICTURE OF A PERSON ON THIS PAGE. DRAW THE PERSON  
ANY WAY YOU PLEASE. DO NOT HESITATE IF YOU ARE NOT ARTISTIC.  
JUST DO YOUR BEST.



B-74

Card II (Card VI), 5/-66/  
Coding of Budget Data: Income and Expenditures

The following instructions apply to the coding of all budget data:

- (1) When the respondent has not answered a question about income or expenditure amounts (e.g., refused to answer, did not know), the question was coded as "00" or "000." When the respondent has no income or expenditure in a particular category (or the sum of items in a particular category is zero), it is coded as "01" or "001" to differentiate no expenditures from non-respondents.
- (2) All amounts given by respondents should be coded as monthly figures (and so should be converted to monthly figures if given in weekly or biweekly figures).
- (3) All amounts are rounded to whole dollars.
- (4) When an income or expenditure amount given by a respondent is greater than the coding category provides (e.g., \$125 in a two-digit category), the highest possible value is coded (e.g., \$99) and a notation is made on the questionnaire that the category was exceeded.

The following instructions come from the questionnaires for specific items.

Instructions: In the following questions about income and expenses, please think carefully about what you write down. Don't simply guess. We are interested in what you actually earned and what you spent and not in what you think you should have earned or spent.

How much did each person in the family living with you earn during the past

PLEASE DRAW A PICTURE OF A PERSON ON THIS PAGE. DRAW THE PERSON  
ANY WAY YOU PLEASE. DO NOT HESITATE IF YOU ARE NOT ARTISTIC.  
JUST DO YOUR BEST.



B-75

Card II (Card VI), 20/-22/

How much was received from insurance benefits in the past month?

Card II (Card VI), 23/-25/

How much was received this past month as child support for your children?

Card II (Card VI), 26/-28/

Total Other Sources (sum of the following items)

How much did all the above people receive from gifts from people who are not living with you or your parents?

How much was received this past month from other sources?

How much was received this past month from other sources, for example, Veteran's Administration?

Can you think of any other sources of income not mentioned above which you received this past month?

Card II (Card VI), 29/-31/

Total Income

This past month, how much did your family spend on household items?

Card II (Card VI), 32/-35/

B-62

SEVERELY ABNORMAL

PLEASE DRAW A PICTURE OF A PERSON ON THIS PAGE. DRAW THE PERSON  
ANY WAY YOU PLEASE. DO NOT HESITATE IF YOU ARE NOT ARTISTIC.  
JUST DO YOUR BEST.



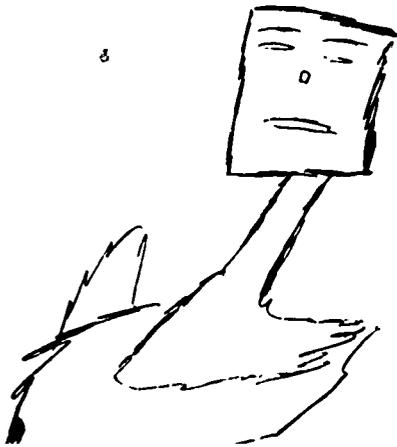
*This is me*

PLEASE DRAW A PICTURE OF A PERSON ON THIS PAGE. DRAW THE PERSON  
ANY WAY YOU PLEASE. DO NOT HESITATE IF YOU ARE NOT ARTISTIC.  
JUST DO YOUR BEST.



PLEASE USE THIS PAGE TO DRAW A PICTURE OF  
A PERSON AT WORK.

PLEASE DRAW A PICTURE OF A PERSON ON THIS PAGE. DRAW THE PERSON  
ANY WAY YOU PLEASE. DO NOT HESITATE IF YOU ARE NOT ARTISTIC.  
JUST DO YOUR BEST.



## Card I (Card V), 22/,30/,38/,46/, Work Effort

## 1 Trainee effort useful

"This is a teacher training a young lady in typing, and it could be any training center. She will get a job after her training, but its up to her."

"Clara and Her instructor after a long run of non-acceptance are very sure of the future. Clara wants a clerical position with hard work and iron will she can make it in time. The thing is for her to stick with it."

## 2 Trainee effort has ambiguous consequences

"Typing Possibly will learn Nure or boss."

## 3 Trainee effort is not useful; has negative consequences

## 4 No reference to effort of trainee; automatic or passive in situation

"She taken sick. Nurse standing there looking at her. She's taking her temperature. (Foreground) She done let it fall out. And she just set there looking." (Dictated)

## 9 Story is not codable via the above categories

## Card I (Card V), 23/,31/,39/,47/, Time Span

## WHEN TO SCORE:

A. Do not score stories containing:

1. unreal beings, plants and animals
  - a. legendary figures (vampires, dragons, witches, devils, classical gods and assorted monsters)
  - b. theriomorphic beings (half-man/half-fish, a woman who turns into a panther, animals with human intelligence)
  - c. personified plant life (flowers that eat human flesh, drink blood)
  - d. ghosts or ghostly bodiless voices or limbs (bodiless hands; huge saucer-like eyes in the sea, ghostly clouds or storms)
  - e. science fiction, flying saucers, space travel and paraphernalia (beings from outer space, radio messages from other planets, travel to other planets)
2. impossible actions and events, otherwise realistic persons who defy limitations of space and time by
  - a. possessing or being possessed by supernatural powers (allowing them to fly, live under water, pass through walls, control another's will, prophecize the future)
  - b. returning from the dead
  - c. an unusual growth process (reversed growth, quick growth, aging without awareness, e.g., Rip Van Winkle)
  - d. supernatural speed (in work, achievement, translocation).

(These stories manifest a quality of the dream and often occur in the story as a dream from which the protagonist awakes at the climax.)

- B. Do not score vague plots. A plot is often vague when the person actually describes details of the picture without really composing a plot, or when he discusses the feelings and thoughts of the principal figures without weaving them into a plot, when he interprets the picture as symbolizing something else (man's struggle against nature, against himself). Sometimes, even when there is a plot, the span of the actions described may be so open to conjecture as to defy any reasonable classification. Since

most people tell at least ten scorable stories--enough for a wide range of separate spans--it is not necessary to risk a mistake by scoring ambiguous ones.

- C. Do score stories containing (1) realistic beings, plants and animals and (2) possible actions and events. The range of the possible is limitless, but, while there are innumerable ways for a person to manifest any length of span, a few general classes seem to describe the most frequent ones. Passing from the short to the long:
- a. All of the action may take place either before or after mention of the situation depicted in the picture. That is, the entire story may occur exclusively in retrospect or in prospect.
    - (1) The plot may be laid in the past with the present in the story (defined as description of the picture) as the climax.
    - (2) It may end as a horrible impasse, an unresolved conflict or statement of uncertainty and impending choice between several alternatives. In such cases, the neglected zone is scored as absent for that story.
  - b. The main plot of the story may be
    - (1) a simple proceeding performed by the protagonist alone (he paces the hall of a maternity ward, strolls along a street, chops down a tree); or
    - (2) the protagonist may do something alone (e.g., practice his violin) and then go to join others (run off to play ball).
  - c. The central plot may be a transaction between two or more people (the hero asks for assistance and receives it or is rebuffed; he tells his mothers about a nightmare and receives consolation; he presents a law case to a court and is successful; he loses his job and asks for it back; he is wounded in battle; he commits suicide or murders another person).
  - d. The story may center around a prolonged translocation or transportation (a voyage, a quest, an expedition).
  - e. The main plot of the story may concern a serial process (series of proceedings) of degeneration, decomposition and regressive, destructive change (dissolution of a promising career, decomposition of a marriage and a family, gradual loss of virility, gradual physical decomposition through disease, especially syphilis; a process of mental deterioration leading to insanity).
  - f. The story may concern a serial endeavor or a continuing process of growth, development and progressive, constructive change (development of a career, the hero undertakes and successfully performs work of increasing difficulty and importance, deepening of a relationship, mutual understanding and love in a friendship or marriage through long association and many crises, raising of children, growth of a business, continuous competitive struggle for status).

#### HOW TO SCORE:

Unless the criteria for a realistic story are met, other kinds of time are involved, so do not look for time span. When the criteria do apply, however, use the scale indicated in the marginals. The variables scored with this scale is "prospective" span, the span from the present to the end of the action. Do not measure "retrospective" time span.

## Card I (Card V), 24/,32/,40/,48/, Helplessness

Using each of the following categories, (a through e combined), a determination is made about the presence or absence of a "mood" of helplessness running throughout the stories.

- a. Any explicit statement or clear description to the effect that the hero feels helpless or is helpless or is or feels weak or ineffectual (physically or morally) or is incapable of action
- b. Hero is described as not knowing what to do, or as being unable to make up his mind, or is bound by irreconcilable conflicts or desires
- c. Hero is clearly dominated or controlled (for good or evil) by another person, or yields (against his own wishes) to the will or wishes of another
- d. Any explicit statement to the effect that the hero is dependent on another or that he cannot get along without another person
- e. Any continuing, clearly distressing impasse, dilemma, conflict, unpleasant emotion (e.g., marked antagonism, anguish, terror, sadness, grief, etc.) or prolonged and continuing, definitely harmful situation (great danger, mortal threat, imprisonment, deformity, defeat, disgrace, etc.) for the hero which he is described or presented as being incapable of altering, improving, overcoming, etc. or which is manifestly continuing unimproved with no successful effort on his part to alter it. (Mark if it is ambiguous as to whether or not there is an unfortunate outcome to the situation.)

0 No response

1 A predominating theme of helplessness, i.e., if any of the above persist essentially unchanged through the outcome of the story.

2 The predominating theme is not one of helplessness

## Card I, 29/, Other Role

- 1 Gatekeeper--questioning, deciding whether interviewee to receive some advantages  
 "There is a lady waiting to be interviewed for maybe a good job, while the other is being interviewed she must be thinking about how it will go, and if she has gone far enough in school. She might get a job and might not."  
 "Girl (no. 1) is applying for trade school. Girl (No. 2) is waiting for her turn."
- 2 Teacher--preparatory for another role, instructing interviewee  
 "This girl are trying to get her lesson looks like me I think she have a book."
- 3 Counselor--guide to interviewee, to help with problems by suggesting what interviewee might do  
 "A counsulare is talking to a student. Mother a child. He were bad in school or hookie. What should they do with the child. Disapline Mother and Teacher. They'll give the child a lecter."  
 "From what I can gather This mother and her daughter are in conference with some kind of social worker. Maybe the daughter is in some kind of trouble in school or otherwise. So the mother

is very depressed and needs professional help in the counseling of her daughter. I think they can help this mother."

4 Disciplinary--punishing, exerting control

"Three People in a room. two girl and a teacher. She is giving one girl a letter to take home for her mother. The girls have gotted in trouble. They've think I'm scare. Peace is wanted both of the girls. There mothers will come to school. They talk and be friends again."

"Some girl get in trouble and has to be put away cas worker sometimes when girl go away they get a better look on life they just need someone to care and to show them the way."

5 Other

9 Story is not codable via above categories

Card I, 34/, Expected Outcome of Encounter

1 Optimistic--will get job or help

"Probably they're going to get a job. They're going to get the job."

"Well one of the girls are having an interview about a Job and the other girl is waiting to be interviewed and is ver discussed. But do believe it turs out all right."

2 In doubt--outcome uncertain

"This is a Business Concern. In which these two ladies has applied for Employment. One Lady seems that she is worried whether she will get the Job or what Question will be asked of Her."

"This lady look to me like she is waiting to be interview for a job. She also look some what depress, like she's not sure of herself."

3 Pessimistic--will not get job or help

"She won't get a job. She not the type to work."

"Maybe they are out of a home and Job and they went to some one for help and they are not going to get it from anyone so now they will go and do things to get themselfes in bad trouble and maybe go to Jail or kill someone trying to survive."

9 Story not codable via above categories.

Card I (Card V), 35/,43/, Level of Intelligence

1 Incoherent story

2 Simple factual description limited to present time and place (low)

"Talking at window. Telling her something to do. She is listening."

"The mother is leaving for work the child is at a day care center."

3 Description supplemented by rationale or interpretation, not limited in time or space (medium)

"Mother is leaving and the children are looking out the window sorry to see her leaving. I don't think she too happy either-- and she trying to console them by Waving goodbye."

- "Mother going to work. She is shutting the Windows to keep the kids from falling out."
- 4 Complex and coherent narrative bringing in a number of considerations  
 "A mother is having her children in the hands of a babysitter so that she can go to work and support her family because the father has left his family and she is the sole supporter in the household so she have to work or go on welfare for support also she is try to show her love for her children and respect for herself as a mother. Also if she was the type of mother that didn't try to work and hung out in the bars or stand on the corners and looked for pick-ups then when her children wouldn't have love and respect for them when they grew up and become young adults. The end."  
 "Mother is going to work. This is mother and children. The need for more money has led up to the situation. The lack of money, clothes, and bills piling up led mother to get a job. By her working she will be able to get the children some of the things that they need and pay the bills."
- 5 Story has fewer than 12 words--do not score.  
 0 No story

## Card I, 44/, Actor Affect

- 1 Negative affect attributed to trainee  
 "Here we see a young girl trying to get the bussiness world of today. but seems to be afraid of them mistake she might make."  
 "Taking music. She's trying to teach her how to play different kinds of music. She looks like she doesn't want to be taught. The way she holds her head she looks like she doesn't want to be taught. The way she holds her head she looks like she's discuted. I don't think she'll teach her anymore the way she's holding her head."
- 2 Negative affect attributed to trainer  
 "She's typing a letter or business letter. She got anger with her because she's not doing it right. Later she'll be all right.  
 "Mary having gotten the typing job she applied for, has begun a two week training period. After being away from the typewriter for so long, her finger are very still. Mrs. Smith, her teacher, is very crabby and differcult. In this new and beautiful world nothing can break Mary's gay spirit."
- 3 Affectively neutral (descriptive) presentatiog of relation  
 "Training like a nurse. She has a teacher and the teacher is showing her about the training."
- 4 Positive affect attributed to trainee  
 "The nurse is trying to train the secretary how to type and she looks like she's willing to learn."
- 5 Positive affect attributed to trainer  
 "Nurse and respontionist she show her what to do I try my best. The nurse want her to do her best she do her best. The respon-tionist will get a raise."
- 9 Story not codable via above categories.

## Card I, 33/, Quality of affect experienced by trainee

- 1 Anger, hate  
"She's typing a letter or business letter. She go anger with her because she'll not doing it right. Later she'll be all right."
- 2 Pressure, stress  
"The girl is probably not keeping up with the others and she is being told about it."
- 3 Annoyance  
"This show an employee is doing her work and the employer is looking behind her shoulder telling her how to do it and this is agravating because if some one did this to me I upset."
- 4 Sympathy, empathy, appreciation  
"Person at work with employer standing over him which the job would be completed anyway if you employer trust you enough to know that this work would be done right. Sometimes if problems should arise and you need help dont hesitiare in going to him for needed help."
- 5 Compulsion, harshness  
"She is too harsh for an instructor."
- 6 Boredom
- 7 Detachment, aloneness
- 8 Other
- 9 Not codable via above categories.

Card I, 50/ Consequences of Mother Act for Child  
(when picture interpreted as mother leaving)

- 1 Child will benefit--though left alone--not worried  
"A mother is having her children in the hands of a babysitter so that she can go to work and support her family because the father has left his family and she is the sole surporter in the household so she have to work or go on welfare for surport. Also she try to show her love for her children and respect for herself as a mother. Also if she was the type of mother that didn't try to work and hung out in the bars or stand on the corners and looked for pick-ups then when her children wouldn't love and respect for them when they grew up and become young adults. The end."  
"Mother is going to work. This is mother and children. The need for more money has led up to the situation. The lack of money, clothes, and bills piling up led mother to get a job. By her wo king she will be able to get the children some of the things that they need and pay the bills."
- 2 Danger to child--left alone, worry about children  
"This is a mother who has to go to work, and leave her child at home by hissself. Maybe her husband left her or died. But who knows. Anything could happen to the child. But it seems she has to work."  
"There is a mother leaving for work Who has a little boys waving goodbye. This mother seems worried about leaving her child as what going to happen while she is at work."

- 3 Child will not be left alone, baby sitter, day care center  
 "She's going to school. She might turn around and come back if there isn't anyone to watch the child, if she is a little one."  
 "The lady looks like she is leaving for work, and have explain to her babysitter what is to be done while she is at work."
- 4 Uncertainly about how to arrange for child care
- 5 Simply a parting scene--no interpretation of implications--no sadness  
 "Child says goby to mother."  
 "This lady looks like she's going out to work. She's waving goodbye to her son. She's telling him to be good and don't open the door and for no one. I think everything turns out all right."
- 6 A parting scene--sadness  
 "Mother is leaving and the children are looking out the window sorry to see her leaving. I don't think she is happy either--and she trying to console them by waving Goodbye."  
 "Seems like the lady is going to work, waving to kids making them go to school. She's explaining that she won't be gone long and wants her to be there."  
 Not interpreted as mother leaving:  
 "Two friends are say goodbye. They have just gotten finest doing there home work. I did my work the best. They're hoping will get an A. They will. They get a E."  
 "This lady looks like she wants to get in the house because the window is open. The child is in the window."
- 9 Story is not codable via the above categories

Card I, 54/55/, 56/57/; Card III (Card VII), 5/6/, 7/8/, 14/15/,  
 66/67/, 68/69/; Card IX, 6/7/, 8/9/: Job Classification Code

The above variables used the following Job Classification Code for coding categories. Each occupation named by a respondent was assigned a code number from this listing which was entered in the coding columns. These code numbers were later clustered into general job categories as indicated on page 73. In the analyses described in this report, only these general or "mapped" categories were used.

- 01 No ideal job; no job ability; no job training;  
 no job experience
- 02 Accounting Clerk  
 Comptometer Operator  
 Bookkeeping Machine Operator  
 Calculating Machine Operator  
 Biller, Machine  
 Payroll Clerk  
 Cashier (Business and Industry)
- 03 Artist, Musician, Writer, Model, Actress  
 Artist Teacher  
 Commercial Artist
- 04 Assembler (Manufacturing)  
 Assembler, Electrical and Electronic Equipment  
 Assembler, Small Parts
- 05 Athlete

- 06 Automobile Servicing
  - Automotive Repairman
  - Automobile Service Station Attendent
  - Automobile Mechanic
- 07 Babysitter, Companion
- 08 Baker
- 09 Barmaid, Bartender
  - Waitress (restaurant)
  - Waitress (Cocktail)
- 10 Beauty Operator and Barber Shop Operator
  - Hairdresser
  - Hair Stylist
  - Manicurist
  - Beautician
  - Cosmetician
- 11 Bindery Worker
- 12 Bundle Girl (Apparel Industry)
- 13 Case Worker, Social Worker
- 14 Case Worker Aide, Social Worker Aide
- 15 Cashier-Checker (Stores, Hotels, Garages, Car Wash)
- 16 Ceramics and Pottery Worker
- 17 Charwoman, Building and Department Stores
- 18 Clerk, General Office
  - Clerk, File
  - Clerk, Order
  - Office Girl
- 19 Cook, Hotel, Restaurant
- 20 Cook, Short Order
- 21 Counselor.
  - Counselor, School
  - Counselor, Vocational
- 22 Counter Girl
  - Sandwich Shop Waitress
- 23 Credit Worker
- 24 Crossing Guard
- 25 Cutter, Textile
- 26 Decorator
  - Interior Decorator
  - Store Window, Display Decorator
- 27 Demonstrator, Product
- 28 Dietician
- 29 Domestic Service
  - Charwoman and Cleaner
  - Maid
  - Laundress, Domestic
  - Housekeeper, Domestic
- 30 Draftsman, architectural and mechanical
- 31 Driver
  - Bus Driver
  - Taxi Driver
  - Truck Driver
  - Delivery Woman

- 32 Duplicating Machine Operator  
 33 Dyer  
 34 Elevator Operator  
 35 Computer Programmer, Data Processing  
 36 Postal Employee  
 37 Farm Worker  
 38 Housekeeper, Business, Industry, Hotel, Hospital  
 39 Inspector, Production  
 40 Instructor, Vocatibnal School  
 41 Jeweler  
 42 Key Punch Operator  
 43 Landscape Gardener  
     Hot-house Gardener  
 44 Laundromat Attendent  
 45 Laboratory Technical  
     Dental Assistant  
     Medical Technologist  
 46 Laundry and Dry Cleaning Occupations (Low Scale)  
     Sorter, Attacher, Detacher, Wrapper, Marker, Pinner,  
     Checker, Folder, Store Clerk, Spotter, Route Girl  
 47 Laundry and Dry Cleaning (High Scale)  
     Dry Cleaner, Presser, Pleater, Machine Presser  
 48 Librarian  
 49 Library Assistant  
 50 Marker  
 51 Messenger  
 52 Milliner  
 53 Motion Picture Projectionist  
 54 Nurses' Aide  
 55 Nurse, Licensed Practical  
 56 Nurse, Practical  
 57 Nurse, Professional Registered  
 58 Occupational Therapist  
 59 Operator, Machine Industrial  
 60 Optician, Lens Grinder and Polisher  
 61 Packer, Industry  
 62 Pharmacist  
 63 Photoengraver  
 64 Photographer  
 65 Photographic Technician  
 66 Physical Therapist  
 67 Printing Veritypist, Linotypist  
 68 Police Woman  
     Detective, Private  
     Detective, Store  
     Meter Maid  
 69 Polisher, Metal  
 70 Presser (Apparel Industry)  
 71 Production Helper, General Factory Work  
 72 Programmer  
 73 Psychologist  
 74 Radiologic Technician

- 75 Receptionist, Hostess  
 76 Reporter, Newspaper and Magazine  
 77 Reporter, Television  
 78 Saleswoman  
     Saleswoman, Automobile  
     Saleswoman, Real Estate  
     Saleswoman, Industrial Products  
     Saleswoman, Securities  
 79 Sales Clerk  
     General, Department Store, Drug Store  
     Shoe saleswoman  
 80 Service Personnel (Hotel, Motel, Restaurant, Hospital, Convalescent  
 Home, non-professional)  
     Cook's assistant  
     Dishwasher  
     Bus Girl  
     Charwoman  
     Kitchen helper  
     Vegetable Girl  
     Seamstress  
     Food Checker  
     Cloak Room Attendant  
     Sandwich Girl  
     Pantry Helper  
     Linen Room Attendant  
     Chambermaid  
     Information Clerk  
     Presser  
     Ward Maid  
     Tray Line Worker  
     Laundress  
     Central Supply  
     Messenger  
     Ladies Room Attendant  
 81 Secretary  
 82 Sewing Machine Operator, Automatic and Production  
 83 Spinner and Weaver, Textile  
 84 Stenographer  
 85 Tailoress, Dressmaker, Seamstress, Hand Sewer, Mender  
 86 Teacher  
     Kindergarten  
     Elementary  
     Secondary  
 87 Teacher's Aide  
 88 Teacher, Handicapped  
 89 Telephone Operator, Switchboard  
 90 Telephone Business Employee  
 91 Telephone Solicitor  
 92 Television Service and Repairwoman  
 93 Teller (Banking)  
 94 Ticket Agent  
 95 Transcribing Machine Operator

- 96 Typist  
 97 Upholsterer  
 98 Usher and Attendant, Recreation and Amusement  
 99 Volunteer Aide, Church, Charity

The following coding scheme was to place each of the 99 job categories mentioned above into one of the 11 general categories found in the marginals.

|                             |   |
|-----------------------------|---|
| No Job                      | 01  |
| Personal-Professional       | 62,73   |
| Technical-Semi-professional | 35,39,48,72   |
| Sales-Service               | 10,27,41,52,64,78,85,97,99                            |
| Service-Social, Educational | 13,21,28,40,57,58,66,68,86,88                         |
| Service-Personal            | 07,09,14,19,20,23,24,31,36,38,45,49,54,55,74,87       |
| Manual-Manufacturing        | 04,08,11,12,16,25,33,50,59,60,61,63,65,69,70,71,82,83 |
| Manual-Service              | 06,30,92  |
| Service-Creative            | 03,05,26,76,77  |
| Service-Business            | 02,15,18,32,42,51,67,75,79,81,84,89,90,91,93,94,95,96 |
| Service-Maintenance         | 17,22,29,34,37,43,44,46,47,53,56,80,98                |

Card I (Card V), 63/64/

Each respondent was given a score based on whether or not she indicated having any children in a given age category. If she indicated children under six years old, she was given a score of 3. If she had children in the 6 to 12 year old range she was given a score of 5. If children were indicated in both the under 6 and 6-12 range, her score was 3+5=8. Thus, for each distribution of children by age, a unique score was indicated, or for each "family pattern" a unique total existed. For example, the values 03,08,10,14,15,21,26 indicate that at least one pre-schooler was in the family.

Card II (Card VI), 5/-31/, Income and 39/-67/, Expenses

All income items were coded per month and rounded to the nearest dollar. When no income or expense occurred in a given category, a \$01 or \$001 dollar was indicated to differentiate it from a "0" or no response/don't know category. This was done for the purpose of calculating means and standard deviations on income and expense items. Such statistics must include \$000 income and expense data.

Specific coding instructions on income and expense items are given in the appropriate categories below.

Card II (Card VI), 45/46/

House Furnishings (sum of following items)

Furniture (include drapes, rugs, etc.)

Appliances (include washing machines, refrigerator, radio, TV, etc.)

House Improvements (painting, etc.)

Card II (Card VI), 47/48/

Medical Expenses and Insurance (sum of following items)

Doctor and Dentist

Medicine and Eyeglasses

Insurance, other than life

Card II (Card VI), 49/50/

Transportation (include car expenses, bus and train fares)

Card II (Card VI), 51/52/

Recreation and Grooming (sum of following items)

Movies, newspapers, magazines, seeing sports events, bars, etc.

Barber, hairdresser

Card II (Card VI), 53/54/

Payments of Debts (other than mentioned previously)

Card II (Card VI), 55/56/

Gifts (sum of following items)

To church or charity

To help friends

Presents

Card II (Card VI), 57/58/

School Expenses

Card II (Card VI), 59/60/

Total Other (taken from the following question)

Can you think of any other expenses that you haven't mentioned yet? What are they?

Card II (Card VI), 61/-63/

Total Expenditures

Card II (Card VI), 64/65/

Savings Account

Card II (Card VI), 66/67/

Non-term Life Insurance

Card III (Card VII), 16/,17/,18/19/

For items 16/ and 17/, enter single scores from individual items.

For item 18/19/, enter sum of scores for each item in the scale.

Card III (Card VII), 20/,21/, 22/23/; 24/,25/26/; 27/28/; 30/31/; 41/; 42/;  
44/, 45/, 46/; 47/,48/,49/; 50/,51/,52/; 53/; 54/

Card IV (Card VIII), 41/; 42/43/; 52/,53/,54/,55/,56/57/; 58/,59/,60/,61/,  
62/,63/,64/65/; 66/,67/,68/,69/,70/,71/72/; 11/

Follow same format as Card III (Card VII), 16/,17/,18/19/.

Card IV (Card VIII), 39/

For each item circled and appearing in the scoring key, give one point.  
The scoring key is as follows:

1. T
2. T
3. F
4. F
5. T
6. T
7. F
8. T
9. F
10. T
11. T
12. T
13. T
14. T
15. T
16. T
17. F
18. T
19. F

## APPENDIX C

### NOTES ON BLACK RELIGION: A LIFE STYLE THEME

Samuel Z. Klausner

#### Black Christianity Exists

Religious ideas, religiously based neighborhood cliques and the organization of life around a church characterize cultural ambience of both the welfare and the working mother: in our study. The analysis in the text amply illustrates this as time and again religious affiliation proved an important explanatory variable. Almost two out of three of the subjects of this study attend predominantly black churches. An understanding of the cultural content of those churches, their histories and their roles in the community will show the way they affect or explain behavior. Good sociological analyses of American black religion are few. Too many scholars have been diverted from cognitive analyses by ideology and by fascination with the exotics of black religion. The next few pages represent a mere fragment of the necessary work. A crude "map" of the various black denominations and sects will be sketched relating the organization and functions of black Christian churches to the family, economy and polity.

Are these churches black? Are they Christian? James Cone (1970), in an article on "Black Consciousness and the Black Church," subtitled "An Historical-Theological Interpretation," writes that black consciousness is black power. Black power is the power of the oppressed black man to liberate himself from white enslavement by making blackness the primary datum of his humanity. Concretely, the Church of Christ is a community of sufferers in any society. It believes in and lives on the basis of a reality of liberation that is not recognized by the ruling class. Thus, there could be no white churches because the white reality is the work of him who seeks to destroy humanity by enslaving man to false ideologies regarding race. The purpose of the church is to provide the religious dimension inherent in all struggles for freedom. It follows from Cone's position that since the precipitation of a white reality from the "community of sufferers" is un-Christian, similarly the specification of a black reality will be inappropriate. There could be no black Christian church.

If, however, the conjunctive hyphen between the historical and theological aspects of the interpretation is dropped, a church which is both black and Christian is discernible. Theological evaluative discourse concerns a raceless Church. Historical statement, standing on empirical ground, must recognize a racial church. Empirically speaking, a church may be defined as black when all or nearly all of its adherents are black. Such a church may not be conscious of its blackness, but is black by historical circumstance. Churches established as black, such as the African Methodist Episcopal, or those assertively black, such as the Black Muslims, are conscious of their blackness. These churches are black both by self definition and by historical circumstance.

In many black churches, racelessness is institutionalized as an existential description of the church. The prophetic movements, such as those founded by Father Divine and Daddy Grace, as well as some black Baptist and black Methodist churches rest on this universalistic conception of membership. The rationalization that either the white brethren are absent at the moment or are worshipping in another building of the denomination thinly veils "false consciousness." The blackness of these churches is not even challenged by the civil rights movement which has invested less energy in bringing whites to black churches than in bringing blacks to white churches. The latter effort has had a negligible impact on the white churches. After nearly two decades of concerted effort toward integration in churches, some black and white clergy meet at the level of church governance. The typical integrated church is in a neighborhood undergoing residential succession, its integrated character sustained by an elderly white lady too poor or too tired to move.

William Brink and Louis Harris (1964) report that, as of 1963, there were 55,000 Negro Churches in America--one for every 200 Negroes. Of the Negroes polled, 65% classified themselves as Baptists and 22% as Methodists. In 1962, 703,000 blacks classed themselves as Roman Catholics--under 4% of the black population in the United States. Nearly all of the black Baptists and Methodists were attending churches of specifically black denominations. Thus, almost all black churchgoers are segregated at all levels of church polity. Black and white Catholics sometimes have the same diocesan bishop and chancery office, but attend churches in different parishes.

The Brink and Harris findings echo Drake and Cayton's (1945) earlier report on Black Metropolis. They described a city in which 300,000 Negroes belonging to 500 churches were distributed among 20 denominations. About half the churches were affiliated with one of two Negro national Baptist conventions. These congregations and their ministers had virtually no face-to-face relationships with any of their white co-religionists.

Paradoxically, in the Episcopal and the Unitarian churches, where some effort has been exerted to integrate Negro clergymen, black caucuses emerged to express a black interest within church polity.

The contemporary black church lives with the heritage of past social forces while it is being shaped by current social forces. Among the past social forces, two developmental processes will be identified to account for the multiplicity of black Christian denominations in the United States today. The first, and earliest in time, is a process of vertical racial schism in predominantly white Protestant churches producing independent black denominations mirroring white churches. The second is a process of structural differentiation within the black churches. This process splits the churches with reference to social power and to economics. The newly differentiated churches focus on some specialized aspect of life in the parent church. As they relate to the broader institutional setting, they have tended to specialize in orientation to political action, on the one hand, and to economic activity, on the other. As they relate to their internal constituencies, the politically oriented churches have tended to concern themselves with the black community while the economically oriented have tended to be more concerned with family life and personal healing.

The cultural changes that have accompanied these social changes have led to a rather sharp departure from the white Christian churches of origin and open the question as to whether they are still Christian. The following pages will detail these two social processes and, in course, assert that, in a socio-historical sense, these churches are indeed Christian. The working mothers in this study are more likely to be found in the black churches that more nearly mirror the white churches. The welfare mothers seem to gravitate more to the small structurally differentiated sects. The ensuing discussion should make the reasons for this apparent.

### The Evolution of Black Christian Churches in America

#### Autonomy Through Schism

By and large, North American slaves encountered a post-Reformation Protestantism. The concept of a Christian slave presented a religio-legal dilemma in a setting which at once separated temporal and religious authority and believed that earthly livelihood and eternal life were to be pursued jointly in the light of the Christian faith. A 1667 law resolved part of the difficulty in holding that Christian Baptism did not confer freedom upon slaves. Since Baptism would be valid only if voluntarily accepted, and involving no ulterior earthly motive, Baptised slaves were presumed to have no interest in manumission, a material advantage. The religious and social status of the progeny of slaves and their masters was another troublesome matter. The Virginia fathers resolved this with a 1662 Act to the effect that "All children born in this colony shall be slave or free only according to the condition of the mother."

The Society for the Propagation of the Gospel in Foreign Parts, chartered in England in 1701, worked among plantation Negroes in this social and religious setting. On the plantations, Negroes developed what Frazier (1963) calls "invisible institutions," loose religious organization in the context of slavery. They were permitted to conduct their services in "their own way." White gentry often invited their slaves to attend their services. Negro freedmen had more difficulty in attending white churches. Richard Allen, along with other Negro freedmen, had a prescient experience in Philadelphia. Denied equal status in St. George's Methodist Episcopal Church, they withdrew to establish the Free African Society in 1787. In 1816, they established the African Methodist Episcopal Church with the blessing of Bishop Asbury. The AME church is thus the result of a vertical schism. It was intended to be a mirror image of the white parent church. The schism defined, in racial terms, the types of people who might occupy the roles. The AME experience illustrates a schismogenetic model for the establishment of black churches. Unlike a true evolutionary development, the separation did not redefine the obligations of a minister or reformulate the teachings of the church. It did not affect the pattern of roles and their functions.

The Philadelphia clash reflected the problem and the demands of Negro freedmen in white churches. After the Civil War, all Negroes were freedmen. Most Negroes, during the immediate post-war years, continued a segregated membership in Methodist, Baptist and Presb. rian churches in the North as much as in the South. Toward the end of the century, with resistance and reluctance on both sides, Negroes established separate church organizations.

The Colonial Methodist Episcopal Church became independent of the General Council of the Methodist Episcopal Church South in 1870. Shortly after the Civil War, the National Baptist Convention, U.S.A., the parent convention of Negro Baptists, was established to be followed in 1880 by the currently larger National Baptist Convention of America. A Southern General Assembly for Negro members of the Presbyterian Church was formed in 1898 as the Afro-American Presbyterian Church. Since the 1950's, both Northern and Southern Presbyterians have been attempting to abolish all-Negro synods and Presbyteries (Reimers, 1962; Bell, 1963).

The separation in all of these cases was rooted, manifestly, in social rather than dogmatic issues. Race was the explicit criterion. The schismatics chose autonomy as a separate church in preference to continuing as a dependent minority. Blacks who remained within the predominantly white churches were choosing development within a, more or less, socially dependent framework. Thus, we may describe the dimension along which this initial schism takes place as that of autonomy/dependency.

Integrated churches are maintained by struggling against tendencies toward Negro autonomy. Negroes have not formed segregated Roman Catholic and Protestant Episcopal churches and are part of the fabric of Jehovah's Witnesses. The struggle for integration between already separated church bodies is a recent phenomenon reversing a long time trend.

The separated black churches intended to retain the doctrinal postures of their parent organizations. However, members of the African Methodist Episcopal Church, the African Methodist Episcopal Church Zion and the Colored (now Christian) Methodist Episcopal Church, for instance, occupy general social positions differing from those of their white brethren in the Methodist Episcopal Church. Similarly, members of black Baptist and black Presbyterian churches are in social locations different from those occupied by members of white Baptist and white Presbyterian bodies. Blacks and whites have disparate experiences in economic, political and educational institutions as well as differing exposures to esthetic symbols. Consequently, the religious cultures in each case have been subject to differing influences from the wider culture. Freed from a mutual check and balance, these cultural differences drew the black and white segments along different paths. What began as a vertical schism along racial lines eventuated in culturally differentiated churches. After at least half a century, and, in some cases, after more than a century, of relatively independent development, Joseph Washington, in an article in Theology Today (1963), could argue that the pattern of life of Negro religious institutions is totally irrelevant to the Christian faith. There is no possibility at present, says Washington, for inclusion of the Negro religion within the Christian faith. Washington's assertion is extreme and dogmatic but is an index to the results of separate development. Washington is making a theologian's judgment. Sociologically, these churches must be Christian by reason of their own historical consciousness and the root symbols of their beliefs. Their doctrines and liturgies draw upon the Baptist, Methodist and Presbyterian groups from which they have emerged as well as from Roman Catholic liturgies to which they have been exposed. The cross, candles and music as well as talismans become increasingly important.

The expressive motifs of American frontier Christianity remain in evidence--the fervor, responsive singing and rhythmic body movement eventuating in a physically manifest seizure by the spirit. Some elements of African cultural expression discernible in musical and chant styles survived the plantation experience and have been reinforced by migrants (1).

Churches of the Economy and of the Polity:  
The External Structural Differentiation

Vertical schism, separating Negro from white churches, is but one source of new black churches. Some black churches have separated from other black churches. By and large, this case is closer to Troeltsch's (1960) description of the formation of sects from churches. A group calling for prophetic leadership might oppose the more priestly leadership of the parent church and precipitate a break. Arguments over direct or mediated access to the gifts of Grace may mark a division. Break-aways from black Baptist or Methodist churches include Church of God in Christ, Church of Christ, Church of God and various Apostolic churches.

These churches are more specialized descendants, not vertical mirror images of the parent churches. Some element already embedded in the parent church is inflated into a focus of the ceremonial and doctrinal orientation of the new church. The parent churches, like all churches, maintain an orientation to economic and political institutions of the broader society. Relative emphasis on one or the other of these orientations often defined the line of cleavage. What is significant is not so much the economic or political activity in a concrete, explicit, sense, but the types of social norms which are emphasized in each case. The relations of the market tend to involve and require situational definitions in terms of universalistic standards. The characteristic of this type of norm is that each person is judged according to an external criterion--applied in a non-discriminatory fashion to each person. Rationality tends to hold sway. The relations of the polity

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<sup>1</sup> Arthur Fauset, writing of Black Gods of the Metropolis (1944), has implicitly classified black churches along similar lines while using a different set of terms. He looks upon the establishment of the American Negro churches as examples of the Negro's capacity to revolt. We have termed this vertical schism along the autonomy/dependency dimension. Revolt may be a strong term for the resignation of black members from white churches. Churches classified in this paper as having been formed by structural differentiation within the Negro community, Fauset calls cults. The Mount Sinai Holy Church of America, the United House of Prayer for All People, Church of God and the Father Divine Peace Mission movements are among his examples. These cults include both the Negro sect and the personal followings of prophetic type leaders. In this paper, that latter will be treated as a later differentiation. Fauset characterized cults as having a diversity of activities in the economic, political and educational spheres. Fauset calls them "graduate churches" because they require a second conversion and have a heightened sense of the esoteric.

tend to emphasize particularistic standards in which judgments of persons rest on the nature of the relation between them. These are relations of power and lead to a concern with loyalty. Since this division implies new definitions of institutional style and new role definitions, it is properly referred to as a differentiation of structure, or, more tersely, a structural differentiation.

The churches mentioned above, such as the Church of God in Christ and the churches of the Apostolic Faith, emphasize the universalistic norms and tend to be more concerned with the economic activities of their members in the broader society than with their political activities. This is not always explicit or obvious. These churches prepare their members for participation in the economic institutions of the larger society in subtle, non-explicit, ways. Their very effort to maintain their own fiscal solvency trains communicants for economic activity. By tithing, they pool the fruits of their independent labors. They found cooperative or joint economic enterprises, run church stores, sponsor factories or workshops and manage the profits through investment policies.

More significantly, perhaps, these sects promote a style of behavior which facilitates participation in the economy. Economic relations require stability and credit which, in turn, rest on trust. The content of sermons and Bible lessons in these churches is such as to promote trust and confidence among the members and to encourage them to carry this ethic to the world outside. An ethic of good personal relationships, the homely virtues of giving charity, of smiling and of being tested in times of suffering are repetitively stressed. They actively discourage "paranoid" type tendencies--suspicions of the motives of others. If evil is perceived in another, they are taught to exorcise it by initiating a relation of love or turning the other cheek. They are told to be honest at work and to strive for peaceful relations with employers and fellow workers. Church membership is considered open. Outsiders are invited to worship, to offer testimony and to share in receiving the spirit (2).

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<sup>2</sup>The cargo cults of Melanesia, as described by Peter Worsley (1957), exemplify economically oriented sectarianism in another setting. The economic activities of American black religion focus on the here and now. In Melanesia, economic concerns emerge in a millenarian context. A prophet announces the imminence of the cataclysmic end of the world. People may abandon their gardens, kill their livestock and throw away their money while awaiting the arrival of a ship bearing rich cargo. These movements too involve inspiration, possession, trances, faith healings and speaking in tongues. Both the American and Melanesian sectarian groups are objectively barred from any striking economic success. Under this circumstance, the American blacks act as if they can influence their economic lives. The Melanesians wait.

Cargo cults, although primarily economic, also have political elements. The cargo, rightly the islanders', has been usurped by the whites. As a result, says Worsley, the cargo cults become associated with moves for self-rule and national self-expression. Here, though, the political act is a means to attain the economic goal.

The term "sects" applies to these churches in some senses and not in others. The sects described by Troeltsch were characterized by withdrawal from the established society including its polity and economy. The black sects oriented to the economy do not negate the world and its economy but guide members in meeting economic anxieties. Also, unlike Troeltsch's sects, they have had no reluctance about formalizing their organizational structure. Troeltsch says sects, unlike churches, limit their membership. Here, as if the vertical schism on racial lines were to be undone, these structurally differentiated sects speak with an intent to be universal. They would be pleased were all people, black and white, to follow their path. Like the sects described by Troeltsch and unlike Protestant denominations, they tend to encompass many facets of the lives of their communicants. On Sunday, they meet for nearly half the day and then gather several times during the week while maintaining a schedule of school, picnics and revivals.

The choice of a particularistic emphasis, in the process of structural differentiation, produces religious groups with strong political concerns. They fit Troeltsch's conception of sect better than do the economically oriented group. They do place themselves outside the establishment. In America, the Garveyites fit this category though their aim was to leave rather than to transform their position in American society. Their political goals would be realized in Africa. Marcus Garvey's involvement in banking, an economic activity, was subservient to his political goal of "back to Africa."

Perhaps the Black Muslims are the most notable contemporary American example of a differentiated black sect specialized in problems of the polity. C. Eric Lincoln (1961), who originally applied the term Black Muslims to the Nation of Islam, estimated their membership at about 100,000 in 1960. This membership is predominantly ex-Christian and, in this sense, may be thought of as a differentiated segment of the black Christian churches. A more important reason for so considering them is the predominance of Christian forms and thoughtways in their syncretistic interpretation of Islam (3). Black Muslims tend to be young. Lincoln judges that 80% of the typical congregation is between 17 and 35 years of age. In contrast to the economically oriented sects, they have a high proportion of males. Sects oriented to the economy tend to be open in their membership. The Black Muslims maintain an exclusivist position emphasizing group solidarity or consciousness of kind. This resistance to racial integration is consistent with the particularistic choice. Lincoln says the ultimate appeal of the movement is the chance to become identified with a power strong enough to overcome the domination of the white man.

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<sup>3</sup>Worsley (1957) says the Christian mission has been the greatest single agency in the worldwide spread of millenarianism. Christian symbolism has been grafted onto native symbolism. The African Kimbangu, for instance, could view his own persecution as the reenactment of the sacrifice of Jesus for the redemption of mankind. The struggle of David against Goliath could be interpreted as the struggle of blacks against whites. In South America, the Catholic context is reflected in mass processions and recognition of saints. The influence of Christian forms illustrates the general significance of cultural context on the form of sects. In Polynesia, with its native military class, religious movements have tended to advocate organized military resistance. Messianic movements in Indonesia, influenced by Islam, tend not to have an ecclesiastical organization and to derive the messianic message from the Mahdi doctrine.

Black Muslim economic activity is, like Garvey's, political-economic activity. The use of the boycott and encouragement to every Muslim to buy black are efforts at black community development. Black Muslims have contempt for the Negro sit-in movement, Lincoln continues, because it forces the white man to let the black man spend more money with him. The Muslims demand a separate black economy (4).

Politically oriented cults may develop in an activist direction intent upon changing the established political structure or in a passive direction expressing the desire in mystical ways. The Ghost Dance accompanied self-assertive attitudes among North American Indians and illustrates the activist trend. Peyote cults, which seek adjustment, illustrate the passive orientation.

In South Africa, Bantu Christian churches have developed following a similar pattern of schism and structural differentiation. While, in the American setting, the economically oriented have been most prominent, the politically oriented have been the rule in South Africa (see postscript).

Inner Worldly and Other Worldly:  
External Structural Differentiation

The first step in the evolution of American black Christian churches is that of a vertical schism. The second is a structural differentiation of the black Christian churches with reference to the institutions of the broader society, specifically the economy and the polity. The differentiation, or specialization of function, takes place with reference to institutions external to the churches. Each newly differentiated type of church develops its peculiar orientation to relations among its own membership. Economically oriented sectarian groups in America are concerned with the family life of their members. The more politically oriented sectarian groups tend to focus their members as part of a broad community--on culture and group identity. A second structural differentiation takes place with reference to their internal orientations. There seems to be a complementarity between the external and internal emphases. Those churches externally oriented to the universalistic norms typified by the economy are internally oriented to particularistic familial relations. On the other hand, those emphasizing particularistic, polity oriented relations externally tend to treat their own members universalistically as instances of some idea of a broad community.

This second differentiation seems to occur along the dimension of inner worldly/other worldly emphasis. The emphasis is, on the one hand, on the here and now and, on the other hand, it is projected to a transcendent

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<sup>4</sup>Vittorio Lanternari (1965), in his study of religions of the oppressed, documents politically oriented sects in various settings. Prophets rather than priests tend to dominate these messianic type cults, pressing toward liberation among colonial peoples. Religious movements of revival and transformation may be premonitory to political and military uprisings. The argument is that religion is a response to failure. Then, with its failure to offer empirical relief, a more vehement political act may follow.

sphere. This dimension of cleavage has different consequences when applied to familial type relations than it does when applied to a concept of wider community.

The churches of the economy, with an internal orientation to the family may choose to stress the inner worldly life of the family. Pastoral guidance and healing become practical ways of dealing with social relational problems and with individual feelings. Focus tends to be on intimate pairs such as the relation of mother and son or husband and wife. The entire family as a worshipping unit was more characteristic of the earlier, pre-differentiated, schismatic groups. In the structurally differentiated churches, family members might not even sit together at a worship service. Each person seems to enter the church as an individual. Spiritual healing of the individuals and of paired relations is an important feature of their services.

The internal concern with healing and the external orientations to the economy are related. Counseling and healing are not directly supportive of economic activity, but they manage the motivational resources upon which economic activity draws. Healing is a stabilizing force--either when directed at the resolution of relational difficulties or at physical disabilities (5).

Specialized religious healing groups, sometimes led by charismatic prophets, may emerge within the churches. At the same time, individual prophets or spiritual advisors, outside the institution, may offer services on a consulting basis. Drake and Cayton (1945) report that hundreds of lower class people come to these spiritual advisors for counsel and advice on playing "policy," getting or keeping a lover or a mate, finding a job or healing a disease.

Such prophetic type leaders, relinquishing fixed institutional support, become religious entrepreneurs, offering moralistic preaching for masses of devotees and personal counseling and healing for individuals. Their constituencies may be more or less floating and they, following the model of the Methodist circuit rider, may be itinerant. They may occupy a storefront in one town for a period of time and then move to another. The more successful use radio and television and hold salvation jamborees in large halls in urban centers.

This internal development may induce relative neglect of problems of adaptation to the external market economy. Healing prophets may relate in a non-rational way to the economy by providing guidance for gambling which, to the extent that it succeeds, legitimates their incumbency.

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<sup>5</sup>The point at which spiritual healing becomes relevant in black sectarian groups differs from that at which it becomes relevant in the healing cults of the white middle class. The spiritual healing services of the Episcopal Church or at Catholic shrines resort to spiritual healing when "the doctor has tried everything and could do nothing" or "the doctors had given up hope." Christian Science and New Thought negate medical healing a priori and in principle. Many blacks have but recently obtained access to medicine. Spiritual healing is, in the black church, a primary form of dealing with emotional and physical problems.

The other worldly choice for the same class of churches makes of their family constituencies a company of the elect. The churches of the Apostolic faith and the Adventist churches look upon the entire membership as one family preparing to continue as a family in a future life. Economically rational behavior becomes part of the preparatory activity--a way of maintaining an institution to proclaim the "good news." This tendency too may break out of the institutional setting as leaders to whom divinity is attributed attract their own followership. Father Divine is perhaps the best known.

Sectarian groups externally oriented to the polity tend, internally, to focus on identification with some wider community, perhaps the entire community of blacks. Black consciousness and black nationalism are current, more or less secularized and inner worldly expressions of this. Inner transformation may accompany a change in power relations. Essien-Udom (1962), writing on black nationalism, gives more attention to its function for Negro identity than to the impact of the nationalistic movements upon the Negro community or upon the total society (6). The Black Muslims may again serve to illustrate inner worldly political emphasis. A strong tendency toward secularization leading to the development of black political activism may accompany this inner worldly choice.

The other worldly emphasis, in the internal life of polity oriented churches, leads to the utopian movements. The Ras Tafari of Jamaica are a good example in their expectation that they will be carried to Ethiopia for a new millenium. The inner worldly stress on black consciousness can but abet the external political orientation. The other worldly utopianism can undermine any interest in worldly political activity.

#### Some Dynamics

The discussion has been couched in structural terms describing the normative orientations and specialized functions at each stage. Each evolutionary step has a dynamic element promoting it. In the case of the vertical schism, tension between the races provided the momentum for the break. Explanations to account for the structural differentiations have tended to refer to psychological stresses rooted in institutional problems.

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<sup>6</sup>Anthony Wallace's (1956) discussion of revitalization movements reflects this aspect of sectarian religion. Reviewing several hundred religious movements, Wallace defines revitalization as a deliberate, organized conscious effort by members of society to construct a more satisfying culture. Individuals innovate not merely discrete items, but new cultural systems. The revitalization movement may be nativistic, millenarian, messianic and revivalistic all at once. In this paper, a political orientation of a religious groups has been treated as a differentiation within a religious institution with reference to the wider society. According to Wallace, when internal problems of organization, adaptation and routinization become pressing, a tendency toward the politization of these movements may occur. That is, the religious group itself may become a political group. Wallace offers the Taiping rebellion as an illustration of a movement which began with religious preoccupation and later became political and military.

Sundkler (1961) refers to land deprivation as the root cause generating South African cults. Lanternari describes millenarian cults as religious ways to seek relief from frustration and suffering. The rise of politico-religious cults among the Indians and blacks in the United States has been explained by their failure in the political sphere. Metraux (1941) attributes the origin of messiahs to the treading on the cultures and beliefs of the indigenous population by conquering invaders. These people transform their nostalgia for a happy past into dynamic dreams about a future which will restore former glory.

Glock (1964) relates the emergence of specific religious adaptations to any of five types of deprivation: economic, social, organismic, ethical and psychic. Religious resolutions rather than secular ones, are likely to occur when a source of deprivation is inaccurately perceived or where those experiencing the deprivation are not in a position to work directly at eliminating the causes. Where the deprivation is social, the religious resolution takes the form of a church. The schism on the basis of race, as described above, here produces a church-like development--though churches such as the AME and CME are more denominational, in H. Richard Niebuhr's sense, than churchly (1929). Where the deprivation is economic, the religious resolution may take sectarian form. In this analysis, the emergence of sects, if they may be so termed, oriented to the economy seems to fit this requirement. Cults are said to form around psychic deprivation. In the present analysis, the term cult may be used with respect to groups differentiating with respect to the needs of their members. The healing groups may well be founded upon personality based requirements.

Deprivation as an explanatory concept, in general, locates the dynamic forces for institutional change at the individual level. Malinowski, in this way, attempted to derive institutional forms from individual needs. A religious group might emerge with an orientation toward the economy while attracting its members in terms of their interest in stabilizing personal relations and in healing.

Deprivation is a tension reductive explanation. Concentration on exotic aspects of sectarian liturgies encourages this type of explanation. Frazier (1957), like many others, describes services in black churches as characterized by "shouting" and other ecstatic forms of religious behavior. He says such churches help to accommodate women, many of whom have been deserted or have irregular marital relations, to their fate. Frazier also notes that they call upon the faithful to keep themselves uncontaminated by the wickedness of the world which consists of dancing, card playing and drinking. The emphasis on exotic behavior and withdrawal from the world may mistake means for ends. The exotic character of worship catches the attention of one accustomed to the ordered liturgy of middle class churches. It does not thereby follow that this is the significant observation. Myrdal (1944) related emotional ecstasy to an escape from poverty and other tribulations. The other worldly outlook, he writes, promotes political fatalism.

The interpretation of ecstasy as an accommodation or adaptation, like other equilibrium concepts, leads only to a state of rest. Religion is presumed to function as a safety valve for tensions developed in other institutions. The description of religion in terms of withdrawal may simply mean that the devotees are not attending to that world in which the observer is interested.

The notion that acts are related to progressive change is more helpful in explaining these religious groups. Benton Johnson (1961) argues that the Holiness movements socialize marginal lower class groups to middle class values. He criticizes previous research for emphasizing the other worldly escapist and emotionally compensatory aspects. Holiness sects do not prevent their members from participating in ordinary life. When they speak of anti-worldliness they are saying they are opposed to religious disbelief and to violations of their own normative standards. Their norms tend to be ascetic, directed to the suppression of the esthetic, the erotic and immediately pleasurable aspects of life. They have commitment to high occupational goals, emphasizing self-application and achievement. Johnson is describing the functions of the economy oriented groups.

The following diagram recapitulates the discussion. It shows the major schism based on race, the structural differentiation with respect to external relations producing the economically and politically oriented groups and the succeeding differentiations of internal relations producing groups emphasizing inner and other worldly orientations. Along the right margin, the technical dimension of the split is indicated. The left margin indicates, roughly, the historical periods for each differentiation of American black Christian churches. Some secular transformations of each religious outlook are indicated at the bottom of the diagram.





Postscript:  
Native Christians in South Africa

A look at the development of native Christianity in South Africa is instructive for its parallels. Bengt Sundkler (1961), a missionary in South Africa, wrote of Bantu prophets and the development of Bantu independent churches. Independent churches have their origin in the native response to land legislation. The Natives Land Act of 1913, the first link in a chain of segregationist legislation, asserts that no native qua native may purchase or hire land except in certain scheduled areas. Sundkler argues that alienation from land is a basic driving force in the development of independent Bantu churches.

These Christian churches were sparked by Christian European evangelization and mission activities on the part of American Negro churches. The American African Methodist Episcopal Church worked among the Zulus during and after the Boer War. Two types of churches appeared. The Ethiopian type of church was born in a secession from white mission churches chiefly on racial grounds. The Ethiopian churches, while opposing the whites, desire to copy them. This parallels the formation of Negro churches in America by vertical schism along lines of race. Ethiopian church leaders, says Sundkler, function as chiefs or kings. That is, their authority is legitimated traditionally and on the basis of a code. This parallels the priestly type leadership of the American Negro schismatic churches.

Zionist churches are a second type. The name Zionist derives from the Christian Catholic Church founded in the United States in 1896. In 1899, this church established headquarters in the city of Zion, Illinois and engaged in missionary activity. Its first group of twenty seven Africans was baptized in Johannesburg on May 8, 1904. Today, in the United States, this parent church has fewer than 2,000 members in five churches. Zionist churches were formed, in part, by people withdrawing from the Ethiopian type and, in part, by direct conversion of animistic Bantu. Specialized in function, they parallel churches formed by structural differentiation with respect to external institutions in America. Their leaders are prophets with a talent for healing and divining. Their prophetic call may be conveyed by lightning, dreams or visions. Their leadership is legitimated charismatically through a call of the holy spirit. A syncretistic system of purification rites, tabus, faith healing and witch finding characterizes their ritual. The Zionist groups are congregational in organization and support and are oriented to the polity. As a further specialization, their leaders develop followings and may emerge as secular political leaders. The Zionist type have contained elements of both political and economic concern.

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## APPENDIX D

### THE PERSONALITY OF WORKING AND WELFARE MOTHERS: A PRELIMINARY REPORT OF FINDINGS

Sheldon R. Roen

The decision to accept public assistance, especially by a mother, is probably, in a psychological sense, overdetermined. Among obvious psychological factors mediating the path to welfare are traits of temperament, concept of self, abilities and capacities, attitudes toward the established social order, values incorporated from family and personal culture, and the press or imprint of past experience. The very condition of vulnerability which leads a mother to welfare has significant components. These include the psychological route of financial abandonment of mother and child by father, the mother's attitudes toward pregnancy and motherhood, her isolation from other helpful resources, and her stance toward the welfare system.

On preliminary reflection, one might wonder why husbandless mothers of low income and minority group status think of working at all when public assistance is readily available to them. The contemporary view sees welfare as a right rather than an embarrassing charity. Current attitudes toward establishment authority is such that, although it would be cheating, this income could be significantly supplemented in often bold but sometimes subtle ways. Yet many women in these conditions do not seek to support themselves and their children.

What personality characteristics, either cognitive or affective, play a significant part in what these mothers choose to do? Will there be any singular psychological explanations? Some must be bright and thoughtful and others not; some very limited in employability and others quite skilled; some devoted to child rearing and others mothers in name only; some with severe emotional problems and others with significant ego strengths; some with social appeal and resources and others who are socially isolated.

An understanding of the psychological ramifications of this problem is a requisite for governmental planning for public assistance. Evaluation of experimental programs such as WIN is one source of information. The instrument used in this study included both projections and verbal standardized measures of some attribute of personality and attitude toward work, welfare and the homemaker role.

The variety of psychological dimensions that might shed light on the dynamics of public assistance or, a mother's confrontation with the WIN program, included intelligence and emotional stability, self-concept and future time perspective. The space and time that would be allotted to psychological measures in the interview schedule was, of course, limited. A sketch of these measures is to be found in Appendix A.

This appendix will sketch a short history of studies of personality factors in manpower and poverty and then report some of the findings of the current research in this area. A broader conceptualization of these findings and their social implications must await a more extended effort.

### History

The psychological literature is not notable for studies of adult lower class populations, especially blacks, on personality variables (with the exception of intelligence), especially as measured by projective tests. As a matter of fact, personality investigations utilizing projective tests systematically eliminate poverty populations, especially blacks, so as to maintain culturally homogeneous groups for study.

A systematic search of the recent (1968-70) literature indicated the research findings available on personality characteristics of young black mothers. Work has been done on the methodological problem of response bias, characteristics of AFDC mothers in general and on these personality characteristics in particular.

With respect to response bias, Weiss (1968) studied the validity of welfare mother's interview responses by comparing them with data obtainable from official records and concluded that there was no general trait or condition of response error for these women. Wise (1969) compared self reports of Negro and white adolescents to the Draw A Person Test, and found a significant tendency for Negroes to enhance their drawings by describing them as "rich" and "very smart".

A number of studies are available reporting the general characteristics of AFDC mothers. Miller (1965) reviewed data on file at the New York Bureau of Family Services and from the 1966 Census. He found that the typical AFDC family consisted of a 35 year old mother and three children, who, if of school age, were attending school regularly. With the exception of higher rates of illegitimacy and possibly mental retardation, he felt that no convincing case can be made that AFDC clients deviate markedly from the general population in regard to the incidence of juvenile delinquency, mental illness, or alcoholism.

Podell (1967, 1968), studying AFDC mothers in New York City, found that two-thirds of them planned to work in the future. The proportion was highest among those with more education. He also found that most of the mothers on welfare felt bothered and ashamed about being on welfare.

Morse (1968) studying a random sample of 595 AFDC cases active in the Denver Department of Welfare in 1964 and developing an inventory predictive of financial independence found that (1) the composite inventory score was more highly associated with prospects of self-support than any of its components; (2) AFDC cases with above average inventory scores were more likely to be closed than those scoring below average; (3) cases which did not reopen tended to have higher scores than those which did reopen; and (4) cases closed by employment had higher scores and were less likely to reopen than cases closed for other reasons. He concluded that the rate of closure of AFDC cases varied with the level of potential for economic independence as measured by the inventory.

Carter (1968) reviewed the literature on the employment potential of AFDC mothers and concluded that there is relatively little difference between individual and family characteristics of persons who happen to be "on welfare" and "off welfare" at a particular point of time. She felt it could be assumed that AFDC case load may have a bi-modal distribution, with the long-term users at one end and the intermittent users at the other.

A literature on personality characteristics specific to poverty is beginning to accumulate. Thomas (1966) surveyed the literature on psychological dependency in relation to economic deprivation and formulated the following tentative hypotheses: (1) chronic welfare recipients display somewhat more psychological dependency than non-chronic cases; (2) welfare recipients have different values and orientations toward public support than do most middle class Americans; (3) welfare recipients are very diverse psychologically and probably only a minority possess the stereotype syndrome of psychological dependency.

Thompson and Miles (1971) administered the 16 PF Test to low income people and found that those who were working and those who were unemployed obtained almost identical profiles of test scores. For factor F (enthusiastic and happy-go-lucky), low income people who have never been on welfare and those who have left welfare to obtain a job, score significantly higher than those who remain on welfare. For factor Q-4 (irrationally worried, tense, irritable), long term welfare recipients who are not working score higher than do those who left welfare to obtain a job. Among black females, only the F factor (extroversion components) differentiated in that black females who left welfare to obtain a job scored significantly higher than those who remained on welfare and were not working.

Schwendiman, et al. (1970) found significant differences between welfare clients and college students on self-esteem with length of time on welfare being a significant factor in welfare clients' self-esteem.

White (1967) investigated a group of AFDC recipients enrolled in a vocational training program and found significant differences between the group studied and the national norms on the Edwards Personality Preference Schedule for the following set of scales: order affiliation, interception, nurturance, endurance, heterosexuality, and aggression. The California Personality Inventory yielded statistically significant results on 15 of the 18 scales. Only a "recognition" subtest of the Survey of Interpersonal

Values showed statistically significant differences and no significant differences between the AFDC and national norms were found on the Differential Values Inventory.

#### The Instruments and Major Independent Variables

Four psychological instruments were selected from which plausible study variables could be extracted. These instruments were: (1) specially prepared work-oriented pictures to which TAT type projective stories (PS) could be told; (2) the Draw A Person test (DAP); (3) the digit-symbol intelligence (DSI) subtest of the Wechsler Adult Intelligence Scale (WAIS); and (4) a true-false questionnaire which asked objective type questions about future time perspective (FTP). Although the many details of the scores were analyzable by computer, and in fact were broken down for scanning purposes, it was felt that a microanalysis would not prove useful. Instead, seven composite "predictor" variables, upon which the major analysis would be based, were extracted from the instruments. These variables were: (1) future-time perspective obtained from projective stories (FTP:PS); (2) a composite of strengths from the projective stories (S:PS); (3) a composite of weaknesses from the projective stories (W:PS); (4) a composite of strengths from the Draw A Person test (S:DAP); (5) a composite of weaknesses from the Draw A Person test (W:DAP); (6) digit symbol intelligence from the WAIS (DSI); and (7) future time perspective as measured by a true-false questionnaire (FTP:Q).

#### Projective Stories (PS)

Sufficient research has been done with the TAT (Thematic Apperception Test) to suggest that it is an important tool for analyzing personality. Borrowing heavily from the original method (Murray, 1938), investigators have devised a variety of special stimulus pictures particularly relevant to target populations, e.g., Children's Apperception Test (Bellak, 1949) and Gerontological Apperception Test (Wolk, 1971).

Adapting the original TAT-idea to other picture stimuli does present problems. There is a loss of standardization, questionable carry over of validity, a need to recheck reliability, and the loss of rich clinical experience. To counterbalance these problems is the projective hypothesis itself which assumes that the variability of response among individuals who look at the same stimuli is reflective of personal, inner dynamics. In other words, significant leads about the personality of an individual can be obtained from his projections regardless of the circumstances, although the circumstances certainly have to be taken into account. Further, since poor blacks were seldom studied with the TAT, much of the experience with this instrument does not carry over to a welfare population.

For the present study, pictures were created which were specifically relevant to the conditions of the population under study. Of pictures drawn and pretested, three were selected for administration: (1) a picture of a woman who, it could be interpreted, is waiting in turn to be interviewed,

(2) a picture of a woman at a typewriter with another woman standing over her, and (3) a picture of a woman and child standing at the door of a house with the child waving her hand. Subjects were asked to tell stories about these pictures and were guided by a series of suggestive questions (see Coding Manual in Appendix A for exact directions). In addition, as a fourth projective story, subjects were asked to make up stories about the person they drew in the DAP test. (Examples of the pictures are found in the Coding Manual in Appendix A).

Stories were scored by judges in the customary fashion along various dimensions. However, since scoring was to be done by relatively naive research assistants, rather than clinicians, the coding categories had to deal with relatively manifest aspects of the stories and guidelines were very specific. Below are six examples of stories told by welfare mothers. The first two are in response to the picture of a woman waiting to be interviewed, and the next two are in response to the picture of a woman and child standing at the door of a house. The last two are stories made up about the person the storyteller drew. Stories are typed exactly the way they were written.

1. "Three ladies sitting down in chair. one Lady is sitting in chair thinking and two Ladies are working taking information. The secretary want to get a history of the second lady. background, the second lady will sign paper when the secretary are firish with the paper work. Then the first lady will read the paper carefull if approveable she will tell the third lady wheather she can use the second for the job. everything will be over"
2. "This is a teacher She is concerned about the ladys child. She's asking the mother is anything wrong. The mother is hoping she can't help the child along with the teacher. See the child seemed to be late and absent. Then weak or something in class. The trouble was the childs father had left home. The mother just couldn't afford proper food ect. The mother will have to find help."
3. "The mother is going to work. The baby is saying goodbye. The mother works in a factory: sewing. The mother has to work because she has no one to help in the house. No one to buy the necessities. She is worrying what will happen to her daughter while she is away: maybe violence. The mother suffers."
4. "A woman and child standing outside talking. I guess the child mother is outside somewhere having fun. The little girl is babysitting her baby brother. She doesn't have a father. Someone will come along and take the children away from their mother."

5. "Gail is working for some sort of Business Firm in the Clerical or Secretary capacity. This is because she went to school and took a Business Education Course. She was a drop-out from School in her 11th year but could not find a job that she desired so she went back to School to finish her education. She is now grateful that she can now work and take care of her responsibilities. She wants to be independent and take care of her own needs. She is now in the position to work and gain higher positions according to her ability."
6. "The Man is a young community worker. The reason why he has chosen this job is to learn and experience how to work with others. The reasons to help people and their problems and how to live with society. He feels as if he helps some one that it would better the community we live in. He also feels that by him being a young man that more young people will try to help better the community they live in also. He feels it would be a much better world to live in, and if all the people in general would stop fighting among themselves."

The following major independent variables were derived from the projective stories instrument:

Future time perspective (FTP:PS). Future time perspective is relatively new as a dimension of study within personality theory. The increased attention this variable is obtaining relates to its promise for becoming a major conceptual link in a general theory of human development and behavior. Freud (1953) related it to delay of gratification which he considered an essential component of the shift from the pleasure principle to the reality principle. Piaget (1958), from quite a different framework, considered the most important element in the transition from childhood to be the ability to think beyond the present. Murray (1959) proposed a comprehensive theory of time orientation with fantasy as a mediating dynamic for the ability to delay gratification.

Recent research, detailed by Wickstrom (1969) has demonstrated the feasibility of discriminating various groups of people on the basis of their conceptions of time. Among the findings are that delinquents are oriented to the present and have limited awareness of the future, that individuals who have been diagnosed as having character disorders have a markedly restricted FTP and that people with extended time perceptions show more positive behaviors and emotions, perform better academically, have greater need for achievement, are more optimistic, and are less concerned with death.

In the present study, FTP:PS scores were derived by judges from the picture stories and the drawing stories based on a procedure used by Epley

and Ricks (1963), but condensed into 4 time span categories, depending upon whether action in the story lasted: (1) a day or less, (2) a day to a year, (3) a year to 10 years, and (4) a lifetime. Each story was given the score of its category number. Scores on the 4 separate stories (I-23, 31, 39, 47) told by each mother were averaged to form the FTP:PS variable.

Strengths (S:PS). Clinical experience suggests that projective story elements can be characterized as positive or negative in relation to what they reveal about emotional stability and disorder. Positive story elements are reflective of a strong ego and negative elements are reflective of emotional disorder. These characteristics are not necessarily reciprocal (Roen, 1971). That is, a person may be functioning in a creative, productive manner and be possessed by severe emotional problems; or he can be perfectly comfortable or stable emotionally, and not contribute much to society.

A composite strength variable was derived from stories told to the pictures and to drawings. The story elements considered positive were: if work effort in the story was seen as useful (I-22, 30, 38, 46), if the story time span was long (I-23, 31, 39, 47), if the mood of helplessness was absent (I-24, 32, 40, 48), if anticipation was positive (I-34, 42, 50), if stories were in the form of a coherent narrative (I-27, 35, 43, 51), and if the interaction of story characters was positive (I-29, 37, 45, 53). Whenever any of these story elements were present in each of the four stories it received a score of one. The maximum score on this variable was 23.

Weaknesses (W:PS). Based on response scores considered reflective of ego weakness, a composite variable was derived from the four stories. The negative story elements included in the W:PS variable were the following: if no work effort was described or work effort was described as not useful (I-22, 30, 38, 46), if no time perspective was expressed (I-23, 31, 39, 47), if the predominant mood was one of helplessness (I-24, 32, 40, 48), if the story was incoherent (I-27, 35, 43, 59), if the main actor reflected anger or hate (I-28, 36, 44), if the person reacted to had a disciplinary or punishing role (I-41), if anticipation was pessimistic (I-34, 42, 50), and if the interpersonal interaction was negative (I-29, 37, 45, 53). Each of these story elements received a score of one and the maximum score for the four stories was 27.

#### Draw A Person Test (DAP)

The analysis of human figure drawings is a gross but telling method for detecting important components of personality (Machover, 1949). It is frequently used as a rough measure of emotional adjustment and ego strength or weakness. Such features as where the figure is drawn on the paper, its size, and how specific body parts are handled are some of the drawing elements assumed reflective of inner dynamics. A figure drawing is easy to administer, within the response competence of all, and amenable to the extraction of several suggestive variables. The directions for its administration can be found in the Coding Manual in Appendix A. Two major composite variables were obtained from the drawings.

Strengths: drawing a person (S:DAP). S:DAP was constructed as a composite variable by scoring characteristics of the drawings which are typically interpreted by clinicians as reflecting ego or emotional strength. Elements which comprised the S:DAP score included: gross judgments of normality in drawings (I-7), if the sex drawn was the same as the sex of the person drawing (I-8), if the person drawn was an adult (I-21), if all facial features were visible (I-11), if the size of the drawing was not overly large or overly small (I-13), if the arm extremities included hands and fingers (I-14), if the posture of the drawing was balanced or in motion (I-15), and if eyes were depicted normally (I-16). Each element present received a score of one and the maximum score on this variable was 8.

Weaknesses: drawing a person (W:DAP). W:DAP was constructed as a composite variable reflecting through weighted scores several drawing elements which if present are considered to be reflective of ego or emotional weaknesses or pathology. Elements included in obtaining the score were: if drawings were judged to be severely abnormal (I-7), if bodily extremities were lacking (I-10), if no mouth was drawn (I-12), if the drawings were smaller than two inches (I-13), if the drawing was rigidly balanced or off balance (I-15), and if the eyes were drawn peculiarly or left out (I-16). If these characteristics were present they were given predetermined weights ranging from one to three and the total of these weights comprised the W:DAP variable. Maximum score was 18.

#### Digit Symbol Intelligence (DSI)

Intelligence is one of the strongest variables available to psychological analysis. Psychologists probably have had more experience with this dimension of personality than any other, and have found it to be most telling in making comparisons and predictions. Of late, the way intelligence has been measured in relation to black people has come under attack. Cultural bias and exclusion of blacks from standardization norms are among the justifiable criticisms made.

The digit-symbol subtest of the WAIS (Wechsler, 1958) was selected as a measure of ability for this study for several reasons. It is a non-verbal task that requires the type of efficient visual-motor coordination often reflective of employability. Its directions are easy to grasp and the symbols used are relatively free from cultural influence. These are normative tables available for the test. It takes very little time to administer, and besides cognitive skill it is sensitive to motivation and need to achieve which was considered an important predictive component for the study sample. The Marginal Appendix (B) contains the test and directions for its administration. The raw score obtained from this instrument comprised the DSI variable (I-5).

#### Future Time Perspective as Obtained from Questionnaire (FTP:Q)

Future time perspective as explained above, was thought to be an important variable for understanding the actions of the subject population.

Although a measure of FTP was derived from the projective stories, fantasy, reflected FTP taps a different dimension of the characteristic than do responses to direct questions about time perspective. Therefore, a 19 item true-false questionnaire was put together from items taken from two sources: a time inventory developed by Heimberg (1963), and a temporal behavior questionnaire developed by Goz (1968). A larger version of this combined scale was used by Wichstrom (1969) in a study of rehabilitation performance. Appendix B contains the questionnaire used. The raw score obtained from the 19 item questionnaire was the measure used for the FTP:Q variable (IV-39).

### Major Dependent Variables

Besides evaluations of the WIN program directly, it was necessary to explore some psychological mechanisms involved in the WIN outcome, in particular, and the propensity to work, in general. Information for these mechanisms and direct outcomes was fashioned into the following dependent or criteria variables: (1) gross motivation to work, (2) employment status and (3) WIN status.

#### Gross Motivation To Work (GMW)

GMW scores were obtained by combining the responses to several questions asked at the initial interview that were reflective of motivation to work. These questions asked about the mothers' expectancy to work (III-25), expectancy to avoid work (III-27), desire not to work (III-29), incentive to work (III-30), need to work (III-32), etc. A formula combined the responses (see Appendix B) to these questions into a GMW score that was then categorized as low, medium or high motivation to work (III-39). For AFDC mothers, 64%, 21% and 15% fell into these respective categories. Practically all (90% of the working mothers) fell into the high GMW category.

#### Employment Status (ES)

ES categories were derived from responses to a question about the mothers' work status at the time of the initial interview (II-69). Response was categorized as (a) being employed, (b) being unemployed but looking for work (c) being uninterested in working because they needed to care for their children, (d) being uninterested in working for reasons of health, handicap or pregnancy, and (e) other reasons for not working. The following proportions of AFDC mothers fell into the respective categories: (a) 15%, (b) 25%, (c) 38% (d) 18%, and (e) 4%. Only categories a, b, and c were used for further analysis since physically debilitating conditions had to be accepted at face value as definitive, and there were too few mothers falling into the last category.

#### WIN Status (WS)

Of the 362 AFDC mothers who were followed-up by interview one year later, 234 had never been contacted by the WIN program, 83 were contacted but never started the program and 45 actually participated. Among those who participated, 31 completed the program and 14 did not. Since little would be learned by relating psychological variables to those who were

never contacted, the analysis of WS (IX-12) was limited to those mothers who were interviewed but never started, who entered the WIN program but never completed it, and who completed the program.

The results of this study will be described in several sub-sections in the following order: (a) the scores obtained by AFDC (welfare) and working mothers on the major variables will be compared, (b) intercorrelations among these and other variables will be examined, (c) AFDC and working mothers will be compared on a series of additional psychologically relevant variables, and (d) other findings.

Mention needs to be made here of how the structure of the research influenced the results. Sufficient time was not available for a comfortable, coherent look at the data and the necessary restructuring and reanalysis of variables. What follows then is an analysis of somewhat fragmentary data, as it became available from the computer. A future reworking of some of the information may be in order.

### The Major Variables

#### Future Time Perspective: Projective Stories (FTP:PS)

Contrary to what might have been expected, AFDC mothers scores higher on FTP:PS than working mothers:  $M=3.27$  ( $SD=1.48$ ) vs.  $M=2.26$  ( $SD=1.48$ ). The difference was significant beyond the .001 level of probability. FTP:PS was found to correlate significantly for the AFDC population with education (.12), FTP:Q (.12), W:DAP (-.16), and W:PS (-.48). For the working mother population, it correlated significantly with expectancy to work (.24), FTP:Q (.29), and W:PS (-.39). In either population, FTP:PS did not correlate much with DSI, age, or having children under 6 years of age.

Table D-1 displays FTP:PS scores for AFDC mothers controlled for education in relation to GMW, ES, and WS. The slight positive correlation with education can be seen in that generally the greater the schooling the higher was the future time perspective. For the least educated group, low motivation to work, not being interested in seeking employment, and never starting the WIN program seem all to be associated with short future time perspective. No other relationships are discernable.

#### Strengths: Projective Stories (S:PS)

The mean S:PS score for AFDC mothers was 4.77 ( $SD=3.21$ ). For the working mothers the mean score was 4.37 ( $SD=1.96$ ). Although the differences between the means are not statistically significant, the variability on this dimension is impressive, especially in the case of AFDC mothers. Correlations of S:PS with other variables have not yet been made.

TABLE D-1

MEAN FTP:PS SCORES FOR AFDC MOTHERS IN THREE EDUCATIONAL GROUPS AND WITH VARIOUS LEVELS OF GROSS MOTIVATION TO WORK AND IN RELATION TO THEIR EMPLOYMENT AND WIN STATUSES

|                          | EDUCATIONAL CATEGORIES |      |       |    |               |      |     |  |                       |      |    |  |
|--------------------------|------------------------|------|-------|----|---------------|------|-----|--|-----------------------|------|----|--|
|                          | Less than 9 years      |      |       |    | 9 to 11 years |      |     |  | high school graduate+ |      |    |  |
|                          | M                      | SD   | N     |    | M             | SD   | N   |  | M                     | SD   | N  |  |
| Gross Motivation to Work | Low                    | 2.92 | 1.38  | 80 | 3.17          | 1.40 | 136 |  | 3.50                  | 1.54 | 64 |  |
|                          | Medium                 | 3.68 | 1.55  | 22 | 3.39          | 1.22 | 44  |  | 3.77                  | 1.80 | 26 |  |
|                          | High                   | 3.42 | 1.72  | 26 | 3.41          | 1.88 | 34  |  | 3.64                  | 1.69 | 11 |  |
| Employment Status        | No interest in working | 3.00 | 1.44  | 49 | 3.37          | 1.49 | 82  |  | 3.30                  | 1.49 | 33 |  |
|                          | Seeking work           | 3.53 | *1.67 | 34 | 2.91          | 1.02 | 53  |  | 3.69                  | 1.63 | 29 |  |
|                          | Employed               | 3.15 | 1.90  | 13 | 3.53          | 1.27 | 32  |  | 3.50                  | 1.36 | 20 |  |
| WIN Status               | Never Started          | 3.06 | 1.12  | 16 | 3.34          | 1.09 | 41  |  | 3.31                  | 1.46 | 26 |  |
|                          | Not Completed          | 3.67 | 2.08  | 3  | 3.36          | 1.29 | 11  |  | 0                     | 0    | 0  |  |
|                          | Completed              | 3.56 | 2.07  | 9  | 3.67          | 1.95 | 15  |  | 3.00                  | 1.73 | 7  |  |

Table D-2 shows that the highest S:PS scores are obtained by those with high GMW who are (a) in the age category 22 to 26 (M=6.05), (b) are of the highest educational level (M=5.56) and (c) are of dull-normal (29-46) DSI (M=5.50). The lowest scores are obtained by those who although invited to participate never started the WIN program and were (a) of dull-normal intelligence (M=2.59) or (b) of the lowest category of education (M=2.50). In general, it would seem that the higher the education, the higher was the S:PS score. Also, those women with children under six scored higher than those with all their children over six.

TABLE D-2

MEAN S:PS SCORES FOR AFDC MOTHERS IN RELATION TO SPECIFIED VARIABLES BY AGE, INTELLIGENCE, EDUCATION AND FAMILY DEPENDENCY

| PART A: SCORES EXAMINED AT THREE LEVELS OF GROSS MOTIVATION TO WORK |      |      |      |        |      |    |      |      |    |
|---|------|------|------|--------|------|----|------|------|----|
| GROSS MOTIVATION TO WORK  |      |      |      |        |      |    |      |      |    |
|   | Low  |      |      | Medium |      |    | High |      |    |
|   | M    | SD   | N    | M      | SD   | N  | M    | SD   | N  |
| <u>Age</u>  |      |      |      |        |      |    |      |      |    |
| 15-21   | 3.85 | 2.32 | 40   | 3.33   | 1.75 | 6  | 2.91 | 1.81 | 11 |
| 22-26   | 3.29 | 2.22 | 70   | 4.27   | 2.15 | 15 | 6.05 | 3.39 | 20 |
| 27-34   | 3.86 | 2.26 | 65   | 3.91   | 2.09 | 34 | 3.94 | 1.77 | 16 |
| 35+   | 3.58 | 2.53 | 66   | 3.67   | 1.86 | 24 | 3.13 | 2.26 | 15 |
| <u>DSI</u>  |      |      |      |        |      |    |      |      |    |
| 0-28  | 3.00 | 1.95 | 40   | 3.50   | 2.88 | 8  | 2.67 | 1.12 | 9  |
| 29-46   | 3.41 | 2.37 | 94   | 3.86   | 2.03 | 36 | 5.50 | 3.15 | 24 |
| 47-61   | 3.80 | 2.24 | 79   | 3.86   | 1.83 | 22 | 3.48 | 1.81 | 23 |
| 62-65   | 5.00 | 3.19 | 14   | 4.14   | 1.95 | 7  | 2.67 | 1.03 | 6  |
| 66+   | 4.36 | 1.97 | 14   | 4.20   | 1.64 | 5  | 0    | 0    | 0  |
| <u>Education</u>  |      |      |      |        |      |    |      |      |    |
| less than 9   | 3.09 | 2.17 | 66   | 3.83   | 1.98 | 18 | 4.76 | 3.51 | 21 |
| 9-11  | 3.60 | 2.29 | 121  | 4.03   | 2.13 | 39 | 3.48 | 1.97 | 33 |
| high school+  | 4.25 | 2.46 | 56   | 3.59   | 1.79 | 22 | 5.56 | 2.96 | 9  |
| <u>Family Dependency</u>  |      |      |      |        |      |    |      |      |    |
| have children   |      |      |      |        |      |    |      |      |    |
| under six   | 3.63 | 2.28 | 1.86 | 3.91   | 2.07 | 53 | 4.55 | 2.93 | 47 |
| all children  |      |      |      |        |      |    |      |      |    |
| six or over   | 3.55 | 2.50 | 56   | 3.77   | 1.86 | 26 | 3.20 | 2.14 | 15 |

TABLE D-2 (cont.)

|                   | PART B: SCORES EXAMINED WITH RESPECT TO EMPLOYMENT STATUS |      |    |              |      |    | PART C: SCORES EXAMINED WITH RESPECT TO STATUS IN WIN |      |     |               |      |    |           |      |    |      |      |    |
|-------------------|---|------|----|--------------|------|----|---|------|-----|---------------|------|----|-----------|------|----|------|------|----|
|                   | EMPLOYED  |      |    | SEEKING WORK |      |    | NEVER STARTED   |      |     | NOT COMPLETED |      |    | COMPLETED |      |    |      |      |    |
|                   | M   | SD   | N  | M            | SD   | N  | M   | SD   | N   | M             | SD   | N  | M         | SD   | N  |      |      |    |
| Age               |   |      |    |              |      |    |   |      |     |               |      |    |           |      |    |      |      |    |
| 15-21             | 2.00  | 1.41 | 2  | 3.35         | 2.01 | 20 | 4.14  | 2.41 | 28  | 3.25          | 1.86 | 12 | 4.00      | 0    | 1  | 3.50 | 1.73 | 4  |
| 22-26             | 4.69  | 2.59 | 13 | 4.14         | 3.00 | 29 | 3.60  | 2.55 | 42  | 2.68          | 1.86 | 19 | 3.71      | 2.75 | 7  | 3.62 | 1.41 | 8  |
| 27-34             | 3.87  | 1.73 | 24 | 3.54         | 1.86 | 28 | 3.89  | 2.30 | 38  | 3.86          | 2.10 | 22 | 2.75      | 2.06 | 4  | 4.50 | 2.42 | 10 |
| 35+               | 3.25  | 1.68 | 20 | 3.19         | 1.75 | 21 | 3.97  | 2.49 | 34  | 3.37          | 1.67 | 19 | 3.00      | 0    | 1  | 3.57 | 2.23 | 7  |
| DSI               |   |      |    |              |      |    |   |      |     |               |      |    |           |      |    |      |      |    |
| 0-28              | 3.60  | 2.07 | 5  | 3.27         | 2.00 | 11 | 2.87  | 2.22 | 23  | 3.43          | 1.99 | 7  | 2.00      | 1.41 | 2  | 4.60 | 2.88 | 5  |
| 29-46             | 3.85  | 2.32 | 27 | 3.00         | 2.16 | 31 | 4.15  | 2.56 | 60  | 2.59          | 1.70 | 29 | 3.20      | 2.86 | 5  | 4.00 | 1.41 | 8  |
| 47-61             | 3.71  | 1.79 | 21 | 3.84         | 2.17 | 37 | 3.73  | 2.20 | 45  | 3.57          | 1.79 | 28 | 4.33      | 3.06 | 3  | 4.00 | 1.77 | 8  |
| 62-65             | 3.67  | 1.53 | 3  | 3.40         | 1.58 | 10 | 4.71  | 2.81 | 7   | 4.67          | 2.16 | 6  | 3.67      | 0.58 | 3  | 3.33 | 2.58 | 6  |
| 66+               | 4.50  | 0.71 | 2  | 4.11         | 1.62 | 9  | 4.50  | 2.27 | 8   | 6.00          | 0    | 2  | 0         | 0    | 0  | 3.00 | 1.41 | 2  |
| Education         |   |      |    |              |      |    |   |      |     |               |      |    |           |      |    |      |      |    |
| Less than 9       | 3.69  | 1.60 | 13 | 3.78         | 3.03 | 27 | 3.35  | 2.59 | 40  | 2.50          | 1.73 | 12 | 3.00      | 2.00 | 3  | 4.75 | 1.98 | 8  |
| 9-11              | 3.57  | 2.03 | 30 | 3.28         | 1.76 | 47 | 4.09  | 2.40 | 74  | 3.24          | 1.76 | 38 | 3.50      | 2.42 | 10 | 3.29 | 1.44 | 14 |
| High school+      | 4.25  | 2.21 | 16 | 3.96         | 2.09 | 25 | 4.00  | 2.15 | 30  | 3.91          | 2.11 | 22 | 0         | 0    | 0  | 4.14 | 2.73 | 7  |
| Family Dependency |   |      |    |              |      |    |   |      |     |               |      |    |           |      |    |      |      |    |
| have children     |   |      |    |              |      |    |   |      |     |               |      |    |           |      |    |      |      |    |
| under six         | 4.23  | 2.29 | 31 | 3.68         | 2.40 | 77 | 3.88  | 2.34 | 128 | 3.48          | 2.06 | 52 | 3.44      | 3.74 | 9  | 3.94 | 1.89 | 17 |
| all children      |   |      |    |              |      |    |   |      |     |               |      |    |           |      |    |      |      |    |
| six or over       | 3.30  | 1.49 | 27 | 3.27         | 1.67 | 22 | 3.75  | 3.00 | 16  | 2.90          | 1.37 | 20 | 3.00      | 0    | 3  | 3.83 | 2.21 | 12 |

GMW. For AFDC mothers below the age of 22, it would appear that the lower the motivation to work, the higher the S:PS. Between the ages of 22 to 34 this relationship begins to shift; the lower the GMW, the lower the S:PS. Another reversal occurs at the 35+ age range when once again lower GMW is associated with higher strength. The shift in strength scores in the high GMW category from ages 15 to 21 (M=2.91) to the next age category, 22 to 26, (M=6.05) would seem to be highly significant.

Another significant shift occurs with high GMW and DSI in that the lowest category of intelligence shows the lowest strength scores (M=2.67) and the very next DSI range shows the highest S:PS (M=5.50). S:PS shifts to being very low again in the bright-normal range for high GMW (M=2.67). For low and medium GMW, the higher the intelligence, the higher the strength.

In relation to education, the highest strength scores were obtained for AFDC mothers with high GMW who had a high school education or above (M=5.56). And reciprocally, the lowest scores were obtained for mothers falling into the low GMW category who had the least amount of education (M=3.09).

ES. The highest S:PS scores in relation to ES were obtained with the bright-normal (62-65) group who were not interested in work, and those who fell in the 22 to 26 age range who were employed (M=4.69). The lowest scores were obtained by those mothers falling in the lowest category of DSI and who were not interested in work (M=2.87), or were in the dull-normal range (29-46) and who were seeking work (M=3.00). In general, those who were not interested in work scored higher in S:PS than those who were employed or were seeking work. This finding was especially consistent when comparing those seeking work to those not interested, except in the lowest category of intelligence.

For the youngest age range, the higher the S:PS the less interest there would seem to be in working. This condition reversed completely for the next age range (22 to 26). Once again there is a reversal in the highest age range making for a general consistency in rows but not in columns. There seems not to be any discernable pattern in relation to DSI. However, as far as education is concerned, in relation to the employed and seeking work categories, mothers with more education scored higher in strength. In the middle education range, mothers not interested in working scored higher in S:PS than the others in that education range.

WS. Except for DSI of 62-65 in the category of never starting WIN, highest scores were obtained on S:PS for those who completed the WIN program and: (a) were in age category 27 to 34 (M=4.50), or (b) the lowest intelligence category (M=4.60), or (c) the lowest education category (M=4.75). The lowest scores were obtained in the never started group for the dull-normal (M=2.59) and the lowest category of intelligence (M=2.50). In general, those who participated in WIN, and especially those who completed the program, scored higher on strength than did those who never started. Especially is this true when the scores are categorized for education and family pattern.

With exception of age range 22 to 26, those completing the WIN program appear to have higher strength scores than those who did not complete it or never started. The highest score is found in age range 27 to 34 among those who completed WIN ( $M=4.50$ ). The lowest S:PS is for age range 22 to 26 who never started WIN ( $M=2.68$ ). For the age range 27 to 35 and over, it appears that those who score low are those who started WIN but never completed it.

In relation to DSI, for the lower intelligence ranges it would appear that mothers with higher S:PS tend to be less interested in work. This trend reverses in the higher DSI ranges. Except for the middle education range, those with higher strength scores tended to participate more in WIN. This finding seems especially significant for the lowest education group. In both family statuses higher strength scores were associated with those who completed the WIN program.

#### Weaknesses: Projective Stories (W:PS)

The mean W:PS score for the AFDC population was 6.83 ( $SD=3.23$ ) and the working mothers mean was 4.54 ( $SD=2.34$ ). The mean differences are significantly beyond the .001 level of probability. W:PS correlated significantly for AFDC mothers with number of children (-.10), number of times on welfare (-.10), FTP:Q (-.16), FTP:PS (-.48), and W:DAP (.17). For working mothers, significant correlations were obtained between W:PS and job expectancy (-.23) and FTP:PS (-.39). W:PS did not correlate significantly with age, DSI, education, GMW or employment status.

However, W:PS does seem to play a role in WIN status as shown in Table D-3. Mothers who completed WIN have less weakness on projective stories than mothers who either never started or did not complete the program. This relationship holds when controlling for age of children although W:PS scores tend to be higher for those mothers who have children under six possibly reflecting the weak ego factor which lead them to be in this predicament with young children. This is not to say that having children relates to W:PS. On the contrary, as the significant negative correlation with number of children shows, the higher the weakness, the less children AFDC mothers tend to have.

TABLE D-3

W:PS SCORES OF MOTHERS ON WELFARE IN RELATION TO WIN STATUS  
ACCORDING TO WHETHER THEY HAVE PRE-SCHOOL CHILDREN

| FAMILY<br>DEPENDENCY | STATUS IN WIN |      |    |               |      |    |           |      |    |
|----------------------|---------------|------|----|---------------|------|----|-----------|------|----|
|                      | Never Started |      |    | Not Completed |      |    | Completed |      |    |
|                      | M             | SD   | N  | M             | SD   | N  | M         | SD   | N  |
| Have children        |               |      |    |               |      |    |           |      |    |
| under six            | 5.54          | 2.60 | 61 | 5.60          | 2.55 | 10 | 4.26      | 2.16 | 19 |
| All children         |               |      |    |               |      |    |           |      |    |
| six or over          | 4.87          | 1.71 | 23 | 4.67          | 1.53 | 3  | 3.67      | 1.92 | 12 |

Strengths: Draw A Person (S:DAP)

The mean S:DAP scores for mothers on AFDC was 6.04 (SD=1.98) and for working mothers it was 5.61 (SD=1.75). The difference is not quite statistically significant. Correlations of S:DAP with the other variables have not as yet been made.

Table D-4 shows that the highest S:DAP scores were obtained by those in the bright-normal category of intelligence who had high GMW (M=7.67) and those of least education who had completed the WIN program (M=7.56). Lowest S:DAP scores were obtained by those of medium GMW who were of the youngest age range (M=4.71) and the lowest intelligence (M=5.10). A low score was also obtained by those in the lowest DSI category who never started WIN (M=5.10).

TABLE D-4

MEAN S:DAP SCORES IN RELATION TO SPECIFIED VARIABLES  
BY AGE, INTELLIGENCE, EDUCATION AND FAMILY DEPENDENCY

|                          | PART A: GROSS MOTIVATION TO WORK |      |     |        |      |    |      |      |    |
|--------------------------|----------------------------------|------|-----|--------|------|----|------|------|----|
|                          | Low                              |      |     | Medium |      |    | High |      |    |
|                          | M                                | SD   | N   | M      | SD   | N  | M    | SD   | N  |
| <u>Age</u>               |                                  |      |     |        |      |    |      |      |    |
| 15-21                    | 6.49                             | 1.77 | 45  | 4.71   | 2.36 | 7  | 6.50 | 1.68 | 12 |
| 22-26                    | 5.97                             | 1.84 | 77  | 6.81   | 1.89 | 21 | 7.00 | 1.90 | 21 |
| 27-34                    | 5.88                             | 2.16 | 74  | 6.03   | 1.68 | 39 | 5.78 | 1.59 | 18 |
| 35+                      | 6.01                             | 2.14 | 80  | 5.32   | 2.06 | 25 | 5.61 | 2.03 | 18 |
| <u>DSI</u>               |                                  |      |     |        |      |    |      |      |    |
| 0-28                     | 5.23                             | 2.07 | 47  | 5.10   | 2.73 | 10 | 5.30 | 2.06 | 10 |
| 29-46                    | 6.09                             | 1.97 | 110 | 5.83   | 1.90 | 41 | 6.14 | 1.72 | 28 |
| 47-61                    | 6.31                             | 1.92 | 89  | 6.42   | 1.81 | 26 | 6.28 | 1.95 | 25 |
| 62-65                    | 6.33                             | 1.63 | 15  | 6.86   | 1.21 | 7  | 7.67 | 0.82 | 6  |
| 66+                      | 6.50                             | 2.19 | 16  | 5.14   | 1.57 | 7  | 0    | 0    | 0  |
| <u>Education</u>         |                                  |      |     |        |      |    |      |      |    |
| less than 9              | 5.59                             | 2.07 | 81  | 6.57   | 2.04 | 21 | 6.48 | 2.10 | 25 |
| 9-11                     | 6.22                             | 1.94 | 136 | 5.64   | 1.88 | 45 | 5.94 | 1.69 | 34 |
| high school+             | 6.18                             | 2.04 | 62  | 5.85   | 1.97 | 26 | 6.64 | 1.86 | 11 |
| <u>Family Dependency</u> |                                  |      |     |        |      |    |      |      |    |
| have children            |                                  |      |     |        |      |    |      |      |    |
| under six                | 6.14                             | 2.00 | 214 | 6.05   | 2.01 | 61 | 6.36 | 1.99 | 50 |
| all children             |                                  |      |     |        |      |    |      |      |    |
| six or over              | 5.60                             | 2.01 | 63  | 5.65   | 1.85 | 31 | 5.84 | 1.50 | 19 |

TABLE D-4 (cont.)

|                          | PART B: EMPLOYMENT STATUS |      |    |      |      |              |      |      |     |      | PART C: STATUS IN WIN |    |      |      |    |               |      |    |   |    |               |   |    |   |  |           |  |  |  |  |
|--------------------------|---------------------------|------|----|------|------|--------------|------|------|-----|------|-----------------------|----|------|------|----|---------------|------|----|---|----|---------------|---|----|---|--|-----------|--|--|--|--|
|                          | Employed                  |      |    |      |      | Seeking Work |      |      |     |      | Not in Labor Force    |    |      |      |    | Never Started |      |    |   |    | Not Completed |   |    |   |  | Completed |  |  |  |  |
|                          | M                         | SD   | N  | M    | SD   | N            | M    | SD   | N   | M    | SD                    | N  | M    | SD   | N  | M             | SD   | N  | M | SD | N             | M | SD | N |  |           |  |  |  |  |
| <u>Age</u>               |                           |      |    |      |      |              |      |      |     |      |                       |    |      |      |    |               |      |    |   |    |               |   |    |   |  |           |  |  |  |  |
| 15-21                    | 7.00                      | 1.41 | 2  | 6.00 | 1.91 | 25           | 6.47 | 2.01 | 30  | 6.27 | 1.28                  | 15 | 7.50 | 0.71 | 2  | 6.00          | 2.12 | 5  |   |    |               |   |    |   |  |           |  |  |  |  |
| 22-26                    | 6.21                      | 1.97 | 14 | 6.68 | 1.72 | 34           | 5.98 | 2.01 | 45  | 6.10 | 2.05                  | 21 | 6.00 | 1.63 | 7  | 6.56          | 1.67 | 9  |   |    |               |   |    |   |  |           |  |  |  |  |
| 27-34                    | 5.96                      | 2.22 | 26 | 5.91 | 1.42 | 32           | 5.91 | 2.18 | 46  | 6.00 | 1.90                  | 26 | 6.25 | 0.96 | 4  | 6.60          | 1.78 | 10 |   |    |               |   |    |   |  |           |  |  |  |  |
| 35+                      | 6.27                      | 1.70 | 22 | 5.96 | 2.35 | 24           | 5.64 | 2.19 | 39  | 6.19 | 2.06                  | 21 | 2.00 | 0    | 1  | 6.86          | 1.07 | 7  |   |    |               |   |    |   |  |           |  |  |  |  |
| <u>DSI</u>               |                           |      |    |      |      |              |      |      |     |      |                       |    |      |      |    |               |      |    |   |    |               |   |    |   |  |           |  |  |  |  |
| 0-28                     | 6.00                      | 2.94 | 4  | 5.64 | 2.06 | 14           | 4.77 | 2.30 | 26  | 5.10 | 2.13                  | 10 | 3.50 | 2.12 | 2  | 7.40          | 1.95 | 5  |   |    |               |   |    |   |  |           |  |  |  |  |
| 29-46                    | 6.35                      | 1.87 | 31 | 5.90 | 1.77 | 39           | 5.98 | 1.97 | 66  | 6.09 | 1.83                  | 33 | 6.20 | 1.48 | 5  | 6.00          | 1.41 | 9  |   |    |               |   |    |   |  |           |  |  |  |  |
| 47-61                    | 6.00                      | 1.98 | 23 | 6.36 | 1.95 | 42           | 6.40 | 1.90 | 52  | 6.42 | 1.86                  | 31 | 6.00 | 1.63 | 4  | 6.78          | 1.39 | 9  |   |    |               |   |    |   |  |           |  |  |  |  |
| 62-65                    | 6.00                      | 1.73 | 3  | 6.90 | 1.20 | 10           | 6.75 | 1.91 | 8   | 6.67 | 1.75                  | 6  | 7.33 | 0.58 | 3  | 7.00          | 1.41 | 6  |   |    |               |   |    |   |  |           |  |  |  |  |
| 66+                      | 7.00                      | 1.41 | 2  | 6.20 | 1.62 | 10           | 5.90 | 2.73 | 10  | 5.67 | 0.58                  | 3  | 0    | 0    | 0  | 4.50          | 2.12 | 2  |   |    |               |   |    |   |  |           |  |  |  |  |
| <u>Education</u>         |                           |      |    |      |      |              |      |      |     |      |                       |    |      |      |    |               |      |    |   |    |               |   |    |   |  |           |  |  |  |  |
| less than 9              | 5.92                      | 1.88 | 12 | 6.74 | 1.83 | 34           | 5.29 | 2.05 | 49  | 5.81 | 1.68                  | 16 | 6.67 | 1.15 | 3  | 7.56          | 1.33 | 9  |   |    |               |   |    |   |  |           |  |  |  |  |
| 9-11                     | 6.06                      | 2.02 | 32 | 5.85 | 1.74 | 53           | 6.23 | 2.03 | 82  | 6.29 | 1.83                  | 42 | 5.82 | 1.89 | 11 | 5.93          | 1.67 | 15 |   |    |               |   |    |   |  |           |  |  |  |  |
| high school+             | 6.45                      | 1.93 | 20 | 6.10 | 1.93 | 29           | 6.22 | 2.21 | 32  | 6.04 | 2.05                  | 25 | 0    | 0    | 0  | 6.57          | 1.27 | 7  |   |    |               |   |    |   |  |           |  |  |  |  |
| <u>Family Dependency</u> |                           |      |    |      |      |              |      |      |     |      |                       |    |      |      |    |               |      |    |   |    |               |   |    |   |  |           |  |  |  |  |
| have children            |                           |      |    |      |      |              |      |      |     |      |                       |    |      |      |    |               |      |    |   |    |               |   |    |   |  |           |  |  |  |  |
| under six                | 6.34                      | 1.97 | 35 | 6.33 | 1.86 | 86           | 6.06 | 2.10 | 141 | 6.20 | 1.96                  | 61 | 5.90 | 1.29 | 10 | 6.58          | 1.80 | 19 |   |    |               |   |    |   |  |           |  |  |  |  |
| all children             |                           |      |    |      |      |              |      |      |     |      |                       |    |      |      |    |               |      |    |   |    |               |   |    |   |  |           |  |  |  |  |
| six or over              | 5.86                      | 1.92 | 28 | 5.62 | 1.66 | 29           | 5.18 | 2.02 | 22  | 5.91 | 1.54                  | 22 | 6.00 | 3.46 | 3  | 6.50          | 1.31 | 12 |   |    |               |   |    |   |  |           |  |  |  |  |



GMW. In general, greatest DAP strength occurs among AFDC mothers with high GMW, especially for age group 22 to 26 and DSI 62-65. However, in general, age and GMW seem not to relate to S:DAP. DSI and GMW does seem to be directly related to S:DAP in that the higher the intelligence, the higher are the strength scores across all categories of GMW. High GMW mothers also seemed to have the greater strength. No particular pattern emerges for education, but mothers with children under 6 do seem to score higher in S:DAP.

ES. Generally, greater strength scores were obtained by employed mothers and those seeking work than by mothers not interested in work for reasons of child care. In relation to age, a fairly consistent pattern emerges for mothers over 35 in that higher S:DAP was associated with higher employment status. For mothers not interested in work, the younger they are the greater seems to be their DAP strength. In relation to DSI, for those of the lowest range, the less interest in work, the lower the strength. This pattern reverses for the highest DSI.

With regard to education for the employed group, the higher the education, the greater the S:DAP. Also, higher S:DAP scores were obtained by mothers who have children under six than for those all of whose children are over six. It would seem that the lower the strength score, the less interest there is in work.

WIN. In general, it would seem that mothers who completed WIN had higher strength scores, especially among those with lowest education ( $M=7.56$ ) and lowest DSI ( $M=7.40$ ). In relation to age a pattern emerges among those who completed WIN: the older the mothers the greater their strength scores; this pattern is reversed for mothers not completing WIN. No discernable pattern emerges with DSI or education other than for the lowest educational level. Higher strength scores are associated with greater WIN participation. This last finding also holds for mothers, all of whose children are over 6.

Weakness: DAP (W:DAP)

For AFDC mothers, the mean W:DAP score was 2.57 ( $SD=2.14$ ) and for the working mother controls it was 2.29 ( $SD=1.98$ ). The mean differences were not significant. For AFDC mothers, W:DAP significantly correlates with DSI (-.19), age (.14), education (-.14), FTP:PS (-.16), number of children (.12), motivation to work (.10), WIN status (.13) and W:PS (.17). For the working mother controls W:DAP correlates significantly with DSI (-.22), age (.23) and number of times on welfare (-.22).

Although there is a slightly significant correlation of W:DAP with motivation to work, this relationship seems to disappear when it is controlled for age, DSI, and education as shown in Table D-5. W:DAP seems to generally rise with age but diminishes with DSI. The latter finding is not surprising since the DAP is often used as a crude estimate of intelligence and many of the drawing elements that make up W:DAP make for lower DAP intelligence ratings. There seems not to be any discernable pattern with education.

TABLE D-5

MEAN W:DAP SCORES IN RELATION TO SPECIFIED VARIABLES  
BY AGE, INTELLIGENCE AND EDUCATION

|                  | GROSS MOTIVATION TO WORK |      |     |        |      |    |      |      |    |
|------------------|--------------------------|------|-----|--------|------|----|------|------|----|
|                  | Low                      |      |     | Medium |      |    | High |      |    |
|                  | M                        | SD   | N   | M      | SD   | N  | M    | SD   | N  |
| <u>Age</u>       |                          |      |     |        |      |    |      |      |    |
| 15-21            | 1.56                     | 0.93 | 34  | 1.67   | 0.82 | 6  | 1.50 | 0.97 | 10 |
| 22-26            | 1.64                     | 0.86 | 64  | 1.60   | 0.88 | 20 | 1.67 | 0.73 | 21 |
| 27-34            | 2.07                     | 1.02 | 57  | 1.54   | 1.04 | 28 | 1.77 | 1.09 | 13 |
| 35+              | 1.92                     | 1.05 | 71  | 2.24   | 1.61 | 21 | 1.80 | 0.94 | 15 |
| <u>DSI</u>       |                          |      |     |        |      |    |      |      |    |
| 0-28             | 2.16                     | 0.94 | 44  | 2.30   | 1.89 | 10 | 2.25 | 0.71 | 8  |
| 29-46            | 1.72                     | 0.90 | 87  | 1.56   | 1.05 | 36 | 1.42 | 0.65 | 24 |
| 47-61            | 1.70                     | 1.05 | 70  | 1.84   | 1.07 | 19 | 1.95 | 1.16 | 21 |
| 62-65            | 1.64                     | 0.81 | 11  | 1.50   | 1.00 | 4  | 1.50 | 0.55 | 6  |
| 66+              | 1.87                     | 0.92 | 15  | 2.00   | 1.22 | 5  | 0    | 0    | 0  |
| <u>Education</u> |                          |      |     |        |      |    |      |      |    |
| less than 9      | 2.04                     | 1.10 | 70  | 1.62   | 1.28 | 21 | 1.65 | 0.71 | 23 |
| 9-11             | 1.68                     | 0.82 | 111 | 1.76   | 1.02 | 34 | 1.81 | 1.11 | 27 |
| high school+     | 1.81                     | 1.10 | 48  | 1.90   | 1.41 | 20 | 1.60 | 0.70 | 10 |

Lowest W:DAP scores occur among women in the high GMW category who were of low-average intelligence (M=1.42), bright-normal intelligence (M=1.50) and in age range 15 to 21 (M=1.50). The greatest weakness scores are obtained in the lowest intelligence range for AFDC mothers of medium GMW (M=2.30).

#### Future Time Perspective: Questionnaire (FTP:Q)

The mean FTP:Q score for the AFDC sample was 10.27 (SD=2.85) and for the working mother was 11.18 (SD=2.91). The mean differences proved to be significant beyond the .01 level of probability. Although working mothers scored higher on the FTP questionnaire, they were lower on FTP as measured by projective stories. This not necessarily contradictory finding will be discussed later. For AFDC mothers, FTP:Q correlated significantly with DSI (.17), education (.23), FTP:PS (.12), WIN status (-.13) and W:PS (-.16). For the working mothers, it correlates significantly with number of children (.22) and FTP:PS (.29).

Table D-6 presents the proportion high, medium and low on FTP:Q score as a function of intelligence, education and family dependency.

TABLE D-6

INFLUENCE OF INTELLIGENCE, EDUCATION AND  
FAMILY DEPENDENCY ON FTP:Q AMONG WELFARE MOTHERS  
(in percents)

| FTP:Q  | DSI                                |        |       | EDUCATION                           |       |              | FAMILY DEPENDENCY                   |                          |
|--------|------------------------------------|--------|-------|-------------------------------------|-------|--------------|-------------------------------------|--------------------------|
|        | Low                                | Medium | High  | less than 9                         | 9-11  | high school+ | have children under six             | all children six or over |
| Low    | 56                                 | 41     | 26    | 50                                  | 42    | 33           | 44                                  | 38                       |
| Medium | 30                                 | 34     | 35    | 38                                  | 32    | 30           | 34                                  | 31                       |
| High   | 14                                 | 25     | 39    | 12                                  | 26    | 37           | 22                                  | 31                       |
|        | (71)                               | (349)  | (123) | (131)                               | (215) | (101)        | (327)                               | (117)                    |
|        | $x^2=19.2$<br>$df=4$<br>$p < .001$ |        |       | $x^2=22.16$<br>$df=4$<br>$p < .001$ |       |              | $x^2=15.23$<br>$df=2$<br>$p < .001$ |                          |

Digit Symbol Intelligence (DSI)

The mean DSI score for AFDC mothers was 43.50 (SD=15.79) and for the working mothers it was 48.34 (SD=13.66). This difference is significant beyond the .001 level of probability. For the AFDC sample, DSI correlated significantly in the positive direction with job desired (.11), claiming job limitation for reasons of health (.15), education (.42) and FTP:Q (.17). It correlated significantly in the negative direction with age (-.27), number of children (-.11), motive to work (-.13), WIN status (-.11), W:DAP (-.19) and having children six years of age or over (-.18). For the control group, DSI correlated significantly with education (.38), desire for education for their children (.40) and W:DAP (-.22).

Table D-7 shows the proportion at each level of DSI as a function of GMW, ES, WS and Motivation to Work.

TABLE D-7  
 PROPORTION OF WELFARE MOTHERS FALLING INTO DSI CATEGORIES  
 AS A FUNCTION OF GMW, EMPLOYMENT STATUS, STATUS IN WIN AND MOTIVATION TO WORK  
 (in percents)

| DSI    | GROSS MOTIVATION TO WORK |        |      | EMPLOYMENT STATUS |              |                    | STATUS IN WIN |           |               | MOTIVATION TO WORK |        |       |
|--------|--------------------------|--------|------|-------------------|--------------|--------------------|---------------|-----------|---------------|--------------------|--------|-------|
|        | Low                      | Medium | High | Employed          | Seeking Work | Not in Labor Force | Never Started | Completed | Not Completed | Low                | Medium | High  |
| Low    | 17                       | 12     | 15   | 8                 | 12           | 17                 | 18            | 12        | 16            | 12                 | 12     | 24    |
| Medium | 77                       | 80     | 85   | 89                | 79           | 77                 | 77            | 84        | 80            | 82                 | 84     | 71    |
| High   | 6                        | 8      | 0    | 3                 | 9            | 6                  | 5             | 4         | 4             | 6                  | 4      | 5     |
|        | (279)                    | (92)   | (71) | (64)              | (115)        | (165)              | (234)         | (84)      | (45)          | (137)              | (156)  | (146) |

$\chi^2 = n.s.$

$\chi^2 = n.s.$

$\chi^2 = n.s.$

$\chi^2 = 12.74$   
 $df = 4$   
 $p < .02$

## Correlations and Step-wi

Correlations were calculated for welfare and for working mothers. The correlations are shown in Tables D-8 and D-9.

AFDC Mothers

For the twenty variables selected, inter-correlations were found. With regard to the variables studied, the following findings can be noted:

Digit symbol intelligence correlated with job desired, with being younger, with health as a reason for not working, with wanting to work, with FTP:Q, with WS and with less W:PS.

Age correlated significantly with success striving, number of times on welfare and with their children and with W:DAP.

Education correlated significantly with less expectancy to work, not using health insurance, wanting more education for their children and with less W:PS.

FTP:Q correlated significantly with success striving in WIN, FTP:PS and with less W:PS.

FTP:PS correlated significantly with success striving and less W:PS.

W:DAP correlated with less intelligence, less education, motivation to work, success striving and with W:PS.

W:PS correlated with fewer children, success striving, less FTP:PS and with W:DAP.

Working Mothers

Inter-correlations among the same variables were calculated on the basis of responses of the 102 working mothers. The correlations needed to be somewhat higher than those for AFDC. Table D-9 shows that for this population, success striving correlated with educational ambition for children (a correlation here for AFDC), and with less W:PS.

Age correlated negatively with success striving in AFDC), negatively with education and with educational ambition for children (-.40), much higher than for AFDC.

TABLE D-8

INTERCORRELATION OF VARIABLES  
WELFARE MOTHERS--FIRST WAVE  
(N=447)

|                               | (I-5) | (I-56)  | (I-60)  | (I-65) | (II-70) | (II-71) | (III-72) | (III-25) | (III-42) | (IV-22) | (IV-39) | (IV-44) | (IX-05) | (IX-10) | (IX-12) | (IX-12) | (Var. A) | (Var. B) | (Var. C) |
|-------------------------------|-------|---------|---------|--------|---------|---------|----------|----------|----------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------|
| Job Desired<br>(I-56)         | 1.00  | 0.11*   | -0.27** | -0.11* | -0.35   | 0.15**  | 0.42**   | -0.05    | 0.02     | 0.17**  | 0.00    | -0.04   | -0.04   | 0.01    | -0.11*  | -0.01   | 0.04     | -0.19**  | -0.04    |
| Age<br>(I-60)                 | 1.00  | 0.33**  | -0.03   | -0.08  | -0.05   | 0.04    | 0.12*    | 0.09     | 0.10*    | 0.07    | -0.12*  | -0.04   | -0.04   | -0.05   | 0.00    | -0.04   | 0.01     | -0.01    | 0.02     |
| Number of Children<br>(I-65)  | 1.00  | 0.10*   | 0.00    | 0.10*  | 0.09    | -0.06   | -0.01    | -0.04    | 0.19**   | 0.01    | -0.03   | -0.02   | -0.05   | 0.08    | 0.02    | 0.05    | 0.05     | 0.14**   | -0.03    |
| Work Expectation<br>(II-70)   | 1.00  | -0.16** | -0.12*  | 1.00   | -0.09   | -0.10*  | -0.10*   | -0.09    | -0.07    | -0.03   | -0.02   | -0.15** | -0.19** | -0.19** | 0.11*   | -0.08   | -0.07    | 0.07     | 0.03     |
| Health Reasons<br>(II-71)     | 1.00  | 0.13**  | -0.04   | 1.00   | -0.04   | -0.04   | -0.09    | -0.09    | 0.01     | 0.04    | -0.06   | 0.06    | 0.06    | 0.07    | -0.07   | -0.02   | 0.06     | -0.06    | 0.01     |
| Education<br>(II-72)          | 1.00  | 0.42**  | 0.01    | 1.00   | -0.09   | 0.01    | -0.02    | 0.01     | -0.35    | 0.23**  | 0.12*   | 0.02    | 0.02    | 0.09    | -0.08   | -0.05   | 0.12**   | -0.14**  | -0.07    |
| Active to Work<br>(III-18)    | 1.00  | 0.42**  | 0.22**  | 1.00   | 0.02    | 0.02    | 0.02     | 0.02     | 0.02     | -0.06   | -0.02   | 0.03    | 0.03    | 0.03    | 0.01    | -0.01   | 0.04     | 0.10*    | 0.06     |
| Expect to Work<br>(III-25)    | 1.00  | 0.25**  | 0.03    | 1.00   | 0.03    | -0.02   | -0.06    | 0.07     | 0.12*    | -0.02   | -0.06   | 0.07    | 0.07    | 0.12*   | 0.06    | -0.02   | 0.08     | 0.08     | 0.01     |
| Increase Striving<br>(III-42) | 1.00  | 1.00    | -0.01   | 1.00   | -0.01   | 0.03    | 0.11*    | -0.06    | -0.02    | 0.03    | 0.11*   | -0.06   | -0.02   | -0.02   | -0.01   | 0.07    | 0.04     | 0.10*    | 0.02     |
| Income on Welfare<br>(IV-22)  | 1.00  | 1.00    | -0.05   | 1.00   | -0.05   | -0.07   | 0.08     | 0.09     | 0.09     | 0.06    | -0.03   | 0.10    | 0.06    | -0.03   | 0.10    | 0.02    | 0.10     | 0.02     | -0.10*   |
| Worked Last Year<br>(IX-05)   | 1.00  | 1.00    | 0.07    | 1.00   | 0.07    | 0.00    | 0.01     | -0.13**  | -0.02    | 0.01    | -0.13** | -0.02   | 0.12    | -0.07   | -0.07   | -0.07   | 0.12     | -0.07    | -0.16**  |
| Ever Worked<br>(IX-10)        | 1.00  | 1.00    | 0.02    | 1.00   | 0.02    | 0.01    | 1.00     | 0.02     | 0.01     | 0.01    | -0.04   | -0.01   | 0.01    | 0.01    | -0.07   | -0.07   | 0.01     | -0.07    | -0.03    |
| Age MS<br>(IX-12)             | 1.00  | 1.00    | -0.15** | 1.00   | -0.15** | 0.01    | 0.13**   | 0.01     | -0.15**  | 0.01    | 0.13**  | 0.01    | 0.01    | 0.13**  | 0.01    | 0.13**  | 0.01     | 0.13**   | 0.01     |
| Age WS<br>(IX-12)             | 1.00  | 1.00    | -0.05   | 1.00   | -0.05   | -0.18** | -0.18**  | 0.06     | 0.06     | 0.06    | 0.06    | 0.06    | 0.06    | 0.06    | 0.06    | 0.06    | 0.06     | 0.06     | 0.06     |
| TP:FS<br>(Var. A)             | 1.00  | 1.00    | 0.05    | 1.00   | 0.05    | -0.18** | -0.18**  | 0.06     | 0.06     | 0.06    | 0.06    | 0.06    | 0.06    | 0.06    | 0.06    | 0.06    | 0.06     | 0.06     | 0.06     |
| TP:DP<br>(Var. B)             | 1.00  | 1.00    | 0.05    | 1.00   | 0.05    | -0.18** | -0.18**  | 0.06     | 0.06     | 0.06    | 0.06    | 0.06    | 0.06    | 0.06    | 0.06    | 0.06    | 0.06     | 0.06     | 0.06     |
| TP:FS<br>(Var. C)             | 1.00  | 1.00    | 0.17**  | 1.00   | 0.17**  | 0.06    | 0.06     | 0.06     | 0.06     | 0.06    | 0.06    | 0.06    | 0.06    | 0.06    | 0.06    | 0.06    | 0.06     | 0.06     | 0.06     |

\* p < .05, r < .10

|                               | (I-55) | (I-56) | (I-60)  | (I-65) | (I-70) | (I-71) | (I-72)  | (II-18) | (II-19) | (II-42) | (IV-22) | (V-39) | (V-44)  | (X-05) | (X-10) | (X-12) | (X-17) | (Var. A) | (Var. B) | (Var. C) |       |
|-------------------------------|--------|--------|---------|--------|--------|--------|---------|---------|---------|---------|---------|--------|---------|--------|--------|--------|--------|----------|----------|----------|-------|
| DI-1<br>(I-55)                | 1.00   | 0.34   | -0.53   | 0.12   | ****   | ****   | 0.38**  | -0.03   | 0.03    | ****    | -0.05   | 0.17   | 0.40**  | 0.00   | -0.02  | ****   | ****   | 0.12     | -0.22*   | -0.03    |       |
| Job Desired<br>(I-56)         | 1.00   | -0.21* | -0.03   | ****   | ****   | ****   | 0.26**  | -0.03   | -0.04   | ****    | 0.07    | -0.05  | 0.32**  | -0.04  | -0.12  | ****   | ****   | 0.07     | -0.12    | 0.06     |       |
| Age<br>(I-60)                 | 1.00   | 0.09   | ****    | ****   | ****   | ****   | -0.31** | 0.05    | -0.07   | ****    | -0.03   | 0.13   | -0.40** | -0.05  | -0.03  | ****   | ****   | -0.07    | 0.23*    | -0.12    |       |
| Number of Children<br>(I-65)  | 1.00   | ****   | ****    | ****   | ****   | ****   | 0.08    | -0.03   | -0.05   | ****    | -0.15   | 0.22*  | 0.03    | -0.10  | -0.11  | ****   | ****   | -0.04    | 0.03     | -0.06    |       |
| Work Expectation<br>(I-70)    | ****   | ****   | ****    | ****   | ****   | ****   | ****    | ****    | ****    | ****    | ****    | ****   | ****    | ****   | ****   | ****   | ****   | ****     | ****     | ****     |       |
| Health Reasons<br>(I-71)      | ****   | ****   | ****    | ****   | ****   | ****   | ****    | ****    | ****    | ****    | ****    | ****   | ****    | ****   | ****   | ****   | ****   | ****     | ****     | ****     |       |
| Education<br>(I-72)           | 1.00   | -0.01  | 0.04    | ****   | ****   | ****   | ****    | ****    | ****    | ****    | -0.08   | 0.10   | 0.20    | 0.19   | 0.18   | ****   | ****   | 0.17     | -0.07    | -0.07    |       |
| Motive to Work<br>(II-18)     | 1.00   | 0.31** | ****    | ****   | ****   | ****   | ****    | ****    | ****    | ****    | 0.06    | -0.12  | -0.04   | -0.08  | ****   | ****   | ****   | -0.04    | 0.04     | -0.09    |       |
| Expect to Work<br>(II-19)     | 1.00   | ****   | ****    | ****   | ****   | ****   | ****    | ****    | ****    | ****    | -0.07   | 0.12   | 0.16    | 0.00   | 0.02   | ****   | ****   | 0.24*    | 0.06     | -0.23*   |       |
| Success Striving<br>(II-42)   | ****   | ****   | ****    | ****   | ****   | ****   | ****    | ****    | ****    | ****    | ****    | ****   | ****    | ****   | ****   | ****   | ****   | ****     | ****     | ****     |       |
| Times on Welfare<br>(IV-22)   | 1.00   | -0.06  | 0.02    | 0.05   | 0.13   | ****   | ****    | ****    | ****    | ****    | ****    | ****   | ****    | ****   | ****   | ****   | ****   | -0.13    | -0.22*   | 0.13     |       |
| FTF:Q<br>(IV-39)              | 1.00   | 0.09   | 0.07    | 0.06   | 0.06   | 0.06   | 0.06    | 0.06    | 0.06    | 0.06    | 0.06    | 0.06   | 0.06    | 0.06   | 0.06   | 0.06   | 0.06   | 0.23**   | -0.06    | -0.14    |       |
| Education for Kids<br>(IV-45) | 1.00   | 0.04   | 0.03    | ****   | ****   | ****   | ****    | ****    | ****    | ****    | ****    | ****   | ****    | ****   | ****   | ****   | ****   | ****     | 0.05     | -0.15    | 0.16  |
| Worked Last Year<br>(IX-05)   | 1.00   | 0.93** | ****    | ****   | ****   | ****   | ****    | ****    | ****    | ****    | ****    | ****   | ****    | ****   | ****   | ****   | ****   | ****     | 0.17     | -0.11    | -0.01 |
| Months Worked<br>(IX-10)      | 1.00   | ****   | ****    | ****   | ****   | ****   | ****    | ****    | ****    | ****    | ****    | ****   | ****    | ****   | ****   | ****   | ****   | ****     | 0.19     | -0.16    | 0.02  |
| Less MS<br>(IX-12)            | ****   | ****   | ****    | ****   | ****   | ****   | ****    | ****    | ****    | ****    | ****    | ****   | ****    | ****   | ****   | ****   | ****   | ****     | ****     | ****     | ****  |
| More MS<br>(IX-17)            | ****   | ****   | ****    | ****   | ****   | ****   | ****    | ****    | ****    | ****    | ****    | ****   | ****    | ****   | ****   | ****   | ****   | ****     | ****     | ****     | ****  |
| FTF:R<br>(Var. A)             | 1.00   | -0.12  | -0.39** | ****   | ****   | ****   | ****    | ****    | ****    | ****    | ****    | ****   | ****    | ****   | ****   | ****   | ****   | ****     | ****     | ****     |       |
| W:DAP<br>(Var. B)             | 1.00   | ****   | ****    | ****   | ****   | ****   | ****    | ****    | ****    | ****    | ****    | ****   | ****    | ****   | ****   | ****   | ****   | ****     | ****     | ****     |       |
| W:PS<br>(Var. C)              | 1.00   | ****   | ****    | ****   | ****   | ****   | ****    | ****    | ****    | ****    | ****    | ****   | ****    | ****   | ****   | ****   | ****   | ****     | ****     | ****     |       |

\* p < .05, \*\* p < .01  
 \*\*\* p < .10, \*\*\*\* p < .25  
 \*\*\*\* variable does not appear  
 in working mother matrix

TABLE D-9  
 INTERCORRELATION OF VARIABLES  
 WORKING MOTHERS--FIRST WAVE  
 (N=102)

Educational correlates follow a similar pattern to AFDC in regard to intelligence and job desired, but among working mothers it also correlated negatively with age.

FTP:Q correlated significantly with number of children and FTP:PS.

FTP:PS correlated significantly with expectation to work (not correlated in AFDC), FTP:Q, and with less W:PS.

W:DAP correlated with less intelligence, age, and with fewer times on welfare.

W:PS correlated with less expectancy to work (not correlated in AFDC) and with less FTP:PS.

#### Comparisons of Welfare and Working Mothers on Selected Variables

Table D-10 presents a comparison of means and standard deviations for a series of measures obtained from responses of welfare and working mothers. Tests of significance between means show that AFDC mothers were higher in level of job desired, number of children, S:PS, S:DAP, FTP:PS, and W:PS. Working mothers were higher in DSI, age, education, FTP:Q, and educational ambition for their children.

Essentially this comparison found that working mothers possessed characteristics important to the work community: they were more intelligent, willing to settle for less desirable jobs, older (more experienced?), had fewer children, were better educated, thought more overtly about the future including the education of their children, had a better work history, and were less prone to emotional "weakness". AFDC mothers, on the other hand, showed a more secure "inner life" reflected in their higher strength and future time perspective scores obtained from projected fantasies. It is just this strength, perhaps, that allows them to choose to stay home and raise their children rather than work.

#### Other Comparisons

Comparisons were made between AFDC and working mothers on practically all the interview schedule data. Table D-11 shows some of the significant findings relating to the projective tests. As can be seen, in their projections, working mothers felt less helpless, were more optimistic, tended to express more complex and therefore more intelligent stories, saw work effort as more useful, were less concerned for the safety of children, and tended to be less tentative about their place in their environment as reflected in not positioning their DAP drawings at the top left of the paper.

#### Other Findings

Three criteria were selected as plausible outcome variables for relating some of the psychological dimensions. One was status in WIN, another was Work Status, and the third was a Composite Work variable which included whether or not AFDC mothers were working at the time of follow-up.

TABLE D-10

MEANS AND STANDARD DEVIATIONS FOR WELFARE AND  
WORKING MOTHERS ON SELECTED VARIABLES

| VARIABLES                           | WELFARE MOTHERS |       | WORKING MOTHERS |       | t       |
|-------------------------------------|-----------------|-------|-----------------|-------|---------|
|                                     | Mean            | SD    | Mean            | SD    |         |
| DSI                                 | 43.50           | 15.79 | 48.34           | 13.66 | 3.12**  |
| Job Desired (I-54)                  | 1.94            | 0.24  | 1.87            | 0.34  | 2.33*   |
| Age (I-60)                          | 29.48           | 7.93  | 35.47           | 9.66  | 5.82**  |
| No. of Children<br>(I-65)           | 3.30            | 1.89  | 2.15            | 1.25  | 43.28** |
| Education (II-72)                   | 4.46            | 1.35  | 5.25            | 1.51  | 5.00**  |
| Att. to Work<br>(III-18)            | 18.79           | 3.73  | 18.96           | 3.50  | .437    |
| Problem of Finding<br>Work (III-25) | 20.15           | 4.15  | 20.71           | 4.35  | 1.18    |
| Times on Welfare<br>(IV-22)         | 1.57            | 0.76  | 4.68            | 0.73  | 40.26** |
| FTP:Q (IV-39)                       | 10.27           | 2.85  | 11.18           | 2.91  | 2.86**  |
| Educ. for Child<br>(IV-44)          | 1.68            | 0.47  | 1.75            | 0.44  | 25**    |
| Worked last Year<br>(IX-5)          | 1.15            | 0.78  | 1.67            | 0.75  | 6.19**  |
| Mos. Worked<br>(IX-10)              | 1.53            | 1.58  | 4.70            | 2.26  | 13.42** |
| S:PS (Var. D)                       | 4.77            | 3.21  | 4.37            | 1.96  | 1.60    |
| S:DAP (Var. E)                      | 6.04            | 1.98  | 5.61            | 1.75  | 1.22    |
| FTP:PS (Var. A)                     | 3.27            | 1.48  | 2.26            | 1.48  | 6.21**  |
| W:DAP (Var. B)                      | 2.57            | 2.14  | 2.29            | 1.98  | 1.69    |
| W:PS (Var. C)                       | 6.83            | 3.23  | 4.54            | 2.34  | 8.45**  |

\*p &lt; .05

\*\*p &lt; .01

TABLE D-11

OTHER COMPARISONS OF WELFARE AND WORKING MOTHERS  
(in percents)

| VARIABLES                 | WELFARE<br>MOTHERS | WORKING<br>MOTHERS | x <sup>2</sup> |
|---------------------------|--------------------|--------------------|----------------|
| PS: Helplessness (I-40)   |                    |                    |                |
| Helpless                  | 49.3               | 19.6               |                |
| Not helpless              | 50.7               | 80.4               | 19.5**         |
| PS: Anticipation (I-42)   |                    |                    |                |
| Optimistic                | 30.1               | 51.4               |                |
| Doubt                     | 56.4               | 32.9               |                |
| Pessimistic               | 13.5               | 15.7               | 14.8**         |
| PS: Intelligence (I-43)   |                    |                    |                |
| Simple                    | 41.5               | 18.8               |                |
| Between                   | 50.7               | 70.3               |                |
| Complex                   | 7.8                | 10.9               | 17.2**         |
| PS: Effort (I-38)         |                    |                    |                |
| Useful                    | 33.8               | 71.6               |                |
| Not useful                | 66.2               | 28.4               | 48.0**         |
| PS: Effort (I-46)         |                    |                    |                |
| Useful                    | 19.4               | 61.4               |                |
| Not useful                | 80.6               | 38.6               | 70.8**         |
| PS: Helplessness (I-48)   |                    |                    |                |
| Helpless                  | 34.6               | 11.8               |                |
| Not helpless              | 65.4               | 88.2               | 20.7**         |
| PS: Mothers Action (I-50) |                    |                    |                |
| Safe                      | 26.9               | 33.3               |                |
| Concerned                 | 47.5               | 40.2               |                |
| Neutral                   | 25.6               | 29.5               | 29.1**         |
| PS: Intelligence (I-51)   |                    |                    |                |
| Simple                    | 49.9               | 19.6               |                |
| Between                   | 43.8               | 58.8               |                |
| Complex                   | 6.3                | 21.6               | 37.9**         |
| DAP: Position (I-17)      |                    |                    |                |
| Top Left                  | 65.1               | 7.2                |                |
| Elsewhere                 | 34.9               | 92.8               | 104.8**        |

\*\*p &lt; .01

### Status in WIN

Table D-12 presents data for those elements on the projective tests that seemed to bear a relationship to WIN participation. In general, those who participated in WIN seemed to have more FTP in the Life-time category, high motivation to work, more positive work intention; tended to draw larger figures reflecting perhaps, a greater expansiveness; more often drew normal eyes reflecting perhaps, less paranoid ideation; tended less often to place their drawings at the top-left of the paper reflecting, perhaps, less tentativeness and caution in new situations; felt less helpless, and thought of their efforts as being more useful. It is interesting to note that the number of times a mother was on welfare did not seem to relate to WIN participation.

### Work Status

Table D-13 presents data for those elements on the projective tests that seemed related to work status as well as some other findings relating to this variable. In general, working seems associated with drawing an adult rather than a child, drawing the mouth closed rather than open possibly reflecting less dependency and desire to be given to, less drawing placement at the top-left of the paper possibly reflecting tentativeness and caution in new situations, and less helplessness.

It is of interest to note that working seems also associated with low to medium striving, positive work intention, and higher gross motivation to work.

### Work Composite

A Work Composite index was obtained by separating welfare mothers into two groups. One group represented welfare mothers who were not working at the time of the first interview or did not work during the ensuing year, or did receive an invitation to join the WIN program but did not participate. The other group consisted of welfare mothers who were working at least partially at the time of the first interview, or did work even minimally during the ensuing year, or entered the WIN program.

This activity variable was correlated with 8 other variables and was the subject of a regression analysis on these other variables. Table D-14 presents the correlations showing that more activity towards work is significantly associated with having children under 6 years of age, and being less educated. The regressions analysis, which is not here presented in tabular form, showed that when age was held constant, and the Work Composite variable was correlated with the others, its correlation with education remains significant but its correlation with having children over six years of age disappears. This is not surprising since the simple relationship with children over six barely achieved significance.

TABLE D-12

STATUS IN WIN AND OTHER VARIABLES  
FOR WELFARE MOTHERS  
(in percents)

| VARIABLES                      | STATUS IN WIN |               |           |
|--------------------------------|---------------|---------------|-----------|
|                                | Never Started | Not Completed | Completed |
| Future Time Perspective (I-23) |               |               |           |
| Today                          | 28.6          | 21.7          | 25.0      |
| Day-Year                       | 31.2          | 32.5          | 25.0      |
| One to Ten Years               | 22.9          | 24.1          | 15.9      |
| Life-time                      | 17.3          | 21.7          | 32.1      |
|                                | (231)         | (83)          | (44)      |
| Motive to Work (III-18)        |               |               |           |
| Low                            | 30.3          | 31.3          | 22.2      |
| Medium                         | 35.6          | 37.3          | 33.3      |
| High                           | 34.3          | 31.3          | 44.4      |
|                                | (233)         | (83)          | (45)      |
| Work Intention (II-70)         |               |               |           |
| Positive                       | 51.7          | 54.8          | 66.7      |
| Negative                       | 48.3          | 35.2          | 33.8      |
|                                | (36)          | (84)          | (45)      |
| Size Drawn (I-13)              |               |               |           |
| Small                          | 24.8          | 19.0          | 22.7      |
| Medium                         | 55.1          | 53.6          | 47.7      |
| Large                          | 20.1          | 27.4          | 29.5      |
|                                | (234)         | (84)          | (44)      |
| Eyes Drawn (I-16)              |               |               |           |
| Blind                          | 34.2          | 31.0          | 20.0      |
| Pinpoint                       | 19.2          | 14.3          | 15.6      |
| Normal                         | 46.6          | 54.8          | 64.4      |
|                                | (234)         | (84)          | (45)      |
| Placement (I-17)               |               |               |           |
| Top-Left                       | 60.7          | 56.0          | 48.9      |
| Right-Center                   | 22.6          | 17.9          | 37.8      |
| Bottom-Left                    | 6.8           | 10.7          | 4.4       |
| Center-Left                    | 9.8           | 15.5          | 8.9       |
|                                | (234)         | (84)          | (45)      |

TABLE D-12 (cont.)

STATUS IN WIN AND OTHER VARIABLES.  
FOR WELFARE MOTHERS  
(in percents)

| VARIABLES                | WIN STATUS    |               |           |
|--------------------------|---------------|---------------|-----------|
|                          | Never Started | Not Completed | Completed |
| Helplessness (I-24)      |               |               |           |
| Helplessness             | 34.2          | 34.9          | 16.3      |
| Not Helplessness         | 65.8          | 65.1          | 83.7      |
|                          | (231)         | (83)          | (43)      |
| Work Effort (I-22)       |               |               |           |
| Useful                   | 43.3          | 32.1          | 47.7      |
| Not Useful               | 56.7          | 67.9          | 52.3      |
|                          | (231)         | (84)          | (44)      |
| Effort (I-30)            |               |               |           |
| Useful                   | 21.5          | 17.9          | 31.1      |
| Not Useful               | 78.5          | 82.1          | 68.9      |
|                          | (233)         | (84)          | (45)      |
| Times on Welfare (IV-22) |               |               |           |
| First Time               | 53.0          | 61.4          | 57.8      |
| All Time                 | 31.8          | 26.5          | 28.9      |
| On-Off                   | 15.3          | 12.0          | 13.3      |
|                          | (236)         | (83)          | (45)      |

TABLE D-13

WORK STATUS AND OTHER VARIABLES (WELFARE I)  
(in percents)

| VARIABLES                         | WORK STATUS |         |
|-----------------------------------|-------------|---------|
|                                   | Work        | No Work |
| Age Drawn (I-9)                   |             |         |
| Child                             | 31.9        | 38.2    |
| Adult                             | 68.1        | 61.8    |
|                                   | (116)       | (217)   |
| Mouth Drawn (I-12)                |             |         |
| Teeth                             | 4.2         | 6.2     |
| Open-No Teeth                     | 24.2        | 34.4    |
| Closed                            | 71.7        | 59.5    |
| Placement (I-17)                  |             |         |
| Top-Left                          | 49.2        | 62.9    |
| Right-Center                      | 29.7        | 20.3    |
| Bottom-Left                       | 9.4         | 6.3     |
| Center-Left                       | 11.7        | 10.5    |
|                                   | (128)       | (237)   |
| Helplessness (I-32)               |             |         |
| Helplessness                      | 60.9        | 66.4    |
| Not Helplessness                  | 39.1        | 33.6    |
|                                   | (128)       | (235)   |
| Striving (III-42)                 |             |         |
| Low                               | 16.4        | 13.4    |
| Medium                            | 35.9        | 24.8    |
| High                              | 42.7        | 61.8    |
|                                   | (128)       | (238)   |
| Work Intention (II-70)            |             |         |
| Positive                          | 75.0        | 43.9    |
| Negative                          | 25.0        | 56.1    |
|                                   | (128)       | (239)   |
| Gross Motivation to Work (III-39) |             |         |
| Low                               | 53.9        | 68.9    |
| Medium                            | 24.2        | 17.6    |
| High                              | 21.9        | 13.4    |
|                                   | (128)       | (238)   |

TABLE D-14

CORRELATION OF WORK COMPOSITE VARIABLE WITH  
OTHER VARIABLES.

|                   | DSI  | AGE  | CHILDREN<br>OVER<br>6 | EDUCATION | FTP:Q | FTP:PS | W:DAP | W:PS |
|-------------------|------|------|-----------------------|-----------|-------|--------|-------|------|
| Work<br>Composite | -.02 | -.08 | -.10*                 | -.14**    | .01   | .01    | .07   | .04  |

\*p < .05, \*\*p < .01

#### Discussion and Conclusions

The psychological picture which emerges of the Welfare mother is a variable one. They do not seem to be a homogeneous group. Yet on most psychological characteristics, their distribution approaches that of the normal curve. Probably no simple generalizations can be made. Those Welfare mothers with adequate skill, intelligence, education should be looked at differently from those who do not possess these resources. Similarly, it seems to make a difference as to whether mothers have children under six or not.

However, as compared to mothers of similar background who are working, Welfare mothers as a group are in general slightly lower in intelligence, younger, less educated, and less likely to think objectively about the future or care as much about the education of their children. They tend to have more children and be less willing to settle for lower level jobs.

#### The Psychological Variables

On the objective functioning level in relation to intelligence, and future time perspective as measured by the direct questionnaire, Welfare mothers did not do as well. These two variables do correlate significantly with each other and seem also to be related to education, a characteristic of which working mothers had more.

On more subjective, inner personality characteristics as reflected in the telling of stories and drawings, the Welfare mothers do better than the working mothers. This finding, however, is contradicted by the fact that they also seemed to have more weakness as reflected in the projective tests. It is not unusual for strengths and weaknesses to reside side by side in the same individual. However, it might be hypothesized that when this does occur, one would tend to find some unusual behavioral manifestations running

counter to the general population which in this case may be the decision to accept welfare.

It was also found that Welfare mothers as compared to their working controls felt more helpless, less optimistic, less useful, and more concerned about the safety of their children. From the positioning of their drawings, Welfare mothers could be characterized also as very much more cautious, guarded, and tentative in their approach to new situations. Whether this is a reflection of their being on welfare, and therefore concerned with the intentions of authorities, or whether it is a general personality characteristic, was not determined by this study.

#### WIN and Work

Welfare mothers were less motivated to work than were the working mothers. Within the welfare group, motive to work correlated negatively with intelligence. Intelligence also correlated negatively with WIN status (IX-12). Since it was also found that a "work composite" score correlated negatively with having children over six, it might be concluded for AFDC mothers that the brighter ones who have children under six consider it more desirable not to work or be trained for work, at this time. However, those who show higher future time perspective as measured on the objective questionnaire do seem to tend toward higher WIN status.

The psychological variables which seemed related, in general, to greater likelihood of working were (1) future time perspective when it spanned a lifetime; (2) more expansiveness in drawings; (3) less paranoid ideation; (4) less helpless, (5) feelings that expended efforts were useful, (5) identifying more with adults than children, (7) less dependent desire to be given to; and (8) less education.

#### Other Findings

Among the least educated of the Welfare mothers, FTP:PS scores were consistently lower in relation to the lower work interest variables.

The less weakness shown on projective stories, the greater were the chances that the Welfare mother would complete WIN. Not having children under six years of age under these circumstances made the chances even better.

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