

DETERMINING THE NEED FOR A PRESCHOOL CHILD
DEVELOPMENT CENTER FOR CULTURALLY
DEPRIVED CHILDREN IN STILLWATER,
PAYNE COUNTY, OKLAHOMA

By

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CHAPTER I

INTRODUCTION

Purpose of the Study

It was the purpose of this research to determine the extent of need for a preschool child development center for culturally deprived children in Stillwater, Payne County, Oklahoma. Family characteristics were studied and were related to the willingness of the parents for their children to participate in such a proposed center.

Problem

Adequate preschool preparation for all children, including the economically and culturally deprived, has long been a dream of persons interested in the welfare of small children. There has been considerable research on the advantages of such preschool education, especially for those whose homes were inadequate and could not provide the necessary language and relationship tools for successful school achievement.

These dreams and programs moved a step closer to reality with the passage and funding of the Economic Opportunity Act of 1964. Applications for economic aid under this act require specific answers to many questions for which there were no adequate answers available at the moment.

The writer became directly acquainted with these needs and the information required on applications for Community Action Funds in 1965 while working with a group of persons seeking to set up a child develop-

ment center in Stillwater. Informed persons generally agreed that the need existed but they were unable to provide details as to the extent of need, number of children involved, location of these children, or the willingness of parents to participate in a program or center designed to meet these needs. This study is an outgrowth of that involvement.

It is not too difficult a task to identify areas with poorly constructed, deteriorating, or substandard housing. It has been assumed by some that residents of these areas are culturally deprived, but economic need does not always denote cultural deprivation. Other evidence should be sought, learning experiences for children in these homes need to be investigated, and willingness on the part of parents to be involved themselves and/or have their children participate should be determined. Family characteristics such as education, occupation, hours employed, income, family size and marital status, and availability of cultural "tools" may also make for a culturally stimulating or depressing environment.

The writer was unable to find any survey schedule or questionnaire which was considered adequate to the specialized needs of this situation. Several were available for large urban centers on somewhat similar topics, however. The Wichita and Mid-Manhattan studies are examples of these. Modifications of items from these and from the study by Persson (1966) on Head Start participation in the city of Stillwater formed the basis for the questionnaire used in this study.

Procedure

The procedure for this project consisted of the following steps:

1. Survey existing literature to determine criteria used in

classifying a child as culturally deprived.

2. Develop a questionnaire to determine if persons in an area of town that has been identified as a moderate or high welfare incidence area are culturally deprived and if they would be willing to indicate the educational opportunities in their home.
3. Pretest the instrument to determine the extent to which it would provide answers to desired questions.
4. Select homes in areas identified as depressed which have pre-school children.
5. Interview the mothers of each home selected within the population.
6. Analyze the data.
7. Develop an Interviewer Manual to assist in instructing others in the use of the questionnaire.
8. Interpret the results and recommend further study.

CHAPTER II

REVIEW OF LITERATURE

This chapter will survey the literature pertinent to the purpose of this thesis. It will be divided into three major parts: first, characteristics of the culturally deprived; second, education and the culturally deprived; and third, questionnaire development. These should provide the basis for development of the survey instrument in both the content and methodological areas.

The Culturally Deprived

Cultural deprivation is a way of life handed down from parents to children and learned by the younger generation not so much by choice as by necessity. These families have strength, but these are submerged by handicaps which are often numerous and severe and include, among other things, low income, poor education, low-status employment, inadequate housing, and social attitudes and behavior patterns which are dysfunctional in modern society and are included under discussion of the specific areas alone.

Many different terms have been used to refer to the culturally deprived. Brameld (1957), Della-Dora (1963), Johnson (1964), and Riessman (1964) have pointed out some of these and have noted that they place specific emphasis on selected aspects of the total pattern of "disadvantage." "Educationally deprived," "lower socio-economic status," and similar designations are examples. The authors' terms have been

retained in the review of literature but in the broader statements of the thesis itself the more general terms "deprived" and "disadvantaged" will be used without reference to the specific nature or source of the problem.

It should not be inferred, however, that persons or groups to whom these terms are applied are totally lacking in assets either. A look at both strengths and weaknesses may be worthwhile in providing perspective at this point.

The strengths that are found within the home of the culturally deprived family are functional within that home but at the same time they are dysfunctional in the community, in modern American Society. Riessman (1964) points out some of the assets of the culturally deprived family as being,

...the co-operativeness and mutual aid that marks the extended family; equalitarianism, informality, and warm humor; freedom from self-blame and parental over-protection; the children's enjoyment of each other's company, and lessened sibling rivalry; there is security found in the extended family and in the traditional outlook. (p. 48)

The weaknesses far out number the strengths of the culturally deprived family. Referring again to Riessman (1964),

...narrowness of traditionalism, pragmatism, and anti-intellectualism; limited development of individualism, self-expression and creativity, frustration of alienation, political apathy; suggestibility and naivete; boring occupational tasks and broken over-crowded homes, ... (p. 48)

are a few of the liabilities confronting the deprived persons. Riessman (1964) continues by pointing out that,

The anti-intellectualism of the underprivileged individual is one of the most significant handicaps. It is expressed in his feeling that life is a much better teacher than books - theory is impractical; most big ideas that look good on paper won't work in practice; "talk is bull" intellectuals are "phoney eggheads." This anti-intellectualism seems to be rooted in a number of the traits that characterize him; his physical style, alienation, antagonism to the school, defensiveness regarding his gullibility, and his general pragmatic outlook. (p. 29)

Keller (1963) continues by pointing out that these people are the ...poorest elements of the population -- both financially and socially. They hold low-level jobs, and have had such jobs for a number of years. They usually have not finished high school and have few aspirations or chances for upward mobility. (p. 826)

It is not in the home but in society that the culturally deprived person is hardest hit. To improve the chances and aspirations of these people, they must be re-educated to compete with others in modern American Society. As a result of these difficulties faced by the disadvantaged, they will not be able to compete effectively and will therefore be unable to command the better incomes necessary to higher levels of living. This is reflected in the evidence on levels of income among the deprived.

Income

Incomes which are below the poverty line, and/or economic needs of the family are generally associated in the literature with cultural deprivation. The specific dollar income, however, varies with the base year selected by the author, family size, residence, and other specific characteristics.

Lampman (1959) used 1957 as the base year for identifying the dollar value of family income or its equivalent for a four person family in discussing the low income population and economic growth. He discussed economic deprivation and conditions associated with it.

Epstein (1961) noted that in 1959 almost one-fifth of the families, with nearly one-fourth of the nation's children, had low incomes. These are families with incomes below the taxable limit under federal income tax laws. That is, "less than \$1,325 for a mother and a child and less than \$2,675 for a married couple with two children and \$4,000

for a family of six." (p. 12)

Chilman and Sussman (1964) have updated these estimates by stating that the poverty line for a non-farm family of four should be set at \$3,000 per year.

However, an even more recent estimate has been proposed by the Office of Economic Opportunity -- Memorandum No. 25, March 10, 1966 -- comparing family size with family income to determine the "poverty line." This classification is presented in Table I and will be used as the basis for income groupings in this study.

TABLE I
MINIMUM STANDARD INCOME
OF NON-FARM HOUSEHOLDS

Number of Persons in Family	Family Income
1	\$1,500
2	2,000
3	2,500
4	3,000
5	3,500
6	4,000
7	4,500
8	5,000
9	5,500
10	6,000
Over 10 - add \$500 for each additional member	

To show how this low income involves the family, Chilman and Sussman (1964) point out that "...nearly 10 million families ... try to find shelter, feed and clothe their children, stave off disease and malnutrition, and somehow build a better life on less than \$40 a week." (p. 391) Placing this figure on a yearly basis, the family income

would be \$2,080. They go on in the statement that

One-fifth of the 47 million families /9.4 million families/ in the United States in 1962 had total money incomes below \$3,000. Over half of these families /approximately 5.5 million families/ had annual money incomes below \$2,000. (p. 391)

As previously noted, income is often low because of lack of adequate educational background to warrant consideration for higher paying jobs. Educational attainment and educational attitudes are often two sides of the same coin.

Education

Low attainment in the area of education is one of the most significant attributes of the culturally deprived. Chilman and Sussman (1964) state that:

It is well known that poverty particularly affects those who have little education. Two-thirds of our poor families are headed by persons who have less than an eighth-grade education. Another one-fifth of them have, as their head, persons with less than a high school education. ...Opportunities are rich for those who had rich opportunities for education and general development as they were growing up. ...and low -- or virtually no -- demand for the disadvantaged... (p. 392)

Daniel (1964) points that the culturally deprived have

...not had experience with formal education, language, books, and behavioral patterns which are accepted or encouraged in our middle-class society. .../Instead/ they are confronted with difficulties or failures when they attempt to cope with the requirements of school, of work, or of a different way of life. (p. 205)

Anti-intellectualism as noted by Riessman (1964) should be referred to as more damaging to possible gains for adults than adult education or further education for himself. While this is true, it does not hold for aspirations for the educational attainment for the children. The parents' attitude is often "caught" by the child as contradictory to parents' words or pressures.

With this pessimistic outlook toward the school depicted by the parents, one would predict that they do not want an education for their children. This assumption is not supported in the literature as Keller (1963), Della-Dora (1963), and Chilman and Sussman (1964) have all pointed out. Their studies indicate that even though the parents of the culturally deprived child have lost all hopes for further educating themselves, they project even more strongly the need for education on their children. For example, Keller's (1963) study states that the parents

...were asked to indicate a first and a second choice of possible future occupations,... In their choices for boys, fully two-thirds of the parents currently engaged in unskilled and semi-skilled labor or unemployed hoped that their sons would become professional men such as doctors, lawyers, engineers, or business executives. Parents of girls most frequently mentioned such traditional feminine callings as nursing and teaching. (p. 827)

In this same context Riessman (1964) asked of a group of under-privileged persons, both white and negro, "What do you miss most in life that you would like your children to have?" (p. 10) "Education" was the response of over 50 percent of the white and 70 percent of the negro population.

These studies have indicated to the writer that even though the lower-class person is not educated and has no hopes of being so, he still holds high aspirations for his children's education.

However, one might wonder if these high educational aspirations can be properly "sold" to their children, since they hold their negative attitudes toward education.

With the low-level educations and educational aspirations, one might wonder if there is much success with their occupational status.

Employment

Hollingshead (1949) points out that

The association between education, job levels, and prestige in the social structure is so high that the person with more education moves into the high-ranking job and the person with little education into the low-ranking job. Furthermore, and this is the crucial fact from the viewpoint of the person's relation to the social structure, each tends to remain in the job channel in which he starts as a young worker. This is especially true if he has less than a high school education; then he starts as an unskilled menial and has few opportunities in later years to change to skilled labor, business, or the professions. ...Menial tasks, long hours, low pay, and little consideration from the employer produces discontent and frustration, which motivate the young worker to seek another job, only to realize after a few days or weeks that the new job is like the old one. This desire for a more congenial job, better pay, shorter hours, and a better employer gives rise to a drift from job to job. ...Therefore, his chances to be promoted up through the several levels of the job channel in which he functions are severely limited. As the years pass, his position in the economic system becomes fixed, and another generation has become stable in the class structure. (p. 369)

Many people today see housing as a result of income. If this statement is true, low-income must lead to inadequate housing.

Housing

The housing of the culturally deprived is usually sub-standard and located in the "low-rent" district. Weinancy (1964) discussed some of the problems confronting the housing manager as being "...late payment of rent, poor housekeeping and/or destruction of property, too many children inadequately cared for, and illegitimacy or the annual arrival of babies after the husband and wife had separated." (p. 452) Weinancy continues by adding that

These problems tend to be symptomatic of impoverished and culturally deprived families who have developed their own self-perpetuating philosophy and behavior patterns which have a certain survival value, but which also alienate them from their neighbors and the rest of society. (p. 452)

One could surmise that the culturally deprived family comes from

a poor rent district with inadequate housing to handle their extended families. These over-crowded housing conditions could have varied effects upon the child.

The Impact on the Child

Many different theories and facts have been developed concerning the disadvantaged child. To some it may seem as though the professional people are eclectic. Havighurst (1964) explains why this is true. He states:

...that disadvantage is a relative term. When we speak of a child as being socially disadvantaged, it is meant that he is disadvantaged relative to some other child for some kind of social life. ...The socially disadvantaged child is one who is handicapped in the task of growing up to lead a competent and satisfying life in the American Society. (p. 211)

Havighurst (1964) explains further

...that socially disadvantaged children may be defined and described in three ways; in terms of certain family characteristics relating directly to the child; in terms of personal characteristics, or in terms of the social group characteristics of their families. (p. 212)

Riessman (1964) further notes that disadvantaged children are relatively slow in performing intellectual tasks. This slowness, he says, is an important feature of their mental style and needs to be carefully evaluated.

For the culturally deprived child to come into a middle-class oriented school, certain experiences need to be developed for him to succeed. If these experiences are gained early enough in the home or in a preschool program, the culturally deprived child may be able to compete more effectively in the school system.

Education and the Culturally Deprived Child

There are two basic theories that have been accepted or adopted by both educators and lay people alike. These have been appropriately stated by Johnson (1964) when he says:

Educational programs are, in general, based upon one of two theories: the theories of equality of education for all children, or the theory that all children should be provided with an identical education. The latter, or the identical education theory is often, unfortunately, wrongly interpreted as equality of education both by the professional educator as well as the lay public, a basic lack of understanding of these fundamental concepts has led to innumerable malpractices and has acted to the detriment of the socially disadvantaged child. (p. 255)

Elementary

Some of the basic reasons the culturally deprived child cannot compete with the middle-class oriented school systems and, therefore, cannot gain an identical education, have been pointed out by Kioeller (1965). He explains that the culturally deprived pupils

...are generally from the lower classes and are generally backward, the second characteristic being generally, though not always, a consequence of the first. Their parents have been unable to give them the background and preparation necessary for formal learning... (p. 147)

Della-Dora (1963) had previously noted that the

Lower social class children evidence a relatively high rate of illness and nutritional deficiencies. They are ignorant of good health practices and/or cannot afford to observe them. They show little interest in or motivation for school affairs. Parents exhibit apathy toward school and a high incidence of social and emotional maladjustment. (pp. 227-228)

Fusco (1964) adds that

Children from [this] impoverished physical and social environment bring attitudes, expectations, and motivations to the school which are often very different from and which may conflict with the values which the school, as a social institution, is attempting to inculcate. (p. 2)

Fusco (1965) points out that educators "...need to strengthen school-home ties as part of a multi-pronged effort to improve educational

opportunities for culturally deprived children." (p. 55) He goes on to say that

Too often, however, efforts to improve school-home relations stumble because they are based on one or more of these seven misconceptions that seem to be widely held among schoolmen concerning programs for the culturally deprived children:

No. 1 - That schools in deprived areas can get parents to cooperate by copying some of the practices used in more privileged communities,...

No. 2 - That an effective school principal somewhere is an effective school principal everywhere,...

No. 3 - That exposing classroom teachers to home and community conditions will "sensitize" them to the difficulties deprived parents face in relating to the schools and lead them to adapt positive attitudes toward parents and their children,...

No. 4 - That culturally deprived parents are unwilling and unable to support and reinforce school efforts made on behalf of their children,...

No. 5 - That the time to begin involving parents in helping their children to succeed in school is when the child enters the first grade,...

No. 6 - That parents will not take advantage of the opportunities offered by the school to increase and broaden their own educational potentials,...

No. 7 - That deprived parents will not take part in groups organized to improve school and community conditions... (pp. 55-56)

Along with these misconceptions, Della-Dora (1963) emphasizes that culturally deprived children "...can learn more than they typically do. The potential for learning is present in a depth and breadth comparable to that which we see in middle-class and upper-class families." (pp. 228-229)

If the schools are ill prepared to cope with the first grade culturally deprived pupil and as Fusco's (1965) previously stated misconception is correct (i.e., "...that the time to begin involving parents in helping their children to succeed in school is when the child enters first grade..." [p. 567]), perhaps preschool programs should be specially developed to cope with the culturally deprived preschooler.

The disadvantaged child comes to school ill-prepared to compete

effectively with the middle-class oriented school system. However, this child is benefited by the fact that his disadvantages do not parallel his lack of potential. To develop this stunted potential, one of two routes may be taken, either "overhaul" the early educational programs or help the child before school. A closer look at these pre-school years may prove advantageous.

Preschool

One of the misconceptions identified by Fusco (1964) was that the parents should begin helping their children to succeed in school starting with the first grade. While it is better to start in the first grade than not at all is too late to gain the maximum advantage for the effort expended. As Deutsch (1964) points out

...the importance of preschool experiences, however, does not derive solely from the fact that it is preschool ...but largely from what is known about the greater resiliency and accessibility of children of preschool age. (p. 192)

Jensen (1963) supports this by stating that, "Our present knowledge of the development of learning abilities indicates that the preschool years are the most important years of learning in the child's life." (p.133)

The reasons for this are pointed out by Liddle (1964), Riessman (1964), and Fusco (1965). To quote Liddle:

It is here that children learn the extent to which people can be expected to help or hurt you, the extent to which you can trust others, and the extent to which the world is going to be a pleasure or painful experience. In the home, children learn to communicate. They pick up the words, the intonations, and the actions which establish or inhibit communication with others. They learn when it is best to withdraw into yourself. In the family the child learns who he is and how he is valued by others. (pp. 311-312)

The significance of early communication in the family had been previously indicated by Gruber (1961). He stated that:

Practice in the use of language begins in infancy ...and is the most difficult thing a person is called upon to learn. Not only does a language develop a national characteristic, but classes within the group - culture set themselves apart by differences in usage. (p. 16)

Fowler (1962) too supports Liddle in saying that, "...concept formation begins during infancy ...several investigations show that children well under three can learn concepts based on the use of tools for solving a problem." (p. 117)

Hymes (1964) advocates that the "...aim to provide challenge, stimulation and enrichment for youngsters whose lives have been made drab and dreary by poverty and depression in which they live." (p. 25)

Deutsch (1964) adds further support to preschool training.

In a primary analysis of some of our own recent data [at the New York Medical Center], we find higher group intelligence test scores among children, who had preschool or kindergarten experiences, as compared with those whose initial contact with the school was in the first grade. (p. 192)

Taking into consideration these needs and the support offered for preschool programs by the authors, one recognizes some implications for the development of a workable program. Johnson (1964) offers three considerations:

...one, the characteristics of the individual for whom the program is being planned must be determined; two, a guess or prognosis concerning the future of these individuals must be made; and three, the program must reflect and be in harmony with the environmental backgrounds they bring with them to school. (p. 257)

To improve the chances for success, the school and homes must be changed to meet the needs of these deprived children. As Butts (1947) puts it, "...teachers and parents need to be educated to be aware of the powerful impact of the early years upon the personality development of their children." (p. 391)

Such needs identified in the community might be met through private endeavor or the modification of the public school to include adequate

preschool opportunities. These programs may be too expensive for private enterprise and since preschool is not part of the educational tradition in most areas, it seems plausible to assume that a community program or center would be more likely, particularly in the light of the 1964 Economic Opportunity Act. The development of such a program should be contingent on the extent of need and located in the target area.

The next step is the very practical one of how to determine such needs.

Method of Identifying the Need

Characteristics of culturally deprived families have been investigated in the literature. Education is a means of modifying or preventing cultural deprivation has been examined at both the elementary and preschool levels. The next question which seems apparent is, "How can the extent of need in a particular community be determined?"

The County Welfare Department could be one of the first contacts in the process. This office, through its director, could identify the high welfare incidence area(s) of the town while maintaining professional responsibility and client anonymity. The County of City School Superintendent's office(s) might be able to provide a current list from a school census of names and addresses of families with preschool children in "poorer" parts of town. The Y.M.C.A. and/or other youth centers or programs might be able to identify families or areas needing the services of a community preschool child development program. Observing the housing conditions on a systematic "tour" of the town would be another way of identifying potential areas for more intensive investi-

gation. None of these was adequate to specifically identify family characteristics or conditions of preschool children "eligible" for participation in a Community Action Program Child Development Center.

To determine the need for a preschool child development center for the culturally deprived in Stillwater, Payne County, Oklahoma, a technique was devised that would be, (1) simple and to the point; and (2) set at the intellectual level of the subjects. The questionnaire seemed most suitable for this task. Since no existing instrument was found which would fit our purposes, it was necessary to develop one. This included ideas from similar questionnaires and the development of additional questions for those areas not covered.

The theory of questionnaire development was examined in the literature and suggestions drawn from the words of Parten (1950), Jahoda (Part I, 1951), (Part II, 1951), Selltiz (1951), Adams (1958), Bingham (1959), Kahn (1962), and Richardson (1965).

Jahoda (Part II, 1951) notes that determining what information the study should seek is the most involved problem of the designer. To do this, she suggests the use of "dummy tables." By doing this in advance the researcher forces himself to definite decisions as to what data are required and just how they will be used. It becomes clearer that certain additional information will be needed and that some items usually included may be omitted. Figures representing possible findings may be entered in order to picture the bearings they would have on alternative hypotheses and to see what new hypotheses they suggest.

The steps in questionnaire development suggested by Jahoda (Part II, 1951) were followed. They are:

1. Deciding what the questionnaire should cover and what type of

questionnaire should be used,...

2. Editing the questionnaire and specifying procedures for its use,...
3. Pretesting the questionnaire,...
4. Re-examination and revision of the questionnaire. (pp. 429-430)

Step 1. Deciding What the Questionnaire Should Cover

And What Type of Questionnaire Should be Used

Kahn (1962) points out that

A major decision in the formulation of questions has to do with the form of the response; that is, whether the respondent is to reply in his own words, or is to select from a series of pre-assigned categories the answer that best approximates his own opinion. Questions of the former type are termed "open" or "unrestricted." The latter type of question is "closed" or "restricted." (p. 58)

The open question allows the respondent to structure the answer as he sees fit; whereas, the closed question allows the respondent to answer in a predictable manner. Since several interviewers were to be used, it was decided that the closed question format would be used. It also made tabulation much less complex.

Two other problems in questionnaire development are pointed out by Adams (1958) as validity and reliability.

Validity has reference to whether the instrument measures what it is intended to measure [while] ...reliability of an instrument in survey work has to do with whether the same answers are obtained to the same questions on different occasions. (p. 8)

In order to gain a valid and reliable answer, Richardson (1965) points out that

...each respondent must be given identical stimuli to evoke valid differentiations between respondents. Thus according to this assumption, if the question is to function as an identical stimulus to every respondent, it must be worded identically each time it is presented. (p. 40)

Bingham (1959) previously noted that the sequence of

The questions must be standardized not only with reference to the form and the precise wording of the question used, but also as to the order

in which the questions are presented and the manner in which they are asked. (p. 136)

Richardson (1950) states that the

...standardized interview .../is one which/ must deal with precisely the same subject matter -- and differences or similarities between respondents must reflect actual differences or similarities between respondents and not differences due to the questions they were asked or to the meaning that they attributed to the question. (pp. 34-35)

Jahoda (Part II, 1951) suggests that

Probably the best way to begin /a questionnaire/ is to outline or list the topics to go into the questionnaire, to consider carefully at this point what is likely to be the best sequence of topics, and then to write the questions. At the writing stage, one can utilize all the suggestions available in other similar questionnaires. If varied questionnaires are at hand that have previously been drafted on the same or similar problems, think the questions, of course, strive not only to improve therein detail but to supplement or replace them in novel ways wherever they can be done to advantage. There are few places in social research where time consuming, painstaking effort is more rewarding than in the preparation of questions. (pp. 428-429)

When developing the questions themselves, Parten (1950) suggests using the following nineteen steps:

1. Use simple words which are familiar to all potential respondents...
2. Make the questions as concise as possible...
3. Formulate the questions to yield exactly the information desired...
4. Avoid "double barreled" or multiple meaning questions...
5. Avoid ambiguous questions...
6. Avoid leading questions...
7. Decide as to your use of prestige names...
8. Avoid "danger words," catchwords, stereotype, or words with emotional connotations...
9. Decide whether to include indirect questions...
10. Be cautious in the use of phrases which may reflect upon the prestige of the informant...
11. Decide on whether to personalize some of the questions...
12. Allow for all possible responses...
13. Make the alternative in multiple choice questions realistic...
14. When a long check list is used, either use card questions or see that the items are rotated on different runs of the schedule...
15. Keep to a minimum the amount of writing required on the schedule...
16. Plan to include a few questions that will serve as checks on the accuracy and consistency of the questions as a whole...
17. Avoid questions that call our responses toward socially

accepted norms or values...

18. Avoid apparently unreasonable questions by using a brief explanation justifying the questions...

19. Plan to compare the responses to single questions with responses to other questions which put the same issue in different context... (pp. 201-218)

Step 2. Editing the Questionnaire and Specifying Procedures For Its Use

Jahoda (Part II, 1951) explains the purpose of the editing of the questionnaire. When she states that, "After all the preceding steps are completed, the questionnaire should be ready to use. The editorial job is directed primarily at making the questionnaire as clear and easy to use as possible." (p. 430) Since this is self-explanatory, we will move to the next point.

Step 3. Pretesting the Questionnaire

The pretest is an extremely important phase of the development of a questionnaire. Jahoda (Part II, 1951) describes

The pretest is a tryout of the questionnaire to see how it works -- whether changes are necessary before the start of the full scale study. The pretest provides a means of catching and solving unforeseen problems in the use of the questionnaire, the phrasing and sequence of questions and length of the questionnaire. Another valuable part of the pretest interview is discussion of the questions with respondents after they have answered them. It is also important to have the interviewer record his observations, criticisms, and suggestions. If substantial changes are necessary, such as adding entirely new questions, a second pretest should be considered. (p. 429-430)

Step 4. Re-examination and Revision of the Questionnaire

Jahoda (Part II, 1951) finally points out that, "In the revision process, it is invaluable to supplement one's own effort by obtaining the critical reactions of individuals who are familiar with

questionnaire methods and with the type of problems at hand." (p. 429)

The questionnaire was critically evaluated by Dr. Stanley Fowler with revisions being made to comply with his suggestion and the suggestions offered by the pretest respondents.

With the completion of these four steps the questionnaire should be ready to use.

The Interview

Before the interviewer starts out, he must, according to Bingham (1959), "...study his questionnaire carefully, not to memorize the questions but to familiarize himself with the purpose of the survey as a whole." (p. 136) Not only must the questionnaire be known well but it must, according to Adams (1958), "...be used informally and with ease." (p. 24)

Implications for the Present Research

The culturally deprived preschool child is confronted with many obstacles which hinder his many activities. As has been noted by many of the authors, this child needs to be educated before he enters the first grade.

To develop a preschool program for the culturally deprived preschoolers without knowing the need of the children, could harm rather than exploit their potential.

A questionnaire was therefore developed to answer many of the questions presented in this chapter concerning this preschool child.

The development of the questionnaire used in this study is discussed in the next chapter.

CHAPTER III

METHODS AND PROCEDURES

The purpose of this study was to determine the need for a preschool child development center for culturally deprived children in Stillwater, Payne County, Oklahoma.

This chapter will include the following discussions: (1) developing the questionnaire, (2) identifying the interviewees, (3) interviewing - Area I, (4) developing the work-time sheet, (5) developing the interviewer manual, (6) training the interviewers, (7) interviewing - Area II, (8) analyzing the data.

Developing the Questionnaire

Careful study of the literature available revealed no questionnaire which would meet the needs of this study. The questionnaire was developed, therefore, not by choice, but by necessity. To insure as much face validity as possible and to avoid needless oversight, the recommendations of Parten (1950), Jahoda (1951), Adam (1958), Bingham (1959), Kahn (1962), and Richardson (1965) were followed.

Areas of desired information were drawn from the review of literature and working tables developed to assist in identifying and organizing specific questions to be included on the schedule. The questionnaire was compiled and edited, pretested, analyzed and revised into the final format. Whenever possible, items were drawn intact from previous

studies, but most items were modified for clarity or applicability and a few were developed from ideas presented in previous studies to meet specific needs of this investigation.

The "closed end" format for question presentation was selected as most appropriate to this study as it, (1) provides categories for all responses and reduces interviewer and editor error through interpretation or bias, (2) simplifies data processing by permitting pre-coding for easy transfer to computer cards for analysis. By designing the questionnaire for the specific tasks of the study it could be set at the desired level and kept simple and to the point.

Two of the most fruitful sources of ideas were the studies of Persson (1966) and Wiener (1956). These proved to be an excellent source for items on family characteristics, especially items numbered 5, 6, 9-18, and 25-33. The Office of Economic Opportunity -- Memorandum Number 25 -- provided the basis for the income family size criteria of classification of families as above or below the "poverty line." Annual incomes were translated approximately into weekly incomes. The initial amount of under \$39 was based in the article by Chilman and Sussman (1964) when they refer to the ten million families living on less than \$40 per week. Weekly incomes were used since most economically disadvantaged persons received their income on a weekly rather than a monthly interval. This is the basis on which McGuire and White (1952) established their source of income scale for prediction of socio-economic status. Questionnaire item number 19 deals with this data.

Educational attainment of parents was also suggested by Chilman and Sussman (1964) who reflect the impact of their education on income, noting that poverty and low education go together. Riessman (1964)

further points out that even though the culturally deprived person may not have an education, he still wants his offspring to gain a "higher" education than his own. Part of question 5 and questions 34 and 35 (Appendix A) were designed in such a manner as to indicate the parental educational attainment and the parental aspirational level for the education of their children respectively.

The importance of the preschool years for learning is pointed out by Liddle (1963), Jensen (1963), Deutsch (1964), and Fusco (1965). Questions 36 through 42 (Appendix A) were developed to provide data on this subject.

Identifying the Interviewees

The County Welfare Office was asked to indicate the "high welfare incidence" area of Stillwater as determined by the number of public assistance cases in the area. For these purposes Aid to Families of Dependent Children, surplus commodities recipients, and outright public assistance cases were included. This area was roughly identified as including the area bounded on the West by Jefferson, on the North by Ninth and Fifteenth on the South and on the East by Main Street. East of Main Street the area extended North to Third Street, South to Nineteenth and East to the West edge of Fairlawn Cemetery. For the purpose of this study the area East of Main Street was referred to as Area I, West of Main Street was referred to as Area II. Area I was approximately three times as large as Area II and was predominately white. (Appendix D)

The 1965 school census was then studied to identify within these areas those families which had preschool children. One hundred and

nineteen families were so identified in Area I and 29 families in Area II.

Additional information was obtained from persons connected with the Y.M.C.A., to be sure that "needy" families in the Y.M.C.A. program were included in the areas above. These were the interviewees of the present study. Selection of culturally deprived families will be discussed in Chapter IV.

Interviewing - Area I

Area I residents were interviewed first. Of the 119 families with preschool children, 73 were interviewed, three refused, and 43 could not be contacted. (Table II) "No contact" families were those with whom no contact was made in the morning and two evening attempts. In these cases the address was assumed to have been incorrect or the family to have moved. This was confirmed in most cases by asking neighbors. Table II is presented as a summary on page 27 in connection with the discussion on Interviewing - Area II.

Sixty of the 73 interviews were conducted by the principal investigator using the questionnaire (Appendix A). Two additional interviewers were trained by the principal investigator to assist with the interviewing. The individual training took more time than the results gained; therefore, an Interviewer Manual (Appendix C) was developed and four interviewers trained using the Manual as a guide. The interviewers, under the supervision of the principal investigator conducted the remaining 42 interviews reported in Table II.

Developing the Work-Time Sheet

A work-time sheet (Appendix B) was prepared to aid the interviewer. This sheet was developed to be used as an aid in contacting the homes and provided space for appropriate comments concerning these contacts. It also had a column for totals which could be used for time and mileage summaries. This sheet, therefore, was used for three purposes: (1) as an address sheet; (2) as a comment sheet; and (3) as a cost analysis sheet.

Developing the Interviewer Manual

Once the patterns of interviewing had been definitely established, an Interviewer Manual (Appendix C) was developed. This manual was prepared with four purposes in mind: (1) to introduce the prospective interviewer to the importance of interviewing; (2) to explain the use of the schedule and provide a sample schedule; (3) to describe a typical interview; and (4) to introduce the importance and use of the work-time sheet.

Training of the Interviewers

The Interviewer Manual was presented to four volunteers who were to become interviewers. The schedule and work-time sheet were explained before the Manual was read. A second meeting was held to discuss problems of interpretation of the Manual. Changes were made based on the interviewers' recommendations. Interviews were conducted as soon as the principal investigator and the interviewers felt competent to handle the required information.

Interviewing - Area II

The second phase of the interviewing was conducted by volunteers trained by the principal investigator. They interviewed the 29 families with preschool children in Area II. (Table II) It should be noted that there were no refusals and no "no contact" families. A possible answer to this may be the greater familiarity of the Area II interviewers with the area and the interviewees. This was primarily responsible for the discrepancies in Area I and Area II interviewing success. However, it may be due to a much greater mobility in Area I.

The interview schedules were edited and the coding programs worked out by the principal investigator in conference with the interviewers.

TABLE II
INTERVIEW SUCCESS BY AREA
(N=148)

	<u>Interview</u>		<u>Refusal</u>		<u>No Contact</u>		<u>Total Families</u>	
	N	%	N	%	N	%	N	%
Area I	73	61.3	3	2.5	43	36.1	119	100.0
Area II	29	100.0	0	0.0	0	0.0	29	100.0
Total	102	68.1	3	2.0	43	29.1	148	100.0

Analyzing the Data

Suggested steps in the analysis of the data were:

1. Identify the culturally deprived for further analysis.
2. Determine the characteristics of the family.
3. Determine the educational and cultural opportunities present within the home.
4. Determine the need and interest in a community preschool program.

CHAPTER IV

RESULTS

The purpose of this thesis was to determine the need for a preschool child development center for culturally deprived children in Stillwater, Payne County, Oklahoma.

Data pertaining to four areas are presented and discussed in this chapter. These areas are: (1) identification of the culturally deprived in Stillwater; (2) description of the characteristics of these families; (3) description of the educational and cultural opportunities present within the homes of those classified as culturally deprived; and (4) indications of the interest of these parents in a preschool program. Findings were then summarized.

Identifying the Culturally Deprived

Before the detailed analysis was made, items number 19 and 5 were studied to determine if a specific family could be identified as culturally deprived. The two criteria on which cultural deprivation classification was based were family size-income and educational attainment.

If the family size-income factor was below Office of Economic Opportunity standards, presented as Table I, the family was considered culturally deprived. If either parent had attended college, it seemed illogical to consider the family as "culturally deprived" even though

the family income was very low. Therefore, both criteria had to be met before a prospective family was classified as culturally deprived in this study.

Seventy-three families met both criteria of cultural deprivation. Twenty-nine were excluded, 25 on the family size-income test and four on the basis of education. These four were college students working toward advanced degrees but on very limited incomes. All four of these families were living in Area I.

The sample retained for further study consisted of 46 families from Area I and 27 families from Area II. (Table III) These 73 families composed 71.6 percent of the 102 families interviewed.

TABLE III

FAMILY CLASSIFICATION ACCORDING TO CULTURAL
DEPRIVATION CRITERIA BY RESIDENTIAL AREA
(N=102)

Family Classification	Area I		Area II		Total	
	N	%	N	%	N	%
Excluded on Family Size- Income Criterion	23	22.5	2*	2.0	25	24.5
Excluded on Education Criterion	4	3.9	0	0.0	4	3.9
Total Not Culturally Deprived	27	26.5	2	2.0	29	28.4
Culturally Deprived	46	45.1	27	26.5	73	71.6
Total	73	71.6	29	28.4	102	100.0

*Also excluded on education criterion.

Characteristics of the Families

The families of this study fall below the minimum standard income and are considered culturally deprived. They should also agree in other categories with descriptions of cultural deprivation referred to in the review of literature. Analysis of income, family size, education, educational aspirations for the children, employment, marital status, and educational opportunities found within the home are included here.

Income

As has been previously pointed out in the introduction of this chapter, 71.6 percent of the families reported incomes below the minimum standard established by the Office of Economic Opportunity. A closer look at Area I and Area II families indicated that the mean income per week for Area I families was \$77 or \$3,904 per year, whereas, Area II mean income per week was \$59 per week or \$3,068 per year.

(Table IV)

TABLE IV
WEEKLY INCOME OF FAMILIES IN AREA I AND AREA II
(N=73)

Weekly Income of Families	Area I*		Area II**	
	N	%	N	%
\$39 or Below	2	5.3	12	44.4
\$40 - \$54	0	0.0	5	18.5
\$55 - \$69	9	23.7	0	0.0
\$70 - \$84	7	18.5	4	14.8
\$85 - \$99	8	21.1	0	0.0
\$100 - Up	12	31.6	6	22.2
Total	38	100.0	27	100.0

*Area I mean annual income \$3,904. **Area II mean annual income \$3,068

Family Size

The average family size in Area I was 3.84 children and two adults. (The father was absent in one family with five children) In Area II, there were 4.77 children per family with two adults per family in 11 cases and one parent present in 16 families. (There were 16 families with the husband absent leaving 46 children without fathers) (Table V)

TABLE V

NUMBER OF CHILDREN PER FAMILY IN AREA I AND AREA II
(N=73)

Number of Children Per Family	Area I*		Area II**	
	N	%	N	%
1-2	12	26.1	6	22.2
3-4	27	58.7	10	37.0
5-6	6	13.0	7	25.9
7-8	1	2.2	2	7.4
9-10	0	0.0	2	7.4
Total	46	100.0	27	100.0

*One family with father absent but with five children

**Sixteen families with fathers absent but total of forty-six children.

Family Size-Income

Referring to Table I, one notes that to classify a family of six as culturally deprived according to the minimum standard income, the family would have to make less than \$4,000 per year, or a family of seven, as in Area II, less than \$4,500 per year. In both Area I and II (see Table IV), the family incomes were below this level and the families were classified as culturally deprived.

Education

The other criteria used to identify culturally deprived families was education. As Chilman and Sussman (1964) pointed out most culturally deprived families are headed by people with less than a high school education. In the 73 families retained for further study, there were 130 adults on whom educational data was obtained. None of these had educations beyond high school. (Table VI)

TABLE VI

WILLINGNESS TO PARTICIPATE IN A PRESCHOOL CHILD DEVELOPMENT CENTER COMPARED BY AREA AND EDUCATION OF THE PARENTS (N=114)

Education of Parents	Willingness to Participate			
	Area I		Area II	
	N	%	N	%
Grade School	2	2.6	3	7.9
Junior High	10	13.2	10	26.3
High School	64	84.2	25	65.8
Total	76	100.0	38	100.0

Della-Dora (1963), Keller (1963), Chilman and Sussman (1964), and Riessman (1965) all pointed out that even though the parents had little education, they had high aspirations for their children's education. In all but three cases the parent indicated the desire that the children have an education above their own with almost all specifying college education for both sons and daughters. (Table VII)

TABLE VII

WILLINGNESS TO PARTICIPATE IN A PRESCHOOL CHILD DEVELOPMENT
CENTER COMPARED BY AREA TO EDUCATIONAL ASPIRATIONS
OF THE MOTHER FOR HER CHILDREN

Educational Aspirations For Child(ren)	Willingness to Participate			
	Area I		Area II	
	(N=38)*		(N=27)**	
	N	%	N	%
Same as Parent				
Son	0	0.0	1	3.7
Daughter	0	0.0	1	3.7
College				
Son	37	80.4	22	81.5
Daughter	33	71.7	23	85.2

*One family did not have a son and five families did not have a daughter.

**Four families did not have a son and three families did not have a daughter.

Employment

Hollingshead (1949) has pointed out that the culturally deprived person usually holds a long hour, low paying job. It was found that 62.9 percent of the Area II mothers, while only 8.70 percent of the Area I mothers were gainfully employed. (Table VIII) The majority of the Area I mothers were housewives. However, one interesting point was that gainfully employed Area I mothers worked eight hours per day and Area II mothers worked 7.6 hours per day.

The males worked longer hours than the females. The mean hours worked per day were 9.28 hours for Area I and 8.57 hours for Area II husbands. Of the Area I fathers, 95.5 percent held full time jobs, while 63.6 percent of the Area II fathers held full time jobs. Data was not available on the 16 fathers not in the home in Area II and the

one father not in the home in Area I. Again one should consult Table VIII for a more concise picture of the data.

TABLE VIII
OCCUPATIONAL STATUS OF THE PARENTS BY RESIDENTIAL AREA
(N=73)

Classification	Area I*		Area II**	
	N	%	N	%
Mothers				
Gainfully Employed				
Full-Time	4	8.7	16	59.2
Part-Time	0	0.0	1	3.7
Housewife	<u>42</u>	<u>91.3</u>	<u>10</u>	<u>37.1</u>
Total	46	100.0	27	100.0
Fathers				
Gainfully Employed				
Full-Time	42	95.5	1	9.1
Part-Time	<u>2</u>	<u>4.5</u>	<u>10</u>	<u>90.9</u>
Total	44	100.0	11	100.0

*Area I - one male totally disabled, one male not present.

Mean hours worked per day by mother-8.00

Mean hours worked per day by father-9.28

**Area II - sixteen males not present

Mean hours worked per day by mother-7.60

Mean hours worked per day by father-8.57

Marital Status

Chilman and Sussman (1964) note a high percentage of one parent families among the culturally deprived. Area II data agrees, but Area I data does not.

Of the mothers in Area I, 97.8 percent were living with their spouse at the time of the interview. In Area II, however, only 40.7 percent were living with their spouse at the time of the interview. In Area II 25.9 percent of the mothers were unwed and 14.8 percent were

separated from their spouse. (Table IX) Of the Area I mothers only 2.2 percent did not have a spouse present.

TABLE IX
MOTHERS' MARITAL STATUS AT THE TIME OF INTERVIEW
IN RESIDENTIAL AREA I AND AREA II
(N=73)

Marital Status	Area I		Area II	
	N	%	N	%
Married	45	97.8	11	40.7
Divorced	1	2.2	2	7.4
Widowed	0	0.0	2	7.4
Single	0	0.0	7	25.9
Separated	0	0.0	4	14.8
Deserted	0	0.0	1	3.7
Total	46	100.0	27	100.0

In Area II 26.3 percent of the mothers had been married more than once as compared with 10.8 percent of the Area I mothers. (Table X)

TABLE X
NUMBER OF MARRIAGES COMPARED BY RESIDENTIAL AREA*
(N=66)

Number of Marriages	Area I		Area II	
	N	%	N	%
1	41	89.1	15	75.0
2	3	6.6	5	25.0
3	2	4.3	0	0.0
Total	46	100.0	20	100.0

*Includes only those who are or have been married.

Need for a Preschool Child Development Program

There were 73 children from newborn to school age in 38 families in Area I, and there were 64 children from newborn to school age in 27 families in Area II. By consulting Table XI, one will notice the breakdown by age of numbers of children available for the preschool program. The need is also supported in the literature cited in Chapter II.

TABLE XI

AGES OF PRESCHOOL CHILDREN IN RESIDENTIAL AREAS I
AND II AVAILABLE FOR A PRESCHOOL PROGRAM
(N=134)

Ages of Children	Area I		Area II		Total	
	N	%	N	%	N	%
0-1	3	4.1	2	3.1	5	3.6
1	4	5.5	7	10.9	11	8.0
2	13	17.8	16	25.0	29	21.2
3	10	13.7	9	14.1	19	13.9
4	22	30.1	17	26.6	39	28.4
5-school	21	28.8	13	23.3	43	24.8
Total Number of Children	73	100.0	64	100.0	134	100.0
Number of Families	38	63.0	27	37.0	65	100.0

Jensen (1963), Deutsch (1964), Liddle (1964), Riessman (1964), and Fusco (1965) all point out the importance of the preschool years for learning. Deutsch (1964) points out that children with preschool training have higher intelligence test scores than do children whose initial contact with school is the first grade.

Mothers' Willingness to Participate

This viewpoint seems to be reflected in the desire of the families classified as culturally deprived since 89 percent wanted their children to attend a preschool program. (Table XII) All mothers in Area II were willing for their children to participate, but eight mothers (11 percent, all in Area I) were unwilling.

TABLE XII

WILLINGNESS TO PARTICIPATE IN A PRESCHOOL CHILD
DEVELOPMENT CENTER AS COMPARED BY AREAS
(N=73)

Culturally Deprived	Area I		Area II		Total	
	N	%	N	%	N	%
Willing	38	52.1	27	37.0	65	89.0
Not Willing	8	11.0	0	0.0	8	11.0

Mothers and Fathers Willingness to Assist

Sixty-eight percent of Area I mothers were willing to assist in the preschool program. However, 26 percent of the mothers thought their husbands would be willing to assist. In Area II, 96 percent of the mothers said they would assist and 36 percent thought their husbands would be willing to assist. (Table XIII)

Type of Program Preferred

If such a program were available, 71.7 percent and 88.9 percent of the Area I and Area II mothers respectively preferred a continuous all day program. (Table XIV)

TABLE XIII

PARENTS' WILLINGNESS TO ASSIST IN A PRESCHOOL CHILD
DEVELOPMENT CENTER COMPARED BY AREA
(N=65)

Parents' Willingness to Assist	Area I		Area II	
	N	%	N	%
Mothers				
Yes	26	68.4	26	96.3
No	12	31.6	1	3.7
Total	38	100.0	27	100.0
Fathers				
Yes	10	26.3	4	36.4
No	28	73.7	7	63.6
Total	38	100.0	11*	100.0

*Sixteen males not present

TABLE XIV

PREFERENCE SHOWN FOR PRESCHOOL PROGRAM IN AREA I AND AREA II
(N=73)

Type Program Desired	Area I		Area II	
	N	%	N	%
Continuous All Day	33	71.7	24	88.9
Split Shift	13	28.3	3	11.1
Total	46	100.0	27	100.0

Summary

The families classified as economically deprived according to the minimum standard income set by the Office of Economic Opportunity also were culturally deprived as indicated by the level of attainments in other aspects of the culture as described in the review of literature. They had low incomes and large families, high school education or less,

and worked long hours on low paying jobs. Area II mothers most likely had married more than once or had not been married, but in Area I both parents were almost always present.

There was a definite interest indicated in the establishment of a preschool child development center. The mothers also showed considerable willingness to assist in the program.

CHAPTER V

SUMMARY AND CONCLUSION

It was the purpose of this thesis to determine the need for a pre-school child development center for culturally deprived children in Stillwater, Payne County, Oklahoma.

The sample for this study consisted of 102 families living in an area identified by the County Welfare Office as a high welfare incidence area of Stillwater.

Summary of Findings

1. Of the 102 families with preschool children interviewed, 71.6 percent were classified as actually being culturally deprived.

2. Each family was judged on the basis of its own size and income. It is interesting to note, however, that in Area I the average annual income per family was \$3,904 with an average family size of six. Area II families had an average annual income of \$3,068 with an average family size of seven. All families retained in this study were classified as culturally deprived according to the Office of Economic Opportunity standards.

3. The mothers, even though they did not have a high education, wanted their children to have at least the same or higher education than their own. Seventy-one of the Area I mothers wanted their sons to attend college, but only 47 percent wanted their daughters to attend.

In respect to Area II mothers, 81 percent wanted their sons to attend college with 85 percent wanting their daughters to attend college.

4. There was a definite desire to have a preschool child development program in Stillwater for the culturally deprived. Sixty-three percent of the Area I mothers indicated approval while 93 percent of the Area II mothers approved.

5. The mothers not only wanted this preschool program, but also were willing to assist. Sixty-eight percent of the Area I mothers and 96 percent of the Area II mothers said they would assist in the program.

6. A continuous all day program was most desirable with 71 percent and 89 percent of the Area I and Area II mothers indicating such.

7. There were 38 mothers with 73 children in Area I who said they desired a preschool child development program; while 27 mothers with 64 preschool children in Area II desired such a program.

Implications

Across the United States, there are children who need, and parents who want their children to have, preschool education. Once the need is recognized and the desire established, programs should be developed.

Cultural deprivation often is not a choice of the individual, but a way of life. To assist these people in preparing themselves to compete more adequately in the middle-class American school system, one method would be to educate the preschool children to a sufficient degree to counter balance their lack of opportunity within the home. By doing this, the children would be helped to acquire an education and to provide a decent life for themselves and their own children in the future.

There is no better way to eliminate poverty than to educate the younger generations.

Recommendations for Further Study

The investigator makes the following recommendations for further research related to this study:

1. To determine if this questionnaire and manual are useful in other communities to determine the need for a preschool child development center for the culturally deprived.
2. To evaluate the child development center in terms of responses from the participants.
3. To compare the children who have had this preschool training with children who have not had this preschool training.

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APPENDIXES

APPENDIX A

**SURVEY TO DETERMINE THE NEED FOR A
PRESCHOOL CHILD DEVELOPMENT CENTER**

INTERVIEWER'S NAME _____

CODE NUMBER _____

Mrs. _____, I am _____.

I am working for (with) _____. We are interested in information that will help us determine the need for a preschool child development center for this community.

I have been told by _____ that you have a (two, etc.) preschool child (ren) by the name (s) of _____.

May I ask you a few questions to aid us in this study?

Code Column

Card type 1 (1)

Code number (2,4)

Card 01 (5,6)

1. Your name is? _____
Last First Middle
2. Your birthdate is? _____ (7,8)
Day Month Year
3. Is _____ your correct address?
4. Can you be reached by phone? yes (1) no (2) _____ (9)
 (If applicable) What is that number? _____
5. What are the names and ages of the people living here? Let's start with the youngest.
 - A. What is the highest grade in school each has completed?
 - B. How is each related to you?
 - C. What is the health condition of each member?

Name	Code age (8,9)	Code grade (11,12)	Code relat (14,15)	Code he (17)
(5,6) _____	_____	_____	_____	_____
(01)M _____	_____	_____	_____	_____
(02)F _____	_____	_____	_____	_____
(03) _____	_____	_____	_____	_____
(04) _____	_____	_____	_____	_____
(05) _____	_____	_____	_____	_____
(06) _____	_____	_____	_____	_____
(07) _____	_____	_____	_____	_____
(08) _____	_____	_____	_____	_____
(09) _____	_____	_____	_____	_____

Card type 2

	Name	Code age (8,9)	Code grade (11,12)	Code relat (14,15)	Code hc (17)
(5,6)					
(10)	_____	_____	_____	_____	_____
(11)	_____	_____	_____	_____	_____
(12)	_____	_____	_____	_____	_____
(13)	_____	_____	_____	_____	_____
(14)	_____	_____	_____	_____	_____
(15)	_____	_____	_____	_____	_____
(16)	_____	_____	_____	_____	_____
(17)	_____	_____	_____	_____	_____
(18)	_____	_____	_____	_____	_____

Grade

grade school - 1-1, 1-2, 1-3, 1-4, 1-5, 1-6.
 junior high school - 2-1, 2-2, 2-3.
 high school - 3-1, 3-2, 3-3.
 college - 4-1, 4-2, 4-3, 4-4.
 graduate - 5-1, 5-2, 5-3, 5-4.
 technical school - 7-1.
 beauty school - 7-2.
 business school - 7-3.
 other - 7-4.

Relationship

(of children)

son - (1)	relatives' boy - (5)
daughter - (2)	relatives' girl - (6)
adopted - son - (3)	no relationship - (7)
adopted - daughter - (4)	

(other than children)

mother - (8), father - (9), mother-in-law - (10), father-in-law
 (11), sibling - (12), sibling-in-law - (13), aunt - (14),
 uncle - (15), other - specify - (16), no relationship - (17),
 husband - (18), self - (19)

Health condition

excellent - (1), good - (2), poor - (3), handicapped - (4),
 permanent disability - (5), temporary disability - (6),
 other - (7)

Code Column

6. Which of the following best describes your situation? Are you ... (1) married, (2) divorced, (3) widowed, (4) single, (5) separated, (6) deserted. _____ (10)
7. (if applicable) What is your husband's name?
- | Last | First | Middle |
|------|-------|--------|
|------|-------|--------|
8. (if applicable) His birthday is? _____ (11,12)
 Day / Month / Year not applicable - (09)
9. (if applicable) Is (was) this your first marriage? yes (1) no (2) not applicable (9) _____ (13)
10. (if applicable) How many times have you been married? not applicable (9) _____ (14)
11. How many children have you had by this (each) marriage? (1) _____, (2) _____, (3) _____, (4) _____,
 (15,16) (17,18) (19,20) (21,22)
 (5) _____
 (23,24)
12. Your occupation is? _____ (25)
 skilled - (1) housewife - (4)
 unskilled - (2) do not work - (5)
 self-employed - (3)
13. What hours per day do you work? _____
 Total number of hours (to be computed) _____ (26,27)
 (If only one place number, use zero (0) before number)
14. How long have you held this job? (nearest year) _____ (28,29)
 (If only one place number, use zero (0) before number)

- | | Code Column |
|---|-------------|
| 15. What other jobs have you held? _____ | (30) |
| skilled - (1) self-employed - (3) | |
| unskilled - (2) none - (4) | |
| 16. (if applicable) Your husband's occupation is?
_____ | (31) |
| skilled - (1) does not work - (4) | |
| unskilled - (2) student - (5) | |
| self-employed - (3) not applicable - (9) | |
| 17. (if applicable) What hours per day does he work?
_____ Total number of hours (to be computed) | |
| _____ not applicable (09) (If only a one | (32,33) |
| place number, use a zero (0) before the number) | |
| 18. (if applicable) What other jobs has he held?
_____ | (34) |
| skilled - (1) none - (4) | |
| unskilled - (2) not applicable - (9) | |
| self-employed - (3) | |
| 19. What is your family income per week before
deductions? This is an approximate value that _____ | (35) |
| will fit into a category. | |
| under - \$39 - (1) \$70 - \$84 - (4) | |
| \$40 - \$54 - (2) \$85 - \$99 - (5) | |
| \$55 - \$69 - (3) \$100 - up - (6) _____ | |
| 20. Are you on social security or public assistance?
yes (1) no (2) _____ | (36) |
| 21. Do you take the daily newspaper? yes (1) no (2) _____ | (37) |
| 22. Do you have a television? yes (1) no (2) _____ | (38) |
| 23. Who determines what is watched? _____ | (39) |
| mother - (1) mother and children - (5) | |
| father - (2) father and children - (6) | |
| children - (3) all - (7) | |
| mother and father - (4) not applicable - (9) | |

- Code Column
24. Do you have a radio? yes (1) no (2) _____ (40)
25. How many books do you have in the home? Such _____ (41)
as -- read list of books in question 26.
- | | |
|---------------|--------------------|
| 1 - 5 - (1) | 21 - 25 - (5) |
| 6 - 10 - (2) | 26 - 30 - (6) |
| 11 - 15 - (3) | 31 - or more - (7) |
| 16 - 20 - (4) | |
26. What types of books are they?
- | | | |
|--------------------------|-------------------|-------------------|
| Bible - religious - (42) | reference - (47) | circle if yes - |
| paperbacks - (43) | fiction - (48) | punch (1) |
| adult - (44) | nonfiction - (49) | do not circle |
| children - (45) | other - (50) | if no - punch (2) |
| text - (46) | | |
27. Are these books read to the children?
yes (1) no (2) _____ (51)
28. Do your children attend a (1) nursery school,
(2) play school, (3) church school, (4) day care
center, (5) other group programs, (6) or are
they cared for by a baby sitter daily? (7) no _____ (52)
29. (if applicable) Are hot lunches provided for
the children by the school? yes (1) no (2)
not applicable (9) _____ (53)
30. (if applicable) How much do you spend per day
for this perschool service? not applicable (9) _____ (54)
- | | | |
|-------------------------|-----------------|-----------|
| \$1 - \$2 - (1) | \$4 - \$5 - (4) | |
| \$2 - \$3 - (2) 1 child | \$5 - \$6 - (5) | 2 or more |
| \$3 - \$4 - (3) | \$6 - \$7 - (6) | |
| | none - (7) | |
31. (if applicable) How many children are included
in this amount?
1 2 3 4 5 6 not applicable - (9) _____ (55)

Code Column

32. Where do your children play outside the home? _____ (56)
- yard - (1) lot - (4)
street - (2) other - (5)
play ground - (3)
33. Who looks after the children while they are playing? _____ (57)
- adult - (1) older sibling - (4)
older peer - (2) sibling the same age - (5)
peer the same age - (3) no one - (6)
34. How much education do you want your daughter (s) to have? not applicable - (9) _____ (58)
- none - (1) above - (4)
below - (2) college - (5)
the same as - (3)
35. How much education do you want your son (s) to have? not applicable - (9) _____ (59)
- none - (1) above - (4)
below - (2) college - (5)
the same as - (3)

I would like to tell you something about this proposed preschool program. It is anticipated that this program will be opened and closed at the time most convenient for the greatest number of families. It would provide such services as; complete adult supervision, play sessions, hot lunches, snacks and naps.

36. If such a program were available, would you prefer a split shift program, having the program opened and closed in the morning and re-opened and re-closed in the afternoon - (1), a continuous all day program - (2), a half day program only

Code Column

- being opened in the morning - (3), or a half
day program only in the afternoon - (4). _____ (60)
37. (if applicable) (split shift) What time would
you want this program opened and closed in the
morning? not applicable - (9) _____ (61)
- 6:00 - (1), 7:00 - (2), 8:00 - (3), 9:00 - (4),
10:00 - (5), 11:00 - (6), 12:00 - (7). _____ (62)
- What time would you want this program opened
and closed in the afternoon? not applicable - (9) _____ (63)
- 1:00 - (1), 2:00 - (2), 3:00 - (3), 4:00 - (4),
5:00 - (5), 6:00 - (6), 7:00 - (7). _____ (64)
38. (if applicable) (all day) What time would you
want the program opened and closed? not
applicable - (9) _____ (65)
- 6:00 - (1), 7:00 - (2), 8:00 - (3), 9:00 - (4),
10:00 - (5), 3:00 - (6), 4:00 - (7), 5:00 - (8). _____ (66)
39. (if applicable) (half day program in the morning)
What times would you want the program opened and
closed in the morning? not applicable - (9) _____ (67)
- 6:00 - (1), 7:00 - (2), 8:00 - (3), 9:00 - (4),
10:00 - (5), 11:00 - (6), 12:00 - (7), 1:00 - (8). _____ (68)
40. (if applicable) (half day program in the afternoon)
What times would you want the program opened and
closed in the afternoon? not applicable - (9) _____ (69)
- 12:00 - (1), 1:00 - (2), 2:00 - (3), 3:00 - (4)
4:00 - (5), 5:00 - (6), 6:00 - (7), 7:00 - (8). _____ (70)
41. Would you be willing to send your children to
such a preschool program? yes (1) no (2) _____ (71)
42. Would you be willing to give some of your time

APPENDIX B

WORK TIME SHEET

Date _____

Interviewer's Name _____

Code #1 NC - no contact; WA - wrong address; R - refused; CA - changed address

Code #2 R - rug; NR - no rug; AR - area rug; C - curtain; NC - no curtain; T - toys; NT - no toys; Cl - clean;
 NC1 - not clean; F - fenced; NF - no fence.

SCH.#	CONT.#	NAME - ADDRESS	TIME			CODE #1	CODE #2	INTER. COST	COMMENTS
			IN	OUT	TOTAL				
	TOTAL				TOTAL			TOTAL	MILEAGE START _____ END _____ TOTAL _____ COST _____

APPENDIX C

INTERVIEWER MANUAL

to

**Determine the Need for a Preschool
Child Development Center**

By

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Oklahoma State University
Stillwater, Oklahoma
1965**

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PART I. INTERVIEWING AND INTERVIEWING TECHNIQUES¹

A. The Interviewer's Job

Interviewing parents is an interesting experience especially for a person who really likes people. From our experience we have found that a person who really likes people can do highly effective interviewing when he has a thorough understanding of a few important facts and guiding principles. The better the interviewer knows these facts and principles, the easier the job of interviewing and the more accurate and useful the facts and figures obtained. When properly done there is real personal satisfaction in interviewing.

Each step of a sample interview survey is carefully planned to provide the most useful information at the least cost. It is what might be called a precision job. The interviewer is the most important "link in the chain" of a successful interview survey. The better he does his job the more reliable the information obtained and the more useful it will be.

¹Except for slight modification in order to conform to the objectives of the present study, this section is a verbatim reproduction of portions of "Training Guide for the June 1954 Enumerative Research Survey." U.S.D.A. - Agric. Marketing Service; Agric. Estimates Div. -- Special Statistics Branch, May 1954.

Interviewing as such has been in use ever since men began to talk to each other. A conversation carried on with a definite motive in mind can be truthfully called an interview. The shopper who questions the grocer as to the price of bananas, the doctor who talks to his patient about his illness, are both doing interviewing.

Interviews vary in purpose and in length according to the motive we have when engaging another person in conversation. It may be for the purpose of giving information, motivating or getting the individual to cooperate, or gathering facts. If we contact a person for the purpose of getting facts concerning himself and his children, our first job is that of getting him to cooperate. We must create a desire in that person to tell us about his educational and vocational plans for his children. In creating this desire, it will be necessary for us to give some information. People just do not "tell all" about the information we are seeking unless they first know why the information is wanted, who wants it, and how it is to be used.

B. The Interviewer Himself

The interviewer must school himself to be an important observer and recorder of facts. His job is neither that of an educator or a missionary. Primarily, his job is to listen, understand and record the facts the respondent gives him in reply to the question he asks. No matter how much the interviewer might disagree with the views of the respondent, it is not his business to try to change the respondent's way of thinking. Arguments are to be avoided at all costs. If the respondent has opinions that he wants to "get off his chest," let him talk, look sympathetic, if

necessary say "Yes, I understand how you feel," and then when you get a chance, proceed with the interview. Very often the most belligerent and argumentative respondent will give the best interview once he has "unloaded his opinions" on a sympathetic listener.

The really good interviewer is honest, intelligent, patient, observant and has both initiative and ingenuity in meeting all kinds of situations. He also is aware of his own prejudices and knows how to control them. It would be foolish to assume that interviewers have no prejudices, just as it would be foolish to assume that any other group has none. All of us have such traits to some extent. The important thing is to recognize them in ourselves and to guard carefully against their entering into our work of objective observation.

Bear in mind that all selected respondents are important, regardless of personal characteristics, color, creed, or economic status. A respondent may be ignorant and you may naturally be impatient with ignorant people; he may be extremely wealthy and you may have a basic distrust for wealth; he may have Holstein cows and you like Jersey cows --- nonetheless, all respondents are important, and objective understanding and tolerance must be adhered to in an interview situation.

We are now ready to consider the actual interview situation and the points that the interviewer should observe in successfully handling the interview.

C. An Interview is a Private Affair

It is not good policy to interview the husband and/or wife in the presence of a group such as their neighbors. Each person's privacy must be respected. If you ask questions in the presence of others, the

respondent will put little faith in your statements that the information he gives will be kept confidential. He is less likely to give actual facts. Though the ideal interview situation is pretty much restricted to the husband and wife, the presence of other members of his family is not to be taken as preventing an interview.

D. Putting the Respondent at Ease

The best way to put the respondent at ease is to act and feel at ease yourself. Act natural and make your own remarks conversational. If possible, notice what the respondent is doing, or some interesting feature of his home, a new garage, a particular brand of grass, excellent view, an unusually large flock of chickens -- something he can rightly take pride in. These are all good topics for opening conversations. We all know, of course, that the subject of weather has for years served as a useful topic for comment in getting acquainted.

The more thoroughly you know the purpose of the survey, the interview schedule and the instructions, the more sure you will be of yourself in meeting the respondent. It is impossible for the interviewer to feel at ease or to have any confidence in his work or himself unless he thoroughly knows what it is about. The interviewer must really believe in his work, and he cannot believe strongly in it unless he thoroughly understands his job. Study the instructions and the background material carefully before attempting an interview. Have the primary purpose of the survey, the over-all objectives, as well as the specific questions, well in mind before attempting the first interview. If this is done, one will be at ease and master of the situation. One is going to be asked questions about the survey. It is only when one

can frankly answer them in a conversational manner that one can establish and maintain the atmosphere necessary for a good interview.

Most people are naturally friendly and helpful and will be willing to talk about their children's goals. When turning in at the gate, or knocking at the door, remember that this errand is a friendly one, that it can be as interesting to the parent as it is to the interviewer. The majority of parents enjoy visitors and will be glad to talk about their children's futures. Records of past surveys show that very few people refuse to answer survey questions. Moreover, when people are asked at the end of an interview how they feel about being interviewed, most of them express a favorable attitude and many of them ask the interviewers to come again.

Every interviewing situation should be something new and challenging. No two interview situations are ever exactly alike. Conditions are different. People are different. One contacts them under different circumstances. Therefore, beware of becoming over-sold on any one method of approach in establishing a friendly relationship. A good general is always alert to changing conditions and varies his strategy accordingly in reaching his objective. So must the interviewer vary his methods in putting the prospective respondent at ease and in gaining his full cooperation.

E. Making the Introduction

The wording of the introduction should be developed to fit the particular individuality of the interviewer and that of the respondent. It should be one that makes him feel at ease and leads directly into the interview. There are four basic points which should be kept in mind in

an introduction.

1. Identify yourself by name and as a representative of the organization you are working with.
2. Explain briefly the purpose of the survey.
3. Explain briefly how the particular respondent was chosen.
4. Assure him that the information given will be held strictly confidential and will not be used to his disadvantage in any way whatsoever.

A good introduction gives the parent some idea of why this information is wanted and needed. Parts of the explanation may need to be repeated later since he may be wondering how you happened to come to him or he may be trying to size you up. He may not get everything that has been said in the introduction, and it may be necessary to make further explanations as the interview progresses. It is important, however, to give the parent as clear an explanation as possible before beginning the schedule. If he is convinced in a general way that the survey is worthwhile, he will have enough confidence to follow right through the schedule. If he is not convinced, he may spend much of the time quizzing the interviewer all through the conversation.

There are two reasons why every respondent should be told how he was chosen. First, he will be curious about it and it is a good idea to satisfy that curiosity in order that all attention can be focused on the survey questions. Second, it is important for him to realize that he is not being checked on because of taxes or anything like that. He should understand that he was chosen purely by chance.

It is also important for each parent to feel certain that the information asked for on the survey is confidential and will not be used

to his disadvantage. He must be assured that the information for any one parent is added to that for many other parents and released as a report for the group as a whole.

F. How to Meet the Parent Who Does Not Want to Cooperate

Actual refusals are rare. The experience of those doing personal interview surveys over a period of years has been only about one or two in a hundred families refuse to cooperate. That means that in many school communities there were no refusals. If refusals come often, usually the interviewer will find something is wrong with the way he introduces himself or explains the purpose of the survey. He should try to improve this part of his work.

For the parent who claims to be against surveys or the administration or for some other reason is antagonistic, the first thing to do is to let him "get it out of his system" and listen sympathetically, but do not argue with him. The minute the interviewer argues or contradicts anything the respondent says, the interview is lost. By the time the respondent makes a few very strong statements and the interviewer listens to him sympathetically, he begins to classify the interviewer with himself. If the interviewer still meets with a refusal, reiteration of the purpose of the survey and why it is being done may help. Comments about some thing in the home of particular interest which this parent obviously is doing better than average will help.

The suggested ideas of how to meet the uncooperative parent are presented to help the interviewer to meet such situations when they arise. The uncooperative parents are few. They are human and like everyone else enjoy talking about their children and what they are doing.

A little praise about something a person is doing well or takes much pride in can mean much. We all like recognition of a job well done. It is up to the interviewer to make the most out of it that he possibly can. Remember that the final results of the survey can be no better than the information the parent reports and the interviewer records on the schedule.

G. Asking the Questions

The questions should be asked as they are worded in the schedule because the same questions are being asked all over the community. It is important that the people answering them understand them the same way. It is well known that even a slight change in the wording of a question will cause a change in answers. If an interviewer says, "You don't do exchange work, do you?" he will have more people answering "no" than if he asks, "Do you do any exchange work?" A deviation from the wording of the questions to the extent of suggesting the answer or putting the answer in the respondent's mouth is a major offense. Such a method of asking the questions can invalidate the survey results as much as any other technique the interviewer uses.

H. Terminating the Interview

When the interview is finished the respondent should be thanked for his help. It is important to leave a good impression. If the interview took longer than the interviewer said it would, be sure to thank the respondent for the extra time by saying, "I'm sorry it took longer than I said, but you had a lot of information to give me." Mention again how it happened he was called on, or comment on the purpose and use of the

survey. This may be helpful in causing him to feel that the time he has given has been very worth while. He can realize this much better after seeing what the survey covers and how useful it can be to have all this information from the same parent.

I. Checking the Schedule

A detailed explanation of any unusual answer should be made on the schedule. In the course of the conversation with the respondent many additional comments come out for which no place is provided on the schedule. Remember that the analyst can work with only what the interviewer turns in. Explanatory notes on the completed schedule should explain any apparent inaccuracies or inconsistencies. Such notes are extremely helpful in analyzing the results. Failure to write in such notes increases the job of reviewing and interpreting the schedules in the State Office and requires a judgment decision which may be a source of possible error in the results. Under the pressure to complete a survey some interviewers may become very lax in checking over each schedule while the interview is fresh in their minds. This part of the job must not be overlooked.

PART II. PREPARATIONS FOR MAKING THE SURVEY

Completion of the following steps, before starting the interview, will help to accomplish the survey with a minimum amount of time and effort.

1. Identification Cards

- (a) After the families have been selected, a 3 x 5 card such as the one shown in Figure 1, should be made for each family to be interviewed.
- (b) A map of the area should be obtained for use with the cards (see next step).
- (c) The identification cards should be arranged in alphabetical order according to street address, i.e., a family living on Ardmore Avenue would come before a family living on Blackwell Road, and a family living at 201 Ardmore Avenue would come before a family living at 501 Ardmore Avenue.
- (d) After the cards have been arranged, the locations can be pin-pointed on the map and the interviews made with the least amount of driving time.

2. Work Time Sheets

- (a) Immediately before departing for a day's interviewing, the following entries must be made:

Family Name	Child's Name
Address	Birthdate of Child
Occupation of Primary Wage Earner	
Card # _____	

Figure 1. Interviewee Card

- (1) Date
- (2) Contact Number*
- (3) Interviewer's Name
- (4) Subject's Name and Address
- (5) Departure Time
- (6) Starting Mileage

3. Immediately Before Entering the Subject's Home

- (a) Check personal appearance.
- (b) Be sure to know names of subject's children.

(This is important)

*i.e., First interview - 1, second interview - 2, etc.

PART III. COMPLETION OF WORK TIME SHEETS

For discussion purposes, let's say the first family was not home. The interviewer comes back to the car and writes the time out and the total time elapsed in the appropriate column. Then the time out of this address is placed in the time in of the next address. The code 1 is filled in as "NC" or no contact.

Let's assume that the people were home and refused to grant the interview. After re-stating the purpose of the interview and the interview was still not granted, the interviewer would return to the car and make note of the reasons for refusal of the interview in the comment column. An "R" would be placed in the code 1 column.

Let's make two other assumptions: suppose someone was contacted but this was not the right address. A "WA" or wrong address would be placed in the code 1 column. However, if the people residing at this address do know the address of the sought after family, the new address will be placed on the identification card and a "CA" or change of address will be placed in the code 1 column.

If the interview is made, the interviewer will place the time out in the proper column. He will then complete the code 2 column placing the proper letter in the column with respect to the rugs, curtains, toys, cleanliness, and fencing. If there are any other comments to be made, they are placed in the comment column.

At the end of the day, all columns on the work time sheet are

totalled. The ending mileage is entered in the item marked "end," and this number subtracted from the "start" item. The cost is figured at the prescribed amount per mile and entered in the item marked "cost."

All questionnaires should be reviewed to correct any errors and the cards need to be placed in their respective orders.

It is important that each question be recorded accurately.

PART IV. AN ANALYSIS OF THE INTERVIEW

As the interviewer reads this section of the manual, it should be understood that it will be involved and will require intense concentration. To understand this with the greatest of ease, place the Interviewer Schedule to the right of the manual and study each question as it is presented.

QUESTION 1: There will be no problem obtaining the subject's name.

However, note that the last name is first and the first name is second with the middle name last. It is important that the name is spelled correctly.

QUESTION 2: The birthdate is assumed to be a touchy question; however, this has not been the case. When the birthdate is given, the day is placed before the month. The month is to be written and not indicated as a number. The year is sometimes not given. If this is the case, the interviewer says, "19 what?" The respondent will usually respond with the appropriate year. The last two digits of the birthdate are placed in the code area. For example, if the year is 1942, the 42 will be placed in the code area.

QUESTION 3: The address is assumed to be correct, but one needs to make sure.

QUESTION 4: If the respondent can be reached by phone, a one (1) is

placed in code area 9 and the phone number is asked for.

If the answer is no, a two (2) is placed in code area 9.

QUESTION 5: (Refer to Figure 2) This is one of the most involved and important questions in the whole interview. The name and age of the youngest member of the family will be placed on line zero-three (0-3). The age, if not a two digit number, is to be entered as a zero digit number, i.e., if a child were three years of age, the age code would be zero-three (0-3). After the names and ages of the children and other members of the family, with the exception of the mother and father, have been determined, the mother's and father's name and age will appear in the zero-one (0-1) and zero-two (0-2) areas respectively. All of the ages will be rounded to the nearest year.

The grade code, as well as the relationship code and health condition code, will be found on the following page. Considering the grade code first, if the child has not started school, the code will be zero-zero (0-0). If, however, the person has started school, the appropriate grade code will be placed in the prescribed area, i.e., if the person were in the ninth grade, a two-three (2-3) would be entered in the grade area.

It is important that the precise relationship of all family members to the subject be obtained. Some of the subjects will not say that their children are adopted. This distinction does need to be made. Here again, if the answer is a single digit number, it will be entered as a

5. a. What are the names and ages of all the people living here.?

Let's start with the youngest.

b. What is the highest grade in school each has completed?

c. How is each member related to you?

d. What is the health condition of each member?

(5,6)	Name	Code Age (8,9)	Code Grade (11,12)	Code Relat (14,15)	Code HC (17)
01	<u>M Jennifer</u>	<u>22</u>	<u>2-3</u>	<u>19</u>	<u>2</u>
02	<u>F Charles</u>	<u>26</u>	<u>3-1</u>	<u>18</u>	<u>2</u>
03	<u>Bob</u>	<u>03</u>	<u>00</u>	<u>01</u>	<u>2</u>
04	<u>Janice</u>	<u>05</u>	<u>00</u>	<u>02</u>	<u>2</u>
05	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>
06	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>
.	<u>.</u>	<u>.</u>	<u>.</u>	<u>.</u>	<u>.</u>
.	<u>.</u>	<u>.</u>	<u>.</u>	<u>.</u>	<u>.</u>
.	<u>.</u>	<u>.</u>	<u>.</u>	<u>.</u>	<u>.</u>
20	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>

Figure 2. Question 5

zero digit answer, i.e., the person is the daughter of the subject, the relationship code would be entered as a zero-two (0-2). By consulting the relationship code for other than children, one notices that there is a mother (8) and a father (9). This does not mean the respondent and her husband, but means the respondent's mother and father, or in other words, the children's grandparents on the mother's side. If one looks further, he will notice there is a husband (18) and a self (19) code. These will go in areas zero-two (0-2) and zero-one (0-1) respectively.

The health condition needs to be accurate. The respondent usually gives answers of good when there is a member of the family in other than good condition, e.g., a respondent gave an answer of good when actually her husband was permanently disabled because of a back condition.

- QUESTION 6:** The marital status of the respondent will be given without hesitation.
- QUESTION 7:** If there is no husband in the home, which will be determined by questions 5 and 6, all other questions pertaining to the husband need not be asked. Those questions are: 7, 8, 16, 17, 18, and 41. If the husband is present, his name is filled in the space provided. Make sure his name is spelled correctly.
- QUESTION 8:** If there is no husband in the home, a zero-nine (0-9) is placed in the code area. If there is a husband in the home, his birthdate is asked and the last two digits of the birthyear are placed in the code area, e.g., if the

respondent was born in 1940, the 40 will be placed in the code area.

QUESTION 9: If the respondent's husband has been killed, they are divorced, or other marital conditions prevail other than the first marriage, the question will be asked as, "Was this your first marriage?" Otherwise this question will be read as, "Is this your first marriage?" If the respondent is single, which is possible, a nine (9) will be placed in the code area. If the response is "yes" or "no," a one (1) or two (2) will be placed in the code area respectively.

QUESTION 10: Here again, if the respondent has not been married, a nine (9) will be placed in the code area. If the respondent has been married one time, i.e., if the respondent responds positively to, "Is or was this your first marriage?" a one (1) will be placed in the code area of question 10. Otherwise, the number of marriages will be placed in the area.

QUESTION 11: The numbers one through five represent the number of marriages and NOT the number of children. If this is a first marriage and the respondent has two children by this marriage, a zero-two (0-2) will be placed in the number 1 area, and a zero-zero (0-0) will be placed in the two through five areas, i.e.,

(1) $\frac{02}{(15,16)}$ (2) $\frac{00}{(17,18)}$ (3) $\frac{00}{(19,20)}$ (4) $\frac{00}{(21,22)}$ (5) $\frac{00}{(23,24)}$

Taking another case, if the respondent has been married two times, has no children by the first and three children

by the second, a zero-zero (0-0) will be placed in the number 1 area and a zero-three (0-3) will be placed in the number 2 area with zero-zeros (0-0) appearing in the three, four, and five areas, i.e.,

(1) $\frac{00}{(15,16)}$ (2) $\frac{03}{(17,18)}$ (3) $\frac{00}{(19,20)}$ (4) $\frac{00}{(21,22)}$ (5) $\frac{00}{(23,24)}$

If, however, the mother has been married two or more times and has children by each marriage, the figure would appear as follows: i.e., there were three children by the first marriage, one by the second and one by the third,

(1) $\frac{03}{(15,16)}$ (2) $\frac{01}{(17,18)}$ (3) $\frac{01}{(19,20)}$ (4) $\frac{00}{(21,22)}$ (5) $\frac{00}{(23,24)}$

When a death of a child has occurred in the family for any reason, that child will still be included as a child by marriage, i.e., if a child has died in the family, but there are two living children, the number of children the mother had or has will be three and not two. However, when listing the names and ages of people living in the home, (question five) the deceased child will not be included.

QUESTION 12: A response of housewife is usually solicited by the respondent. Housewife will be written in the area provided and a four (4) will be placed in the code area. If the occupation is other than housewife, write her occupation in the space provided, and classify it according to the code and place that number in the code area.

QUESTION 13: If the respondent replies with an answer as housewife, the total working hours per day is not important. However, we

need to determine the approximate number of hours the wife is working in the home, e.g., she starts to work at seven and finishes at six in the evening, a seven-six (7-6) will be placed in the area provided, and the total number of hours working will be placed in the area provided. In this example, it would be eleven (11). If, however, it is a single digit number, a zero digit number, a zero digit, i.e., (0-3), will be placed in the code area.

QUESTION 14: The length of time the job has been held will be rounded off to the nearest year. If this is a single digit number, a zero digit, i.e., (0-3), will be placed in the code area. If, however, it is a two digit number, that number will be placed in the code area.

QUESTION 15: When determining what other jobs have been held, one needs only to go back five years. If jobs have been held, that job is placed in the area provided and the code is determined and placed in the code area.

QUESTION 16: If this question is not applicable, a nine (9) is placed in the code area. Otherwise, the husband's occupation is written in the area provided and the appropriate code is written in the code area.

QUESTION 17: If the question is not applicable, a zero-nine (0-9) will be placed in the code area. When determining the hours worked, the beginning and ending hours are placed in the area provided and the total number of hours is placed in the code area. If the total number of hours is a single digit number, a zero digit, i.e., (0-3), will be placed

in the code area. If that number is a two digit number, it will be placed in the code area.

QUESTION 18: The jobs held by the husband, will date back five years. If other jobs have been held within this length of time, the specific job is written in the area and the appropriate code is placed in the code area.

QUESTION 19: The family income is determined, and the appropriate code number will be placed in the code area. If the answer is \$100.00 or more a week, the exact amount of the weekly earnings will be placed in the area provided, and the appropriate code will be placed in the code area.

QUESTION 20: Place the appropriate code number in the code column.

QUESTION 21: Same as question 20.

QUESTION 22: Same as question 20.

QUESTION 23: Same as question 20.

QUESTION 24: Same as question 20.

QUESTION 25: The respondent will usually respond with a, "Well, I don't have any idea." The approximate number of books has to be determined. The appropriate code number is placed in the code area.

QUESTION 26: As the types of books are mentioned, the number is circled. The books that are not mentioned are not circled.

QUESTION 27: Same as question 20.

QUESTION 28: One needs to make certain that the interviewee is aware that the child participates in the program DAILY. The appropriate number is then placed in the code area.

QUESTION 29: If this question is not applicable, a nine (9) is placed

in the code area. Otherwise, the appropriate code, one (1) or two (2), is placed in the provided code area.

QUESTION 30: Same as question 29.

QUESTION 31: Same as question 29.

QUESTION 32: Same as question 20.

QUESTION 33: Same as question 29.

QUESTION 34: If this question is not applicable, place a nine (9) in the area provided. If it does apply, place the appropriate answer in the code area.

QUESTION 35: Same as question 34.

QUESTION 36: If the respondent wants a split program, place a one (1) in the code area. If a continuous all day program is wanted, a two (2) is placed in the code area. When a half-day program is wanted, the response will depend upon whether the respondent wants a half-day program in the morning or a half-day program in the afternoon. Depending upon which is wanted, a three (3) or four (4) respectively will be placed in the code area.

QUESTION 37: If the respondent replies with an answer of wanting a split-shift program, the appropriate code numbers are placed in the code area for the opening and closing shifts of the morning and the opening and closing shifts for the afternoon.

QUESTION 38: If the respondent wanted a continuous all day program, the appropriate code answers are placed in the code area. If the respondent wanted the split-shift program, this question would not be applicable and nines (9) would be placed

in the code area.

QUESTION 39: If the respondent wants a half day program in the morning the times for opening and closing the program will be placed in the appropriate code area. If the respondent wants any other type of program, a nine (9) will be placed in the code areas.

QUESTION 40: If the respondent wants a half day program in the afternoon, the times for opening and closing the program will be placed in the appropriate code area. If the respondent wants any other type of program a nine (9) will be placed in the code areas.

QUESTION 41: Same as quest on 20.

QUESTION 42: Same as question 20.

QUESTION 43: Same as question 29.

QUESTION 44: If the answer is "yes," proceed with questions 43 through 48. If the answer is "no," discontinue the interview.

QUESTION 45: Place the names of other interviewees in the area provided and make sure the names are spelled properly.

QUESTION 46: Place the address in the area provided.

QUESTION 47: Place the phone number in the area provided or check one of the other alternatives.

QUESTION 48: Place the number of preschoolers in the family in the area provided.

QUESTION 49: Place the names and ages of each preschooler in the area provided.

QUESTION 50: If the answer is "yes," check the appropriate area. If the answer is "no," discontinue the interview.

The importance of placing the proper code numbers in the proper code area cannot be overly emphasized. If these code numbers are not properly placed, or properly interpreted, the data for determining the need for such a preschool program is useless.

One will notice that there are either one or two column numbers by each code area. If there is only one number in the column area, there is to be only one number in the code area; if however, there are two numbers in the column area, there has to be two numbers in the code area. This is the reason for the zero digit numbers.

PART V. A TYPICAL INTERVIEW

This will be a typical interview of a family with a husband, wife, son, and daughter with the appropriate code number in parenthesis:

INTERVIEWER: Mrs. Jones?

RESPONDENT: Yes.

INTERVIEWER: I am John Doe with Oklahoma State University. We are conducting a survey to determine the need for a preschool child development center for the community. We understand you have two preschoolers named Bob and Janice. May I ask you a few questions about your family?

RESPONDENT: Yes, won't you come in?

(Enter the house and be seated).

INTERVIEWER: As I am asking these questions, if you have any questions, please stop me. I will be glad to explain them to you. These questions I will ask will be strictly confidential and the answers you give will be known only to you and me. The answers will be coded as you give them. These coded answers will be put on computer cards. There will be no names, phone numbers or addresses connected with these cards. What we are going to establish is a typical family of this community. (You will see, as the interview proceeds, what this family will be made of). Your full name?

RESPONDENT: Mrs. Jennifer Sue Jones.

INTERVIEWER: Is J-E-N-N-I-F-E-R S-U-E J-O-N-E-S the correct way to spell your name?

RESPONDENT: Yes.

INTERVIEWER: Your birthdate is?

RESPONDENT: July 17.

INTERVIEWER: 19--

RESPONDENT: 42. (42)

INTERVIEWER: This is 1003 Stephen Road?

RESPONDENT: Yes, that's right.

INTERVIEWER: Do you have a phone?

RESPONDENT: Yes. (1)

INTERVIEWER: What is that number?

RESPONDENT: HO9-8677.

INTERVIEWER: What are the names and ages of ALL of the people living here? Let's start with the youngest.

RESPONDENT: Bob - he's 3. (03)

Janice - she's 5. (05)

Charles - he's 26. (26)

And me - I'm 23. (23)

INTERVIEWER: What is the highest grade in school each has completed? Bob and Janice haven't started. How much education did Charles have?

RESPONDENT: He went through the tenth. (3-1)

INTERVIEWER: And yourself?

RESPONDENT: I finished the ninth. (2-3)

INTERVIEWER: How is each member of the family related to you? Your son

and daughter?

RESPONDENT: Yes. (son - 0-1) (daughter - 0-2)

INTERVIEWER: Charles?

RESPONDENT: He's my husband. (18)

INTERVIEWER: What is the health condition of each member?

RESPONDENT: Good, I guess. (A 2 is placed in each space)

INTERVIEWER: Which of the following situations best describes your situation? Are you ... married, divorced, widowed, single, separated, or deserted?

RESPONDENT: I'm married. (1)

INTERVIEWER: What is your husband's name?

RESPONDENT: Charles Thomas Jones.

INTERVIEWER: His birthdate is?

RESPONDENT: January 5, 1940. (40)

INTERVIEWER: Is this your first marriage?

RESPONDENT: Yes. (1)

INTERVIEWER: How many times have you been married?

RESPONDENT: Once. (1)

INTERVIEWER: How many children have you had by this marriage?

RESPONDENT: Two. (An 02 in the number 1 area, with 00 in numbers 2, 3, 4, and 5).

INTERVIEWER: Your occupation is?

RESPONDENT: Housewife and secretary. (1)

INTERVIEWER: What hours per day do you work?

RESPONDENT: Eight to five. (0-8)

INTERVIEWER: How long have you held this job to the nearest year?

RESPONDENT: Well, let's see ... 5½ years. (0-6)

INTERVIEWER: What other jobs have you held?

RESPONDENT: None. (4)

INTERVIEWER: Your husband's occupation is?

RESPONDENT: Truck driver. (3)

INTERVIEWER: What hours per day does Charles work?

RESPONDENT: Eight to five, usually. (0-8)

INTERVIEWER: What other jobs has he held?

RESPONDENT: None lately. (0-4)

INTERVIEWER: What is your family income per week before deductions?

This is an approximate value that will fit into a classification. Then the classification number will be put on the card.

RESPONDENT: Well, let's see ... he makes \$250.00 per month, and I make \$100.00. That makes \$350.00.

INTERVIEWER: Then the family makes about \$87.00 per week.

RESPONDENT: That sounds about right. (5)

INTERVIEWER: Are you on social security or public assistance? We know you are paying into them, but are you drawing from them?

(A person who is on public assistance will usually not give a truthful answer because of the stigma involved. Therefore, the social security is added to eliminate, to some extent, the involvement of the question.)

RESPONDENT: No. (2)

INTERVIEWER: Do you take the daily newspaper?

RESPONDENT: No. (2)

INTERVIEWER: Do you have a television?

RESPONDENT: Yes. (1)

INTERVIEWER: Who determines what is watched on the T.V.?

RESPONDENT: My husband and I usually pick what is best for the children to watch. (4)

INTERVIEWER: Do you have a radio?

RESPONDENT: Yes. (1)

INTERVIEWER: How many books do you have in the home? For example, a Bible or religious books, paperbacks, adult books, children's books, text or reference books, fiction and non-fiction books.

RESPONDENT: Well, of course, we've got the Bible, the kids have hundreds of children's books, we have a few texts from high school. Let's see, that's about all.

INTERVIEWER: Can you give me an approximate number?

RESPONDENT: Well, about thirty. (6)

INTERVIEWER: What types of books are they?

RESPONDENT: Bible, children's books, and text books.

(Circle 1, 4, and 5)

INTERVIEWER: Are these books read to the children?

RESPONDENT: Yes - they have them memorized. (1)

INTERVIEWER: Do your children attend a nursery school, play school, church school, day care center, other group program, or are they cared for by a baby sitter daily?

RESPONDENT: Yes, my mother takes care of them while I am working. (6)

INTERVIEWER: Are hot lunches provided for Bob and Janice?

RESPONDENT: Yes. (1)

INTERVIEWER: How much do you spend per day for baby sitting service?

RESPONDENT: Nothing, my mother just loves the children and cares for

them. (7)

INTERVIEWER: How many children are included?

RESPONDENT: Two. (2)

INTERVIEWER: Where do Bob and Janice play outside of the home?

RESPONDENT: In the back yard. (1)

INTERVIEWER: Who looks after them while they are playing?

RESPONDENT: I do. (1)

INTERVIEWER: How much education do you want Janice to have?

RESPONDENT: I think she should have a high school education. (4)

INTERVIEWER: How much education do you want Bob to have?

RESPONDENT: I want him to have a college education. (5)

INTERVIEWER: I would like to tell you something about this proposed preschool program. It is anticipated that this program will be open and closed and be in a location of town that will be acceptable to the greatest number of families in the community. The program will have complete adult supervision. There will be constructive play areas, hot lunches will be provided with snacks in the morning and afternoon, and naps.

If such a program were available, would you prefer a continuous all day program or a split-shift program, having the program opened and closed in the morning and re-opened and closed in the afternoon, a half-day program only being opened in the morning, or a half-day program only in the afternoon.

RESPONDENT: I would want a continuous all day program. It would suit me best. (2)

INTERVIEWER: What time would you want such a program opened and closed?

RESPONDENT: Oh, about eight in the morning until about four in the afternoon. (3) (6)

INTERVIEWER: Would you be willing to send Bob and Janice to such a program if it were available?

RESPONDENT: Oh yes, I think it is needed very much. (1)

INTERVIEWER: Would you be willing to give some of your time as an assistant or helper in such a program?

RESPONDENT: Yes, when I have time. (1)

INTERVIEWER: Would Charles be willing to assist in such a program? By this, we mean if some work needs to be done around the school, we would like to be able to call on some of the husbands to help.

RESPONDENT: Yes, I think he would when he has time. (1)

INTERVIEWER: Do you know other people in the community with preschool children who would be willing to assist or send their children to such a program?

RESPONDENT: No. Not off hand.

INTERVIEWER: Thank you for your time, I would like to tell you again that everything I have asked you will be confidential. This information will not be identified by your name, address or phone number. Therefore, there will be no way to connect your family with the information you have given me.

RESPONDENT: Oh, that's all right. There isn't anything on there I wouldn't want seen.

INTERVIEWER: Thank you for your time - goodbye.

PART VI. CONCLUSION

If this manual has been used properly, the interviewer should have a working knowledge of the interview schedule. If, however, this is not the case, the manual should be re-read with a more involved study of the schedule.

It has been the purpose of this manual to introduce to the interviewer the exact use and coding of the schedule.

For this data to be of any use, the interviewers have to be uniform in the data collection and the coding used.

The importance of following this interviewer manual to the letter cannot be overly emphasized.

S A M P L E C O P Y

SURVEY TO DETERMINE THE NEED FOR A
PRESCHOOL CHILD DEVELOPMENT CENTER

INTERVIEWER'S NAME _____

CODE NUMBER _____

Mrs. _____, I am _____.
I am working for (with) _____. We are interested in
information that will help us determine the need for a preschool
child development center for this community.

I have been told by _____ that you have a
(two, etc.) preschool child (ren) by the name (s) of _____
_____.

May I ask you a few questions to aid us in this study?

Name	Code age (8,9)	Code grade (11,12)	Code relat (14,15)	Code hc (17)
(5,6)				
(10) _____	_____	_____	_____	_____
(11) _____	_____	_____	_____	_____
(12) _____	_____	_____	_____	_____
(13) _____	_____	_____	_____	_____
(14) _____	_____	_____	_____	_____
(15) _____	_____	_____	_____	_____
(16) _____	_____	_____	_____	_____
(17) _____	_____	_____	_____	_____
(18) _____	_____	_____	_____	_____

Grade

grade school = 1-1, 1-2, 1-3, 1-4, 1-5, 1-6.
 junior high school = 2-1, 2-2, 2-3.
 high school = 3-1, 3-2, 3-3.
 college = 4-1, 4-2, 4-3, 4-4.
 graduate = 5-1, 5-2, 5-3, 5-4.
 technical school = 7-1.
 beauty school = 7-2.
 business school = 7-3.
 other = 7-4.

Relationship

(of children)

son = (1)	relatives' boy = (5)
daughter = (2)	relatives' girl = (6)
adopted = son = (3)	no relationship = (7)
adopted = daughter = (4)	

(other than children)

mother = (8), father = (9), mother-in-law = (10), father-in-law
 (11), sibling = (12), sibling-in-law = (13), aunt = (14),
 uncle = (15), other-specify = (16), no relationship = (17),
 husband = (18), self = (19)

Healyh condition

excellent = (1), good = (2), poor = (3), handicapped = (4),
 permanent disability = (5), temporary disability = (6),
 other = (7)

Code Column

6. Which of the following best describes your situation? Are you ... (1) married, (2) divorced, (3) widowed, (4) single, (5) separated, (6) deserted. _____ (10)
7. (if applicable) What is your husbands name?

 Last First Middle
8. (if applicable) His birthdate is?
 _____ / _____ / _____ not applicable - (09) _____ (11,12)
 Day Month Year
9. (if applicable) Is (was) this your first marriage? yes (1) no (2) not applicable (9) _____ (13)
10. (if applicable) How many times have you been married? not applicable - (9) _____ (14)
11. How many children have you had by this (each) marriage? (1) _____, (2) _____, (3) _____, (4) _____,
 (15,16) (17,18) (19,20) (21,22)
 (5) _____
 (23,24)
12. Your occupation is? _____ (25)
 skilled - (1) housewife - (4)
 unskilled - (2) do not work - (5)
 self-employed - (3)
13. What hours per day do you work? _____
 Total number of hours (to be computed) _____ (26,27)
 (If only one place number, use zero (0) before number)
14. How long have you held this job? (nearest year) _____ (28,29)
 (If only one place number, use zero (0) before number)

Code Column

15. What other jobs have you held? _____ (30)
- skilled - (1) self employed - (3)
 unskilled - (2) none - (4)
16. (if applicable) Your husband's occupation is? _____ (31)
- skilled - (1) does not work - (4)
 unskilled - (2) student - (5)
 self-employed - (3) not applicable - (9)
17. (if applicable) What hours per day does he work?
 _____ Total number of hours (to be computed)
 _____ not applicable (09) (If only a one _____ (32,33)
 place number, use a zero (0) before the number)
18. (if applicable) What other jobs has he held? _____ (34)
- skilled - (1) none - (4)
 unskilled - (2) not applicable - (9)
 self-employed - (3)
19. What is your family income per week before
 deductions? This is an approximate value that _____ (35)
 will fit into a category.
- under - \$39 - (1) \$70 - \$84 - (4)
 \$40 - \$54 - (2) \$85 - \$99 - (5)
 \$55 - \$69 - (3) \$100 - up - (6) _____
20. Are you on social security or public assistance?
 yes (1) no (2) _____ (36)
21. Do you take the daily newspaper? yes (1) no (2) _____ (37)
22. do you have a television? yes (1) no (2) _____ (38)
23. Who determines what is watched? _____ (39)
- mother - (1) mother and children - (5)
 father - (2) father and children - (6)
 children - (3) all - (7)
 mother and father - (4) not applicable - (9)

Code Column

24. Do you have a radio? yes (1) no (2) _____ (40)
25. How many books do you have in the home? Such _____ (41)
as -- read list of books in question 26.
- 1-5 = (1) 21-25 = (5)
6-10 = (2) 26-30 = (6)
11-15 = (3) 31-or more = (7)
16-20 = (4)
26. What type of books are they?
- | | | |
|------------------------|-------------------|-------------------|
| Bible-religious = (42) | reference = (47) | circle if yes = |
| paperback = (43) | fiction = (48) | punch (1) |
| adult = (44) | nonfiction = (49) | do not circle |
| children = (45) | other = (50) | if no = punch (2) |
| text = (46) | | |
27. Are these books read to the children?
yes (1) no (2) _____ (51)
28. Do your children attend a (1) nursery school,
(2) play school, (3) church school, (4) day care
center, (5) other group program, (6) or are
they cared for by a baby sitter daily? (7) no _____ (52)
29. (if applicable) Are hot lunches provided for
the children by the school? yes (1) no (2)
not applicable (9) _____ (53)
30. (if applicable) How much do you spend per day
for this preschool service? Not applicable (9) _____ (54)
- | | |
|-------------------------|---------------------------|
| \$1 - \$2 = (1) | \$4 - \$5 = (4) |
| \$2 - \$3 = (2) 1 child | \$5 - \$6 = (5) 2 of more |
| \$3 - \$4 = (3) | \$6 - \$7 = (6) |
| | none = (7) |
31. (if applicable) How many children are included
in this amount?
- 1 2 3 4 5 6 not applicable = (9) _____ (55)

- | | Code | Column |
|--|-------|--------|
| 32. Where do your children play outside the home? | _____ | (56) |
| yard - (1) | | |
| street - (2) | | |
| play ground - (3) | | |
| | | |
| lot - (4) | | |
| other - (5) | | |
| 33. Who looks after the children while they are playing? | _____ | (57) |
| adult - (1) | | |
| older peer - (2) | | |
| peer the same age - (3) | | |
| | | |
| older sibling - (4) | | |
| sibling the same age - (5) | | |
| no one - (6) | | |
| 34. How much education do you want your daughter (s) to have? not applicable - (9) | _____ | (58) |
| none - (1) | | |
| below - (2) | | |
| the same as - (3) | | |
| | | |
| above - (4) | | |
| college - (5) | | |
| 35. How much education do you want your son (s) to have? not applicable - (9) | _____ | (59) |
| none - (1) | | |
| below - (2) | | |
| the same as - (3) | | |
| | | |
| above - (4) | | |
| college - (5) | | |

I would like to tell you something about this proposed preschool program. It is anticipated that this program will be opened and closed at the time most convenient for the greatest number of families. It would provide such services as; complete adult supervision, play sessions, hot lunches, snacks and naps.

36. If such a program were available, would you prefer a split shift program, having the program opened and closed in the morning and re-opened and re-closed in the afternoon - (1), a continuous all day program - (2), a half day program only

- being opened in the morning - (3), or a half day program only in the afternoon - (4). _____ (60)
37. (if applicable) (split shift) What time would you want this program opened and closed in the morning? Not applicable - (9) _____ (61)
- 6:00 - (1), 7:00 - (2), 8:00 - (3), 9:00 - (4), _____ (62)
- 10:00 - (5), 11:00 - (6), 12:00 - (7)
- What time would you want this program opened and closed in the afternoon? not applicable - (9) _____ (63)
- 1:00 - (1), 2:00 - (2), 3:00 - (3), 4:00 - (4), _____ (64)
- 5:00 - (5), 6:00 - (6), 7:00 - (7).
38. (if applicable) (all day) What time would you want this program opened and closed? not applicable - (9) _____ (65)
- 6:00 - (1), 7:00 - (2), 8:00 - (3), 9:00 - (4), _____ (66)
- 10:00 - (5), 3:00 - (6), 4:00 - (7), 5:00 - (8).
39. (if applicable) (half day program in the morning) What time would you want the program opened and closed in the morning? not applicable - (9) _____ (67)
- 6:00 - (1), 7:00 - (2), 8:00 - (3), 9:00 - (4), _____ (68)
- 10:00 - (5), 11:00 - (6), 12:00 - (7), 1:00 - (8).
40. (if applicable) (half day program in the afternoon) What time would you want the program opened and closed in the afternoon? not applicable - (9) _____ (69)
- 12:00 - (1), 1:00 - (2), 2:00 - (3), 3:00 - (4), _____ (70)
- 4:00 - (5), 5:00 - (6), 6:00 - (7), 7:00 - (8).

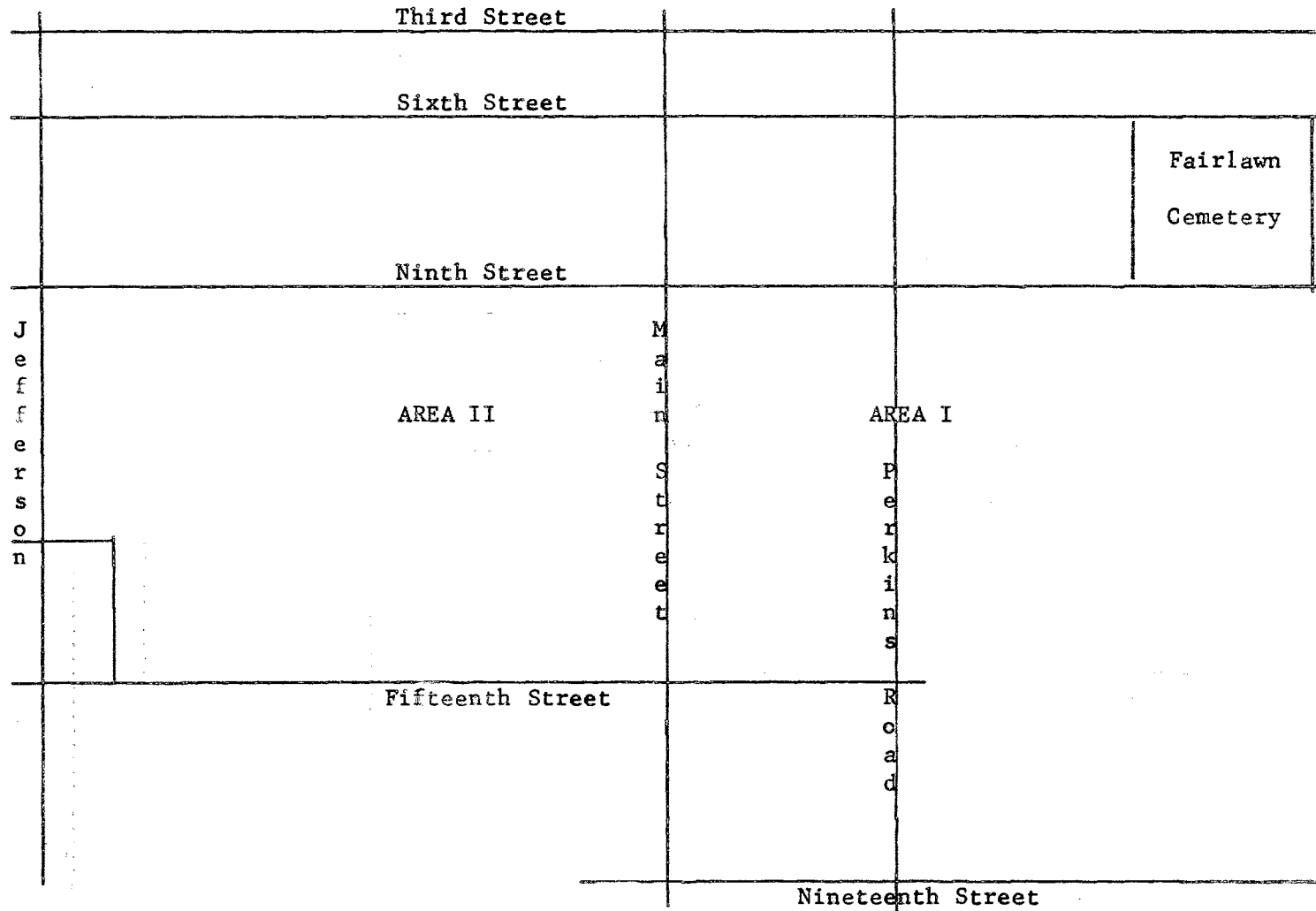
41. Would you be willing to send your children to
such a preschool program? yes (1) no (2) _____ (71)
42. Would you be willing to give some of your time
as an assistant or helper in such a program?
yes (1) no (2) _____ (72)
43. (if applicable) Would your husband be willing
to assist in such a program? yes (1) no (2)
not applicable (9) _____ (73)
44. Do you know any other people in this community
with preschool children who would be willing to send
their children to such a program? yes (1) no (2)
45. Their name is? _____
Last First Middle
46. Their address is? _____
47. Their phone number is? _____
have none _____ do not know _____
48. How many preschoolers do they have? _____
49. Their names and approximate ages are? Starting
with the youngest. _____, _____, _____, _____, _____.
50. Do either of the parents work? yes (1) no (2)
If yes, which one? mother _____ father _____ both _____

All of this information is confidential and will be placed on computer cards. The name of your family will in no way be connected with the other information.

THAT IS ALL. THANK YOU FOR YOUR TIME AND COOPERATION.

APPENDIX D

BOUNDARY OF AREA I AND AREA II



VITA

Lewis Howard Irving

Candidate for the Degree of

Masters of Science

Thesis: DETERMINING THE NEED FOR A PRESCHOOL CHILD DEVELOPMENT CENTER FOR THE CULTURALLY DEPRIVED IN STILLWATER, PAYNE COUNTY, OKLAHOMA.

Major Field: Family Relations and Child Development

Biographical:

Personal Data: Born in Wichita, Kansas, March 16, 1942, the son of William Sands and Kate Lewis Irving.

Education: Attended grade school at Sequoyah; junior high school at Taft Junior High School; graduated from Northwest Classen High School in Oklahoma City, Oklahoma in 1960; attended Westminster College in Fulton, Missouri for one year; received the Bachelor of Science degree from Oklahoma State University with a major in Zoology, in June, 1965; completed requirements for the Masters of Science degree in July, 1966.

Professional Experience: Have worked at Veterans, Cripple Children's and St. Anthony Hospitals in Oklahoma City, Oklahoma since 1958 in surgery and obstetrics; have conducted survey in Stillwater, Oklahoma determining the need for a Preschool Child Development Program, a part of which is described in this thesis.