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MATURITY OF ADOLESCENT UNWED MOTHERS

by

Sarah L. Claiborne, B.A.

A report submitted in partial fulfillment of the
requirements for the degree of

MASTER OF
SOCIAL WORK

Portland State University

December 14, 1974

MATURITY OF ADOLESCENT UNWED MOTHERS

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MATURITY OF ADOLESCENT UNWED MOTHERS

Adolescence traditionally has been recognized and accepted as a period of exploration of an occasional rebellion against the adult world. Explorations are viewed by behavioral scientists as a quest for identity expansion, and as such, a necessary phase for attaining maturity. Several tasks have been identified which each adolescent must complete if he is to reach maturity. For the present these tasks can be summarized as character formation, attainment of sexual identity, establishment of mature relationships and emancipation from parental control.

Society's attitude towards the rebellion and exploration of youth is mixed. This confusion seems related to a general breakdown in custom, dispensation of child-adolescent labor, and restriction on sexual activity. Perhaps the confusion is particularly noted in relation to the adolescent unwed mother who may be viewed as having violated moral standards.

While America has been from its inception relatively free of entrenched social groups, traditions and values, there were customs and values which served to regulate behavior: curfew, chaperones, maiden aunts in the parlor and mothers in the kitchen.

Today a confused and conflicting message is given to teenagers. They like adults are living in a society which has experienced a revolution both in thought and action concerning sexual behavior. There has been a greater freedom of expression concerning sexual activity, as can be seen

from the writings of Kinsey and Masters and Johnson and from materials which are shown daily in the mass media (Kinsey, Alfred C., 31, Masters, William H. and Johnson, Virginia E., 34). A survey completed by Robert C. Sorenson concerning the sexual mores and sexual attitudes of adolescents in America suggests that both sexes are not only able to talk about their feelings regarding sexual impulses, but a large percentage of adolescents engage in sexual activity. Of the six hundred boys and girls from thirteen to nineteen who answered questions regarding sexual activity, 64 percent of those completing the questionnaire had had sexual intercourse one or more times (Sorenson, Robert C., 46).

There is increasing pressure from parents and schools for the attainment of early maturity. "Going steady" in the first grade, the preteen bra, and evening dances for ten-year-olds are among the indications that pressures from both parents and peer groups have pushed the problems of early adolescence back into the so-called latency period. When this is combined with parental anxiety about popularity and the insistence on a busy social life, the child is likely to develop standards that will not threaten his or her popularity. Highly sophisticated sex information and manuals of procedure and the effects of advertising, movies, television, and books tend to create an emotional environment favorable to active sexual involvement.

For women pregnancy is a difficult time; for the adolescent girl it represents a dual problem: providing for the needs of her child as well as mastering the psychological tasks of adolescence. Erik Erickson has outlined a sequence of developmental phases which he relates to psychosocial development that covers these tasks. Within each phase of the

individual life cycle is a phase - specific developmental task which must be solved by the individual in order for the person to continue his or her psychological maturation. During adolescence problems of coherence, continuity, meaningfulness and self definition may take precedence in individual awareness. At times these problems may take on overwhelming importance (Erikson, E. H., 16).

The years preceding adolescence are believed to be ones of relative calm. It is presumed that conflicts have for the moment subsided. Sexual impulses are for the moment dormant. This is a time of much practical learning. Emergent at this point also is a growing awareness of roles and relationships outside the immediate family setting (Erikson, E. H., 16).

With the advent of puberty, major shifts in psychological as well as physical development usually occur. Previously established ideals, rules, defenses, and perceived continuities are now rearranged or rejected (Erikson, E. H., 16). In addition to the internal biological stresses of intensified sexual drives and rapidly advancing bodily changes, there are numerous pressures of a more social nature. These include issues of new physical and psychological intimacies. Present as well are those problems related to the social setting itself, such as choices of an occupational role, social standing within the local community and dealing with the heightened pressure of the peer group. The adolescent experiences what feels like an urgent pressure to make what appears to be irreversible commitments: commitments of a personal, sexual, occupational, and at times ideological nature (Erikson, E. H. 16). Within the framework of this turmoil, those self-conscious and disquieting questions

of adolescence become more conscious: What do they think of me? Do they like me? What do I stand for? Where do I belong? Definition synthesis and continuity thus become the leading themes of this turbulent time.

What the regressing and growing, rebelling and maturing youth are now primarily concerned with is who and what they are in the eyes of the wider circle of significant people, as compared to what they themselves have come to feel they are; and how to connect the dreams, idiosyncrasies, roles and skills cultivated earlier with the occupational and social prototypes of the day.

The ego of the adolescent is in great need of support yet paradoxically it has to provide this support out of its own resources. Against newly intensified impulses it has to consolidate achievements that have already been reached. The most important of its tasks is the struggle to synthesize all childhood identifications as they become enlarged and enriched by new ones. The successful end result of this struggle will be identity that is confirmed and accepted as such by society (Erikson, E. H., 16).

Erikson then outlines important and specific kinds of adolescent development problems, which are generated by an intertwining of intrapsychic and social forces. They are in essence the problems of identity formation. Erikson's approach to understanding adolescence is in many ways unique.

Within orthodox psychoanalytic theory, adolescence has been discussed in terms of the drives arising from the id, that portion of the personality which is unconscious and contains all the basic instinctual drives, rather than in terms of what the ego, the conscious portion of the personality which serves as a tester of reality, is coping with. When the ego has been discussed, it has usually been in its relation to id drives. Adolescence has been conceived of as a time when a particularly strong id threatens to overwhelm a relatively weak ego. Oedipal feelings are

reawakened, as well as the pre-genital drives. The oedipal striving may be able to accomplish the acts which, at the age of five, could only be restricted to fantasy. Since 1904 a number of psychoanalytic papers have dealt with adolescence mainly as a new edition of the oedipus complex. They fail to consider that the re-animated strivings which impinge upon an ego might have dimensions different from those of childhood (Spiegel, Leo, 47).

Anna Freud, particularly, has concerned herself with the ego of the adolescent, at least in so far as it seeks to defend itself against the id drives. As described in The Ego And The Mechanisms Of Defense, the defenses most typical of adolescence are asceticism and intellectualization. The adolescent may deny the existence of his drives, attempt to repress them; in order to integrate them, eventually, he must learn to allow some safe expression (Freud, Anne, 21). Peter Blos describes the adolescent as having feelings like a stranger in his home after achieving some separation from his parents. The adolescent becomes narcissistic, preoccupied with his own thoughts and feelings. Eventually, he can shift these feelings to objects outside his family (Blos, Peter, 4).

Thus, adolescence is often regarded as a time when stronger sexual id drives are integrated into the personality, when genital primacy becomes complete, and non-incestuous relationships are established. The person becomes secure with himself by cathecting his drives in such a way that they are no longer a threat to him. By finding satisfactory sub-limitations, he finds fulfillment. When his oedipal conflicts are resolved he is able to establish heterosexual relationships.

Erikson's theories do not seem to conflict with these ideas, but they seem to be an addition to them. It should be noted that the conflicts which he postulates take place within the ego itself, rather than between two parts of the psyche. Erikson is concerned with the ego and its relationship to society. His theory offers an approach to understanding important processes which may characterize adolescence. It would seem to merit particular attention from social workers, who are chiefly concerned with the ego and its relationship to society.

As indicated quite strongly above, one aspect of identity is the formation of sexual identity. This is a rather well known adolescent problem: that of deciding whether one is male or female and accepting it. Like other ego conflicts, this one has to do in part with whether or not a person can feel that he or she is acceptable, worth something the way he is. By extension, this would also mean being able to value the things he does, and the people who like him.

Sexual identity does not begin with adolescence however. It begins with a close identification with the parent of the same sex in early childhood. By the end of the third year, children are likely to recognize anatomical differences between the sexes. A child's association with members of his or her own sex is believed to facilitate identification with members of the same sex. Apart from biological differences, a wide variety of characteristics are presumed to distinguish masculine and feminine roles; for the purpose of this study, such non-biological characteristics will be of primary concern. Aggression, deference, dependency and dominance, for example, are considered important behavior in childhood (Kagan, Jerome and Moss, Howard A., 29). A child's interest in and participation in athletics,

manipulation of mechanical objects and competitive activity are assumed to enhance traits of aggression and dominance, traits associated particularly with masculinity. Traits of deference and dependency usually considered more consistent for females are often associated with gardening, music, cooking, and other non-competitive activities (Kagan, Jerome and Moss, Howard A., 29). Robert Sears also indicates that there are types of parent-child relationships that encourage appropriate sex identification (Sears, Robert R., 44). Childhood would appear to be a crucial period not so much because of sexual occurrence, but because of the non-sexual developments that provide the background for later relationships. Finally, the other major task an adolescent faces in establishing an identity is to make important decisions concerning his or her future and to free oneself of earlier attachments to parents. Perhaps relationships to peers is the first phase of that process which enables an adolescent to individualize, build up confidence in oneself and one's abilities. Peers provide comfort particularly during the time when the body image changes, when genital maturity stimulates imagination, and when intimacy with the opposite sex appears as a possibility. Peer groups allow for stereotyping of the adolescent, values and adversaries all of which seem to provide convincing and suitable identities for self and the members of that age group.

Most of the literature regarding the psychosocial development of adolescents is focused primarily on the development of males. While most writers maintain that the psychosocial development of males and females parallel, it is generally agreed that differences in their

development occur which account for differences in their emotional experiences. In spite of this notion the development of females is not written about in the same vein. Moss and Kagan have collected data which suggest some differences peculiar to the development of females. For example, they note few class differences in sexuality among females. One difference which is noted is the age at which members of different classes engage in sexual activity; the higher the class the later the age of first intercourse. Also, for girls the path to a fuller sexuality must pass through processes of loss of inhibition during which girls unlearn in varying degrees attitudes and values that block the experience of her natural internal feeling (Kagan, J. and Moss, H., 29).

Most of the girls in this study were Black, for that reason a discussion of the psychosocial development of Black adolescents seems necessary. Literature dealing with the psychological development of Blacks, however, is sparse: this is particularly true for adolescents. The first study specifically of Black adolescents was made in 1938 by Dollard and Davis (Davis, A., and Dollard, J., 10). Two hundred and seventy-seven upper, middle and lower class New Orleans youngsters were given multiple interviews and psychological tests. The results of the study at that time were interpreted as primarily a consequence of the difference social classes, caste distinctions being assumed to influence all subjects in an essentially uniform manner.

The same subjects were studied twenty years later by Rohrer and his associates (Rohrer, J. H., 42). In the restudy, both social class and self hate as single factor explanations of the psychological development of the subjects were rejected. Instead the subjects were found to fall into five major groups of primary role identifications defined by the

authors as those patterns of cultural identifications instituted in family life and in the manner of training children. Viewing their subjects primarily in terms of orientation to one's cultural nucleus, be it matriarchy, gang, family, middle class, or marginal, is defined by the great variations they found when comparing individual development. Kardiner and Ovessey also studied Black adults and adolescents (Kardiner, A. and L. Ovessey, 30).

Their work differs from Rohrer in both method and interpretation. Using modified psychoanalytic interviews, they examined twenty-five New York Negroes of varying ages, sex and class. On the basis of their detailed case histories they concluded that there are conscious and unconscious trends of self-hatred and identification in all of their subjects.

There are some findings that appear to be common to all of these limited studies. The Black subject or patient is described as having low self image. Sources of data for these findings range widely from free association interviews to the Thompson Picture Arrangement test. Nevertheless, the literature dealing specifically with sexuality of Blacks declines rather sharply in volume and is limited to urban ghettos. It is generally agreed by most writers that the sexual behavior and attitudes of Blacks differ significantly from that of the larger society in American society. Such differences are attributed to the manner in which Blacks were enslaved, the Black's African cultural heritage is believed to have had minor effect on the development of family life in the United States. The loss of African culture tended to free sexual impulse from any kind of control, and the chief restraint placed upon Blacks was through the regulation of sexual relations instituted by slave masters.

Secondly, as a consequence of history and culture, sex has a special significance for Black youth. Among Black males, somewhat similar to lower class white males, having sexual intercourse with many females is a status symbol. Black males are believed to have a carefully organized pattern for seducing females into sexual activity. They have developed what is commonly known as a system of "sweet-talking" a girl: telling her how pretty she is, how happy she could make a man by sharing herself.

On her part, the girl is often willing to accept the male's line if she likes him. By doing so, she demonstrates her attractiveness and maturity as a female. Often she has no choice since there is little chance of her meeting a boy who will not try to seduce her. Failure to give in to some boy's demand for sex relations often means having no male companionship at all and losing status among her friends because she lacks a boyfriend.

There is no evaluation of girls as "good" or "bad" according to whether they are virgins before marriage. All girls are considered as legitimate targets for sexual seduction, and no girl or woman is expected to be virginal except for reason of lack of opportunity or immaturity.

In spite of these experiences and values alleged to be shared by Blacks as a group, differences are noted among income groups. David Schultz indicates that sexual activity occurs in early childhood for lower income Black ghetto dwellers. "Conception as well as child care characteristically begins before marriage when young Blacks are in their early teens: these aspects of maternity, therefore, come to constitute major components of what it means to be a girl and not specifically linked to the role of wife-mother." (Schultz, David, 43). Schultz suggests that motherhood is

hence symbolic of adulthood. Schultz's study suggests further that youngsters in urban areas are free of parental supervision quite early due to the pressure on parents to leave children alone with older children. Forced to be somewhat permissive, parents are unable to assert influence on their teenagers of both sexes who are at this time liable to have conflict with the law for behavior which could be defined in violation of the law if they were adults.

Childers' observations of Black children of Cincinnati during 1936 would seem to concur with Schultz's observations of lower class groups. However, Childers states in addition that generally Black values among children approximate those of the larger society. Speaking of middle and upper class Blacks, he states:

There are more intelligent and ambitious parents, ambitious for position among their own people and greater desire for higher culture. Few mothers go out to work and their children get more intelligent supervision and training. Social outlets are of a higher type. Marriage and home life are secure and stable. While there is an abundance of sex misconduct, sex outlets are better sublimated and governed more according to higher social standards (Childers, A.T., 8).

Abram Kardiner states: "The middle-class Negro female is much like her white sister, education is rigidly puritanical." E. Franklin Frazier indicates that the attitude towards sex among middle class Blacks is indicated by extreme sensitivity to charges that Negroes are freer or more easy in their sexual behavior than whites. These sexual attitudes, if they exist, apparently are ingrained in middle-class Black children by parents.

Although these beliefs about middle-class Black sexual behavior are fairly common in sociological literature, few have been subjected to

skillful research. One such investigation of Negro sexual behavior was undertaken by the Kinsey group. In a sample of 572 Negro females, they found that of the Negro women who went to college or into graduate work, 8 percent had had premarital coitus by age 15, 49 percent by age 20, and 71 percent by age 25 (Kinsey, Alfred C., 31). These levels of sexual experience were higher than white females of equivalent age and education.

Ira Reiss, in attempting to measure attitude to premarital sex among Negroes and whites, tested 1,315 adults drawn randomly from across the nation, with ten percent of them Negroes (Reiss, Ira L., 41).

As a result of this study, it was found, among both adults and students, men and women, that middle-class Negroes' attitudes toward premarital sexual behavior are more permissive than that of whites.

Studies and opinion describing middle-class Blacks about the middle-class Black's sexual inhibitions are somewhat inconsistent. It's possible that the subjects of earlier studies and the subjects of later studies were not the same class of people. The early statements cited were made in the nineteen thirties and forties; the studies by Kinsey and Reiss were conducted from the late forties to the early sixties. The women observed in the thirties and forties were members of the old Negro middle-class. They were raised in a segregated society and married men in the traditional Negro professions--school teachers, college professors, doctors, ministers and businessmen. In contrast, the new middle-class Negro makes a living from occupations and professions in a more integrated setting and has a different set of values towards the world and towards himself as a Negro. But, even more important, these Negroes are part of the massive upward movement occurring among the Negro population. In cases of Negroes

moving from the bottom of society to the middle, many individuals keep the sexual outlook of the lower social level they came from.

In general it would seem that Black families do not deviate necessarily from their counterparts in the White society with respect to aspirations for their offspring. It would seem that the exigencies of daily living often deny the achievements of the most ambitious plans parents, especially of the lower class, have for their children. Although parents set training and discipline goals for their children, these are often undermined by influences beyond their power and the actual control over their children may be lost as early as the fifth or sixth year.

METHODOLOGY

Today the community's relaxation toward the exploration of youth can be seen in relation to the various social agencies designed specifically for adolescents. The State of Oregon Department of Human Resources, Children's Services Division office located in the Albina Multi Service Center in the City of Portland maintains a specialized caseload consisting of adolescent unwed mothers. The agency is staffed by professionals who provide counseling and referral information to pregnant adolescents upon request. The writer's samples were taken from the clients of this Children's Services Division Office. Information regarding the maturity of these adolescents was obtained by questionnaire and by review of case records.

Children's Services Division started its specialized caseload in 1968. At that time, the intake section of Children's Services noted the relatively high number of adolescents in need of financial assistance as well as other services as a consequence of pregnancy. A special caseload was organized to meet the particular needs of this particular group. This report will describe two groups of adolescents obtaining assistance through this specialized unit. These adolescent girls who are either pregnant or primi gravidi and have been defined as emancipated in terms of the state of Oregon's Welfare Code section 2012.1 will be compared to those adolescent girls who remain in their parents' homes as dependents.

Review of statistical data regarding the number of out of wedlock births for the United States indicates a decline in the number of live births to unwed women. Oregon's statistics also indicate a decline; however, if the number of therapeutic abortions (5541) to unmarried women are considered, within Oregon there would appear only 88 fewer live births out of wedlock for the year 1971 (State of Oregon Health Statistics Report 1972, 52). One factor which might have influenced these statistics was the expanded female population in the ages most likely to have children out of wedlock. Fifty-three percent of the mothers were 15-19 years and another 31.6 percent were 20-24 years of age. The figures fail to consider the number of married versus unmarried women in each age group (State of Oregon Health Statistics Report, 1972, 52).

Statistical data for Portland's Model Cities area for the years 1968 through 1972 indicate that the occurrence of live births to unwed mothers increased significantly over the four year period; there is approximately a ten percent increase each year (State of Oregon Census Tract Data 1968, 1969, 1970, 1971, 1972, 53). Information regarding the number of births to adolescents in particular within Model Cities, however, is not available.

Oregon State Welfare policy 2012.1 regarding persons eligible to complete an application for assistance suggests that only those persons who have reached their majority may apply for assistance. Exceptions to this policy are listed as minors who have been emancipated as a result of marriage and/or military service. Another exception would be minors who are considered emancipated after consideration of several factors: 1. ability to provide for oneself, 2. intent of parents to relinquish their rights as parents, 3. parental control is non-existent and 4. the child

conducts himself in an adult manner (State of Oregon Public Welfare Policy, 51). Adolescent unwed mothers deemed emancipated for the purposes of public assistance are considered in light of those four factors.

One would assume that the underlying premise of the factors cited, especially factors one and four, is that a minor had mastered the psychosocial tasks associated with adolescence. An attempt is made herein to devise a technique which will measure the degree to which adolescents are involved with the tasks cited in clinical studies. A fundamental thesis of this study is that maturity for an adolescent is expressed through the tasks which have been defined as the work of adolescence.

Experts in the area of unwed adolescent mothers state that the adolescent who is pregnant or has given birth to a child is no exception to the tasks of adolescence. Lola Bowman states regarding the problems of minor unmarried mothers, "the various psychosocial tasks of adolescence are very much a part of the problems of the minor unmarried mother. Motherhood creates only a possibility of maturity, not maturity itself (Bowman, Lola, 5).

For the purposes of this study, a working hypothesis is that independent adolescent unwed mothers when compared to dependent unwed mothers who remain in their parents home will have completed the tasks of adolescence.

The names of both sample groups for the study were obtained from Albina's Multi-Service Office. Fifteen independent and fifteen dependent adolescents were selected by the social workers of that office's specialized caseload servicing unwed mothers. The social workers were asked to choose clients who were willing to be interviewed and willing to complete a questionnaire. Of the total number of names provided, thirteen dependent and eleven independent girls were available for an interview. Tables VI and VII

summarize the characteristics of all subjects who participated in the study. The sample groups chronological ages varied between fourteen and eighteen years. There is a significant difference between the average age for independent versus dependent groups. All were from the lower social economic class.

Geographically the subjects came from the same area of the city, Portland's Model Cities area. The sample is specific in that it is all female, limited to members of the lower socio economic strata. These restraints were imposed by the nature of the Children's Services specialized caseload which consisted of pregnant or primi gravidi adolescents in need of financial assistance as well as services related to child care.

Interviewing and testing were conducted individually at each subject's home. All interviews were conducted by the investigator, who had been identified as a student at Portland State University interested in unwed mothers who were receiving public assistance.

The questionnaire presented to each group of subjects was designed to allow the adolescent to describe her feelings regarding identity, her social relations, sexual development, and family reactions as well as vocational and educational goals. The questionnaire consisted of thirteen questions; each item was to be answered on a five point scale from strongly agree to strongly disagree. All items on the questionnaire were scored in one direction.

In addition to the thirteen item questionnaire, during each interview the girls were asked a series of questions. The purpose of these questions was to encourage each girl to expand on her feelings.

Social workers were also given a questionnaire designed to rate each client in terms of identity, social relations, sexual attitudes, family relations and vocational goals. The responses on both questionnaires allowed for descriptive information for both groups of adolescents.

QUESTIONNAIRE PRESENTED TO
INDEPENDENT AND DEPENDENT GIRLS

The performance of the two groups of adolescents would suggest no significant differences between dependent girls versus independent girls in their level of maturity. Only slight differences are observed in the amount of anxiety expressed by the subjects in areas concerning parent-child relationships. Since it is probable that some adolescents dislike admitting their problems to others or deny them to themselves, the level of maturity may have been underestimated by the questionnaire. It can be stated that the wishes or problems expressed by the subjects in response to the questionnaire reflect the next step on the developmental ladder. Most of the subjects' responses indicate concern in those areas which are conflictual for adolescents.

CHARACTER FORMATION

A question raised by the study was whether adolescents in these groups would show a sense of identity. Questions one through five as well as question twelve attempted to measure the individual's formation of values and feelings of self. In order to understand the girls sense of satisfaction with her life several items on the questionnaire were concerned with peer group relationships. In an effort to discover who she wants to be, a girl is apt to use a group of friends as a way of gaining identity. In this situation a girl relies on the group for comfort. A question asked each girl but which did not appear on the questionnaire was, "do you belong to any groups?" Four dependent girls stated that they belonged to

some type of group (one girl was a member of her school rally squad, the remaining three belong to church youth groups). The majority of the dependent girls indicated that they did not belong to any organized social group. Not one independent girl indicated membership to a group. Another question asked but which was not on the questionnaire was "what are the best places for getting to know and making friends?" The majority of the girls regardless of her category stated that friends are acquired at school and at parties.

Questions three and four on the questionnaire were concerned with the girls tendency to conform to the standards of peers. In response to question three, seventeen girls agreed that they are comfortable around persons similar to themselves. Eleven dependent girls agreed, whereas six independent girls agreed.

TABLE I
CONFORMITY

Question #3 "People who are friendly and who share manners and appearances similar to mine are most comfortable to be around."

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Dependent	1	11	1		
Independent	2	6	1	2	

Mean 2.1

Each girl was asked "Do you find that your opinions change according to the group of friends you belong to?" The majority answered affirmative.

Question four was concerned with the degree to which girls depend on the group for feelings of importance.

TABLE II
DEPENDENCY ON PEERS

Question #4 "Being a member of a social group helps me feel good about myself."

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Dependent	3	6	4		
Independent		3	4	4	

Mean 2.5

In response to question four several girls made a side comment that it's important to belong to somebody, no one wants to be alone. Nine girls, six dependent and three independent, agreed in response to question four that being a member of a group made them feel good about themselves. An almost equal number of girls, four dependent and four independent, expressed no opinion in response to this question. The girls' responses to questions three and four suggest that these girls tend to belong to informal groups composed of friends they have met either at school or parties, they conform to group pressures, they derive some feeling of importance from group membership and tend to prefer persons similar to themselves in interest, dress and behavior.

Another reaction to groups during adolescence is to rebel against them. An adolescent may gain a sense of authority and individuality by refusing to follow standards established by the group. Item one relates to this feeling of autonomy. The response of the girls to item one irrespective of her category was to strongly agree.

TABLE III

AUTONOMY

Question #1 "It's important that I decide what is the appropriate way for me to act even if it means disagreeing with my friends."

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Dependent	8	4		2	
Independent	8	3			1

Mean 1.6

The mean for question one was 1.6. The response is suggestive of a strong value for independence. When reviewed in relation to question three, question one could be interpreted as the girls' awareness of independence as a value which they give verbal agreement to but in practice are not only dependent on persons like themselves but are swayed by the opinions of friends.

On question five the girls tended to agree or have no opinion regarding their concern for making more friends.

TABLE IV

CONCERN FOR MORE FRIENDS

Question #5 "My main concern is how I can make more friends."

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Dependent	1	4	4	4	
Independent	1	4	3	3	

Mean 2.7

TABLE V
FEELINGS OF IMPORTANCE

Question #2 "One way of being important is to find someone else to look down on."

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Dependent		4	2	5	4
Independent	1	1	1	4	2
Mean 3.5					

TABLE VI
IMPULSIVENESS

Question #12 "I believe that money should be spent for the things I enjoy."

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Dependent	1	4	2	3	3
Independent	1	5	2	2	1
Mean 3.04					

Responses to question twelve seem to be dispersed more than the responses on other questions presented to the girls.

Several questions which were not on the questionnaire were asked to determine whether the girls thought and worried about themselves and their identity as such. The girls were asked, "Do you feel you are the kind of person you want to be?" Seven dependent and six independent girls stated that they are what they want to be. Five dependent girls and five independent girls disagreed. "Do you sometimes feel that no one understands you," was asked in order to understand the girls' sense of isolation. Fifteen girls, eight dependent and seven independent felt at times no one understood them. Whereas nine indicated by response that they felt they were understood.

SEXUAL IDENTITY

Questions six and seven were aimed at determining the degree of comfort the girls felt with the opposite sex as well as with their own sex. Both groups tended to answer these questions in the same manner.

TABLE VII

COMFORT WITH OPPOSITE SEX

Question #6 " I think boys are helpful, understanding as well as loyal and devoted: they make good friends."

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Dependent	3	8		1	1
Independent	1	7	2	2	

Mean 2.2

While both groups agree that boys are friendly and make good friends Table fourteen shows that more dependent girls strongly agreed or agreed in contrast to those adolescents who are emancipated. The responses of independent girls are significant considering the amount of time they spend with boys: it would seem that they have more of an opportunity to know boys as friends.

Question eight was concerned with the girls' feelings towards members of their own sex. Most of the girls qualified their answers to questions eight by stating that whether they spent time with a girl or a boy really depended on the situation.

TABLE VIII
RELATIONSHIP TO MEMBERS OF SAME SEX

Question #7 "Girls are devoted and loyal and make the best friends."

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Dependent	1	6	2	4	
Independent	2	6	3		

Mean 2.4

TABLE IX
PREFERENCE FOR FRIENDS OF SAME SEX

Question #8 "I prefer spending most of my time with friends of the same sex."

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Dependent		7	4	1	1
Independent	1	3	1	6	

Mean 2.8

Out of the total number of girls questioned one-fourth stated that she had no friend to whom she felt especially close. Three girls made the general statement that they like people; one girl was adamant that boys make better friends and that she preferred their company to that of girls. Those girls (six) who indicated that they had a best friend did not regard their friend as someone who could be trusted in discussing feelings or intimate concerns. Rather, friends were seen as persons with whom the girls could discuss safe topics such as parties, special attractions, fashions and boys. The girls who indicated that they were not particularly close to anyone explained their situation by indicating that they

are responsible for their children after school or that they must work. Several of the girls are members of large families and indicate that most of their socializing, whether with boys or girls, is done within the family. Only one of the girls indicated that she continues to date the father of her child. Most of the girls indicated by facial grimaces rather negative feelings toward the father of their child. In regards to boys as friends, the girls seemed to agree that it is difficult to know boys as persons. The girls were asked whether they felt that men respected women or whether it seemed that all boys cared about girls was for sex. Three dependent and two independent girls felt it possible to know boys as persons. The majority of the girls felt it difficult to know boys as persons because boys tend to be aggressive and most of their time when out on a date with boys was spent controlling the aggressiveness of their date.

When asked about their own sexual impulses the girls were reticent to discuss their feelings. Only two girls indicated that they were aware of their feelings; one of the girls, dependent, talked freely about her efforts to obtain birth control pills. Most of the girls indicated by their response to questions regarding their relationship with boys that their effort to know boys on a non-sexual basis is difficult. All of the girls indicated that they would consider having sexual intercourse with someone they liked. Their statements about their own behavior on a date suggested that the majority of the girls are conservative and restrained in their sexual behavior; nine dependent and five independent girls who claimed that they dated at least once a week indicated that kissing, necking are prominent ways of expressing affection--sexual

intercourse was considered acceptable if both boy and girl consented. Five girls, two dependent and three independent, felt that the purpose of all boy-girl relationships was sexual. When asked what effect their pregnancy had on efforts to know boys, the fourteen girls who dated actively stated that they were not sure they were liked by the boys for themselves or seen as being easy.

Several questions in addition to questions six, seven and eight were asked in order to encourage the girls to expand on their feelings regarding the relative value of the male versus the female role. The girls were asked "Do you think that men count more than women in society?" Fourteen girls, eight dependent and six independent, stated yes that they felt men are valued more; they expressed the feeling that boys are pampered and have more free time. Ten of the girls felt that women are as important to society as men. All of the girls were asked to describe how they felt it is to be a woman. With the exception of the two girls, all defined the womanhood in terms of roles: wife, career and mother. The two girls who expressed a different view stated that being a woman meant having an apartment, a job, clothes and a man.

Another group of questions were aimed at determining the girls' feelings regarding the relative value of the women's role in society. They were asked, "Do you feel that raising children is just as rewarding or more so than any work a man can do?" Most of the girls agreed that raising children is important but saw child rearing as only one aspect of what it meant to be as a woman. Most girls felt that having a job was as important as having children. Only two girls felt that raising children was the important work of women.

Another question asked but not included on the questionnaire was, "Do you think you can handle the job of wife and mother?" The majority of the independent girls talked from their experience of having to provide for their child. All of these girls felt it would be difficult to be wife and mother. The dependent girls felt more secure in their ability to handle the job of wife and mother.

PARENTAL IDENTIFICATION

Questions nine and ten were concerned with the girls' relations with parents; again both groups tended to answer these questions in a similar manner.

TABLE X

SIMILARITY BETWEEN GIRLS AND PARENT

Question #9 "I am very much like my parents in the way I behave and in the way I think."

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Dependent	1	6	1	5	
Independent		3		6	2

Mean 3.1

In response to question nine, most girls felt that they were more like their mother and felt close emotionally to their mothers. In fact only one girl indicated that she was close to her father, but she indicated that she did not feel quite as close to him as she did towards her mother. All of the girls felt that their mothers were more understanding of their feelings. While they could not talk about emotional subjects with their fathers, they felt that they could with their mothers. Table eighteen

shows the number of girls residing with their father and those without their father. There is no significant difference in feelings expressed

TABLE XI

GIRLS RESIDING WITH MALE PARENT

	FATHER	NO FATHER
Dependent	6	7
Independent	4	7

for fathers between girls residing with their fathers present and those girls without their fathers present. In general the girls felt that they were more like their mother and felt closer to her emotionally.

Question ten was concerned with the girls preference for their parents company versus their peers. In response to question ten the dependent girls disagreed that parents are fun to be with. One third of the girls expressed no opinion on this question. Slightly over a third of the girls disagreed that parents are fun to be with. General discussion with emancipated girls revealed that in spite of separate residence, they spend a large part of their time with their parents. In fact, these girls as a group were the most difficult to locate because they tended not to be home when the interviewer called on them. Explanations were usually given which explained that they had been with their parents. Apparently mothers or close relatives provide an easy source of baby-sitting, relief from the pressures associated with child care as well as a source for socializing. Requests for help with child care seems to be a source of conflict for the independent girls and their parents.

TABLE XII

PREFERENCE OF PARENTS' COMPANY TO PEERS' COMPANY

Question #10 "My parents are fun to be with and I prefer their company to kids my age."

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Dependent		2	3	7	1
Independent		2	5	3	1

Mean 3.3

EMANCIPATION

TABLE XIII

DEPENDENCY ON PARENTS

Question #11 "Because my parents are always right I depend on them for making decisions for me."

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Dependent			5	6	2
Independent	1	1	3	3	3

Mean 3.6

Question eleven attempts to determine the extent to which subjects are dependent on parents. It's interesting that not one adolescent within the dependent group indicated an opinion that strongly agreed or agreed with the question, rather the majority either had no opinion or disagreed. Again, perhaps their response is suggestive of their desire to be with less parental control.

TABLE XIV

VOCATION

Question #13 "I have definite ideas about what I would like to do as a career or job."

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Dependent	2	6	2	3	
Independent	6	2	2	1	

Mean 2.2

Responses to question thirteen indicate that only a small number of girls have some idea about future vocations. Eight girls had no opinion or disagreed. Six independent girls strongly agreed that they had plans vocationally. Of those six responding strongly agree, three stated that their objective is to complete high school, marriage and find a job. The other two were interested in completing school but had no definite plans in terms of what they would like to happen after completion of high school. One girl indicated that she wanted to enter business as a computer operator. Not only did she express the desire but was able to advise of courses which she had completed which will provide a background necessary for advanced study. Two indicated vague plans to make a life for themselves and their children.

Of the two girls who agreed, one indicated that she was interested in entering the business world; yet, had not been in school for a year because she found it to be boring. The second who agreed indicated that she was also interested in a career as a computer operator. Of the two with no opinion one actually worked regularly; the second knows that she will attend college but had no specific career objective. In general, the girls

were optimistic about the future; this attitude perhaps was related to the encouragement they stated their families offered as well as support of friends.

In the dependent group, two girls who strongly agreed had no definite ideas except feeling that they wanted to do something for themselves and their babies. Of the six who responded by indicating that they agreed only one had definite plans which involved completing her education with the ultimate goal of specialist in the field of mental retardation. Marriage was the objective of the remaining girls. Of the two girls expressing no opinion one had worked as a secretary on a part-time basis. The three who disagreed had no objective with the exception of one who indicated completion of high school.

The majority of the girls are enrolled in some educational program with the primary objective being completion of high school. A small number of them look on completion of high school as essential before they are able to accomplish an ultimate goal which seems to be in industry.

QUESTIONNAIRE PRESENTED TO
SOCIAL WORKERS

The social caseworkers were asked to complete a fourteen item questionnaire. The purpose was to determine how caseworkers viewed their clients. Three social workers of the Albina Multi Service Office's specialized unit participated in the study.

The performance of the social workers as a group indicated that they did not use individual items as separate entries but rather used a common denominator in their ratings, --these can be identified as "agree", "no opinion" and "disagree".

Social caseworkers see their clients as possessing the capacity to assess their own strengths and weaknesses. The girls are seen as having a sense of reality and capability in describing themselves with a degree of objectivity. They are seen as perceptive and able to utilize their cognitive abilities well. Also, the caseworkers saw the girls as being hesitant to relinquish the parental bond. This tendency to hold on to parents may be related to the fact that most of these girls have quite recently become pregnant or mothers.

Although the caseworkers, with the exception of one girl, did not see the girls as having difficulty with identity, there did, in the opinion of the interviewer, appear to be several girls who would approximate Erikson's theory on identity foreclosure. Impressions of the interviewer were based on the life style of the girls as well as the manner in which these girls conducted their interview.

TABLE XV
SELF ESTEEM

Question #1 "Does this person hold herself in high esteem?"

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Dependent		6		6	
Independent	2	4	3	1	1
Mean 2.7 Standard Deviation 1.1 Variance 1.2					

TABLE XVI
OBJECTIVE

Question #2 "Is realistic about strengths and weaknesses?"

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Dependent		7		5	
Independent	1	5	2	2	1
Mean 2.8 Standard Deviation 1.0 Variance 1.1					

TABLE XVII
OBJECTIVE

Question #3 "Objective about herself?"

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Dependent		6	2	4	
Independent		7	3	1	
Mean 2.16 Standard Deviation 8.1 Variance .66					

TABLE XVIII

SELF WORTH

Question #4 "Keeps herself in good physical condition and is careful about her grooming."

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Dependent		8		3	1
Independent	3	6	1	1	
Mean 2.3 Standard Deviation 1.0 Variance 1.1					

TABLE XIX

SELF AWARENESS

Question #5 "Has a clear awareness of self with much self reflection?"

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Dependent		3	4	5	
Independent		3	5	3	
Mean 3.1 Standard Deviation .79 Variance .63					

TABLE XX

IMPULSE CONTROL

Question #6 "Impulse-ridden responds to momentary needs with immediate and inappropriate behavior?"

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Dependent		3		6	
Independent	1	2	2	6	
Mean 3.1 Standard Deviation .96 Variance .92					

TABLE XXI
APPROPRIATE BEHAVIOR

Question #7 "From one social structure to another this person can supply herself to meet the needs of the moment (behavior at school as compared to a party)?"

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Dependent		7	2	3	
Independent		8	1	2	
Mean 2.6	Standard Deviation	.87	Variance	.76	

TABLE XXII
SELECTIVE OF SITUATIONS

Question #9 "Selects situations that will be of benefit and bring satisfaction?"

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Dependent		3	4	5	
Independent		7	2	2	
Mean 2.7	Standard Deviation	.84	Variance	.71	

TABLE XXIII

PROJECTION

Question #10 "Thinks that either people are right or all wrong and when things go right or wrong it's because of others?"

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Dependent		2	1	9	
Independent		2	5	4	
Mean 3.4	Standard Deviation	.77	Variance	.60	

TABLE XXIV

IDENTITY

Question #11 "Has clear differentiation in sexual identity?"

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Dependent	2	4	5	1	
Independent	2	4	6		
Mean 2.3	Standard Deviation .81 Variance .66				

TABLE XXV

SOCIAL MATURITY

Question #8 "Has the ability to involve people with her alone or in a large group?"

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Dependent		5	4	3	
Independent		7	3	1	
Mean 2.6	Standard Deviation .76 Variance .57				

TABLE XXVI

PARENTAL DEPENDENCY

Question #12 "Shows little indication to change from present parent-child relationship; feels satisfied with parent versus peer relationship?"

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Dependent	1	1	1	7	2
Independent	1	2	1	5	2
Mean 3.5	Standard Deviation 1.1 Variance 1.3				

TABLE XVII

VOCATIONAL OBJECTIVE

Question #13 "Has some idea about life goals?"

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
<i>Dependent</i>		4	4	3	1
<i>Independent</i>		3	3	4	1
Mean 3.1 Standard Deviation .99 Variance .98					

TABLE XVIII

VOCATIONAL OBJECTIVE

Question #14 "Has taken clear steps consistent with implementing life goals?"

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
<i>Dependent</i>		2	2	8	
<i>Independent</i>		4	5	1	1
Mean 3.1 Standard Deviation .99 Variance .98					

CONCLUSION

It was the object of this study to determine whether differences in maturity occur between those adolescent girls who remain at home with parents and those adolescent girls who are independent of parents. The working hypothesis was that those girls classified by their social worker as independent would have completed the tasks of adolescence. Although several tasks are associated with the psychosocial development of adolescence the study was limited to character formation, sexual identity, mature relationships and emancipation; mastery of these tasks by the adolescent is considered by Erikson and others as essential for maturity. The degree to which each subject has completed these tasks was determined by questionnaire and a series of questions asked by the interviewer during each interview. Review of the girls' responses lead to the conclusion that the differences noted are not statistically significant; the hypothesis is therefore rejected. The study does support data suggesting that adolescents share similar concerns regarding the tasks of adolescence.

CHARACTER FORMATION. Character formation is considered by Erikson as the essential work of adolescents. This task involves the integration of those concepts an individual has of herself which are arrived at during an earlier stage of development with changes experienced in physical and social life during adolescence. Both Gitelson and Erikson speak of youth's need for a "psychological moratorium" in which the

individual can experiment with her own identity, with her relationship with other people and with ideas without having to commit herself. Peer groups are felt to provide an atmosphere conducive to ego identity. The influence of the peer group in shaping values, ideals, attitudes and interests is reflected in the title of Coleman's book, The Adolescent Society. Coleman describes the high school as a cruel jungle of dating and rating, with tightly knit ingrown cliques. This society maintains only a few threads of connection with the adult society (Coleman, Samuel J., 9). In his efforts to describe the value system of contemporary adolescent society and to clarify the discrepancies between the adolescent's values and their parents, Coleman states that among girls, for example, social success, physical beauty, enticing manners and nice clothes are highly rated assets, all of which are more important to the adolescent girl than to the adult.

Data from the study would agree with Coleman's assessment of the school as the place for socializing and shaping values. However, data does not clearly demonstrate how the peer group is instrumental in forming ego identity. The majority of subjects indicate by their response that they prefer to be with peers, however, the intimacy, the sharing of deficiencies, of feelings, and fears does not occur. Identity from the standpoint of competency and the kind of goal ideal toward which one works is not clear from the study.

As with ego identity the study, while suggestive of those problem areas which are of concern to adolescents, does not demonstrate conclusively the process involved in sexual identity. The factors which were felt

significant seem to be rather gross approximations of what really needs to be examined. The study was perhaps more successful in describing sex role behavior than in actually accounting for sexual identity.

The difficulty the investigator had with these areas raises questions regarding the validity of theoretical frames of reference that influence data collection. For example, the woman's adult identity is generally considered to be inspired by the biological fact of procreation. This notion is evident in the writings of Erikson and Sears ("Inner and Outer Space: Reflections On Womanhood," 18; Sears, Robert R., 43). While Sears, for example, acknowledges behavioral components that compose sexual roles, he also stresses the notion that a "single mediating process governs the development of the behavioral products of identity" (Sears, Robert R., 43). Sexual identity according to Sears is dependent on the biological makeup of the person.

In response to those variables concerned with sexual identity and character formation the subjects model themselves after their mothers and assume what could be described as male as well as female responsibilities.

PARENTAL RELATIONSHIPS. The literature on adolescence is replete with generalizations concerning parent-adolescent conflicts. Josselyn suggests that the lack of commitment on the part of adolescents to adult values and roles may be one cause for such conflict. Adolescents are described by Josselyn, Meeks and others as utopian in outlook; the adult world seems cold and mechanical (Josselyn, Irene M., 28; Meeks, John E., 35). The girls of the study believed that they have a good relationship with their parents particularly with their mother. The girls saw their

mothers as warm and understanding; although their feelings toward their mothers were often ambivalent, most girls felt that they understood each other. Communication, however, was not flowing; the girls suggested in their response that communication is often circumscribed and tends to be on safe topics. Where there was a father in the home, the relationship was one of respect and aloofness; the girls' conversations with their fathers did not concern emotion-laden aspects of their life.

Open conflict with parents was avoided by most of the girls. Where the girls disagreed with the views of their parents the girls did not express their feelings openly.

EMANCIPATION. Peer groups are said to offer support to adolescents in their rejection of parents and their parents values. The study did not demonstrate the extent to which the subjects have established independence from the support and maintenance of parental figures. Although dependent girls gave verbal indication that they are more peer oriented, peer relations of the emancipated girls seemed much more absorbing in comparison. Most of the girls seemed to be involved in re-evaluating their feelings towards themselves. They expressed ambivalence regarding their urge to be free of parental ties and to be with their friends of the same age whether of the sex or mixed. The effort to achieve social and sexual maturity seemed to be stymied as a result of the girls pregnancy and motherhood.

In terms of future aspirations all subjects were optimistic. Education was viewed by most of the girls as the primary vehicle for obtaining their future goals.

FINDINGS. The validity of the findings obtained through the use of the questionnaire should be considered since the questionnaire was not used on any other population. The questions were designed to make rather direct inquiries into four different problem areas. As a consequence, they seem to reflect, in part, the tasks which the interviewer aimed to study. The fact that a number of girls responded in such a way to indicate that they have concerns with the tasks of adolescence would indicate that some aspect of maturity has been measured.

It must be emphasized that the sample studied in this investigation is different from most adolescents in the sense that they are either pregnant or have become mothers as well as the fact that they were volunteers for the study. The sample would more than likely be different for adolescents visible in a variety of other contexts. Several other factors made the sample special; namely, the girls were from Portland's Model Cities area and they typified those characteristics frequently cited for target areas of large metropolitan cities. Secondly, the sample is a special group of adolescents since it cannot be considered representative of many female adolescents in the City of Portland.

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In the development of the questionnaire the writer relied in part on Thompson's Q sort. Many items were influenced by the works of E. H. Erikson, A. Freud, P. Blos, J. Meeks, M. Johoda and G. Alport.

QUESTIONNAIRE FOR CASEWORKER

Please circle the response at the end of each statement which you
feel describes the mother best. Strongly agree = SA
Agree = A
Disagree = D
Strongly Disagree = SD
No opinion = N

QUESTIONNAIRE FOR CASEWORKER

1.	<i>Does this person hold herself in high esteem?</i>	SA	A	N	D	SD
2.	<i>Is realistic about strengths and weaknesses?</i>	SA	A	N	D	SD
3.	<i>Objective about herself?</i>	SA	A	N	D	SD
4.	<i>Keeps herself in good physical condition and is careful about her grooming?</i>	SA	A	N	D	SD
5.	<i>Has a clear awareness of self with much self reflection?</i>	SA	A	N	D	SD
6.	<i>Impulse-ridden responds to momentary needs with immediate and inappropriate behavior?</i>	SA	A	N	D	SD
7.	<i>From one social structure to another this person can apply herself to meet the needs of the moment (behavior at school as compared to a party).</i>	SA	A	N	D	SD
8.	<i>Has the ability to involve people with her alone or in a large group.</i>	SA	A	N	D	SD
9.	<i>Selects situations that will be of benefit and bring satisfaction.</i>	SA	A	N	D	SD
10.	<i>Thinks that other people are right or all wrong and when things go right or wrong it's because of others.</i>	SA	A	N	D	SD
11.	<i>Has clear differentiation in her sexual identity.</i>	SA	A	N	D	SD
12.	<i>Shows little indication to change from present parent-child relationships feels satisfied with parent versus peer relationships.</i>	SA	A	N	D	SD
13.	<i>Shows little indication to change from present parent. Has some idea about life goals.</i>	SA	A	N	D	SD
14.	<i>Has taken clear steps consistent with implementing life goals.</i>	SA	A	N	D	SD

QUESTIONNAIRE

1. Age (as of your last birthday)? _____: Sex: M _____ F _____
2. The name of the last school attended? _____
3. What was the last grade you completed in that school:

Grammar	High School	College	More than College
0 6 7 8	9 10 11 12	1 2 3 4	1 2 3
4. What is your present status?
 Never married _____
 Married _____
 Separated _____
 Divorced _____
5. Do you have any children?
 Yes _____
 No _____
6. If you do have children please list the age and sex of your children:

Age at last birthday	Boy	Girl
_____	_____	_____
_____	_____	_____
_____	_____	_____
7. Are you the only child of your parents? _____
 the eldest child of your parents? _____
 the middle child of your parents? _____
 the youngest child of your parents? _____

Please circle the response at the end of each question which expresses your feelings most. Strongly agree = SA

Agree = A

Disagree = D

Strongly Disagree = SD

No opinion = N

1.	It's important that I decide what is the appropriate way for me to act even if it means disagreeing with my friends.	SA	A	N	D	SD
2.	One way of being important is to find someone else to look down on.	SA	A	N	D	SD
3.	People who are friendly and who share manners and appearance similar to mine are most comfortable to be around.	SA	A	N	D	SD
4.	Being a member of a social group helps me feel good about myself.	SA	A	N	D	SD
5.	My main concern is how I can make more friends.	SA	A	N	D	SD
6.	I think boys are helpful, understanding as well as loyal and devoted; they make good friends.	SA	A	N	D	SD
7.	Girls are devoted and loyal and make the best friends.	SA	A	N	D	SD
8.	I prefer spending most of my time with friends of the same sex.	SA	A	N	D	SD
9.	I am very much like my parents in the way I behave and in the way I think.	SA	A	N	D	SD
10.	My parents are fun to be with and I prefer their company to kids my age.	SA	A	N	D	SD
11.	Because my parents are always right I depend on them for making decisions for me.	SA	A	N	D	SD
12.	I believe that money should be spent for the things I enjoy.	SA	A	N	D	SD
13.	I have definite ideas about what I would like to do as a career or job.	SA	A	N	D	SD

Portland mode cities

CITY DEMONSTRATION & JENNY
6329 N.E. UNION AVENUE
PORTLAND, OREGON 97208

TABLE XXIX

ABSTRACT 1968 CENSUS TRACT OF THE CITY OF PORTLAND

Census Tract No.	Total	White	Negro	Other	Total Illegi- timate	White	Negro	Other
22.01	33	13	19	1	14	1	13	
22.02	10	3	7		3	1	3	
23.01	56	10	19		24		24	
23.02	29	10	19		14	3	11	
24.01	44	23	21		14	4	10	
24.02	33	28	3	2	8	8		
32.00	80	56	24		16	7	9	
33.01	62	26	34	2	16	6	10	
33.02	68	14	53	1	35	5	29	1
34.01	84	22	61	1	38	3	35	
34.02	61	5	56		21		21	
36.01	97	62	33	2	20	7	13	
37.02	96	90	5	1	11	8	3	

TABLE XXX

ABSTRACT 1969 CENSUS TRACT OF THE CITY OF PORTLAND

Census Tract No.	Total	White	Negro	Other	Total Illegi- timate	White	Negro	Other
22.01	10	20	20		16	5	11	
22.02	9	3	6		4	1	3	
23.01	67	10	56	1	30	2	28	
23.02	20	12	8		9	2	7	
24.01	62	28	32	2	18	3	15	
24.02	41	33	8		6	4	2	
32.00	87	55	28	4	16	4	2	
33.01	52	12	38	2	14	4	10	
33.02	70	12	54	4	24	3	20	1
34.01	66	19	47		26	5	21	
34.02	76	5	70	1	35	1	33	1
36.01	99	58	39	2	13	4	9	
37.02	119	103	14	2	13	8	5	

TABLE XXXI

ABSTRACT 1970 CENSUS TRACT OF THE CITY OF PORTLAND

Census Tract No.	Total	White	Negro	Other	Total Illegi- timate	White	Negro	Other
22.01	13	12	1		3	2	1	
22.02	5	5			1	1		
23.01	64	14	49	1	34	4	29	1
23.02	18	9	9		6	4	2	
24.01	61	25	36		22	4	18	
24.02	42	31	11		13	7	6	
32.00	105	66	38	1	23	6	17	
33.01	75	24	51		26	6	20	
33.02	62	17	45		25	7	18	
34.01	77	21	54	2	29	2	27	
34.02	92	12	79	1	50	5	45	
36.01	89	42	46	1	22	5	17	
37.02	112	95	16	1	20	13	7	

TABLE XXXII

ABSTRACT 1971 CENSUS TRACT OF THE CITY OF PORTLAND

Census Tract No.	Total	White	Negro	Other	Total Illegi- timate	White	Negro	Other
22.01	22	12	10		5	3	2	
22.02	5	4	1		2	2		
23.01	53	10	10	1	22	4	18	
23.02	15	7	8		5	1	4	
24.01	56	30	26		18	7	10	
24.02	40	30	10		10	6	4	
32.00	75	47	26	2	23	8	15	
33.01	58	13	45		23	2	19	
33.02	68	22	45	1	26	5	21	
34.01	79	28	50	1	37	9	25	1
34.02	79	13	66		36	3	33	
36.01	89	38	51		27	7	18	
37.02	36	30	5	1	4	2	2	

TABLE XXXIII

ABSTRACT 1972 CENSUS TRACT OF THE CITY OF PORTLAND

Census Tract No.	Total	White	Negro	Other	Total Illegi- timate	White	Negro	Other
22.01	14	6	8		7	4	3	
22.02	10	6	4		3	1	2	
23.01	37	6	30	1	17	3	14	
23.02	16	12	4		3	1	2	
24.01	51	19	32		26	10	16	
24.02	21	4			7	5	2	
32.00	76	47	28	1	20	7	13	
33.01	65	20	45		27	8	19	
33.02	71	23	45	3	37	9	27	1
34.01	82	19	61	1	46	7	38	
34.02	81	17	63	1	55	12	43	
36.01	75	33	39	3	15	6	8	1
37.02	48	22	24	2	11	6	5	

TABLE XXIV
INDEPENDENT UNWED MOTHERS

<i>Subject</i>	<i>Age</i>	<i>Year/School</i>	<i>Head/Family</i>
<i>H.C.</i>	<i>18</i>	<i>8</i>	
<i>T.G.</i>	<i>16</i>	<i>10</i>	<i>Father</i>
<i>J.H.</i>	<i>15</i>	<i>10</i>	<i>Mother</i>
<i>S.H.</i>	<i>16</i>	<i>11</i>	<i>Grandmother</i>
<i>B.M.</i>	<i>17</i>	<i>10</i>	<i>Mother</i>
<i>E.M.</i>	<i>16</i>	<i>10</i>	<i>Mother</i>
<i>A.M.</i>	<i>16</i>	<i>10</i>	<i>Mother</i>
<i>F.P.</i>	<i>16</i>	<i>10</i>	<i>Step-Father</i>
<i>L.R.</i>	<i>16</i>	<i>8</i>	<i>Grandmother</i>
<i>G.T.</i>	<i>16</i>	<i>12</i>	<i>Mother</i>
<i>L.W.</i>	<i>16</i>	<i>10</i>	<i>Mother</i>

Average Age 17.10

Except for two subjects all of the girls were black.

TABLE XXXV
DEPENDENT UNWED MOTHERS

<i>Subject</i>	<i>Age</i>	<i>Year/School</i>	<i>Head/Family</i>
<i>D.B.</i>	<i>16</i>	<i>10</i>	<i>Grandfather</i>
<i>V.B.</i>	<i>15</i>	<i>10</i>	<i>Mother</i>
<i>A.B.</i>	<i>15</i>	<i>10</i>	<i>Mother</i>
<i>M.B.</i>	<i>15</i>	<i>10</i>	<i>Mother</i>
<i>T.C.</i>	<i>16</i>	<i>10</i>	<i>Father</i>
<i>V.G.</i>	<i>16</i>	<i>10</i>	<i>Mother (Foster Home)</i>
<i>R.H.</i>	<i>14</i>	<i>9</i>	<i>Mother (Foster Home)</i>
<i>C.M.</i>	<i>16</i>	<i>10</i>	<i>Father</i>
<i>L.P.</i>	<i>15</i>	<i>10</i>	<i>Mother (Foster Home)</i>
<i>D.P.</i>	<i>15</i>	<i>10</i>	<i>Grandmother (Foster Home)</i>
<i>G.S.</i>	<i>16</i>	<i>10</i>	<i>Mother</i>
<i>V.T.</i>	<i>15</i>	<i>10</i>	<i>Mother</i>
<i>D.P.</i>	<i>16</i>	<i>10</i>	<i>Father</i>

Average Age 16.4

All of the girls of the dependent group were black.