

TO MY
PARENTS, HUSBAND, CHILDREN
AND SISTER

ATTITUDES CONCERNING THE SELF-RELIANCE OF YOUNG CHILDREN:

Parental Responses of a Minority Group

By

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CHAPTER I
INTRODUCTION

It is the joint task of the parent and the teacher to guide and systematically provide significant and timely experiences for the child through the long progression of years which extends from infancy to adulthood if he is to acquire the traits necessary for him to become a self-reliant individual.

Studies by leading psychologists and sociologists have shown that the happy, well-adjusted individual is a self-reliant individual. Whereas, the irresponsible individual is likely to be self-centered to the extent that he does not have the satisfaction derived from love (7).

Specifically, what are some of the characteristics of a self-reliant individual? Foster (7) points out that the self-reliant individual is one who cares about and respects others, one who wants to carry his share of the load, meets his obligations, and wants to be on his own and not cause anyone any unnecessary trouble. How self-reliant an individual is, Hurlock (10) notes, will depend largely upon the individual's experiences at home, in school, and with his contemporaries.

The present study of attitudes of parents concerning the self-reliance of children was stimulated by two studies published by Ojemann (15) and Hedrick (8).

Ojemann constructed three scales for measuring parental attitudes toward self-reliance of children. The reliabilities of these scales as measured by the correlation of chance halves and the application of the Spearman-Brown prophecy formula were satisfactory. An eleven

point scale (1 favorable, 11 unfavorable) was used to measure the responses of the untrained parents studied. The procedure utilized in the development of the scales was essentially the same as that used in the present investigation.

Hedrick used the above mentioned scale in determining the effectiveness of a program of learning designed to change parental attitude toward self-reliance. Significant gains were made as the result of a parent education program.

Since the appearance of these studies twenty years ago, several questions have remained unanswered: Are parental attitudes concerning the self-reliance of children significantly related to socio-economic class, educational attainment, formal training in child development, child study club experience, children's attendance at nursery school, sex of children, size of family, experience as a parent, ordinal position of children, employment and age of mother? This investigation is an attempt to shed light on these problems.

Review of Literature

A review of the literature reveals little information of the attitudes of parents concerning the self-reliance of children in relation to social class, educational attainment, formal training in child development, child study club experience, children's nursery school attendance, sex of children, size of family, experience as a parent, ordinal position of children, employment and age of mother. In the summary which follows, an attempt is made to consider evidence which deals with the problems at hand, if only indirectly.

Self-Reliance. Mitton and Harris (14) made a survey of the literature pertaining to the development of responsibility in children. It was concluded that the existing studies could be summarized as follows:

1. Training for responsibility begins early.
2. Children should be given the opportunity of learning responsibility by practicing it.
3. Training for responsibility and experience in assuming responsibility must be adapted to the individual child.
4. The child must be given sufficient information to understand what is expected of him.
5. The child needs guidance from adults.
6. Children need the trust and respect of adults if they are to learn successfully to assume responsibility.
7. Adults must expect and accept imperfection and variability while the child is learning.
8. The attitudes and behaviors of adults with respect to responsibility influence the development of responsibility in children.
9. Too much responsibility can do serious harm to the child.

As Mitton and Harris point out, there are many tasks that develop responsibility. Some of those pertaining to "self-care which occur in the early years of childhood are such tasks as "feeding himself, tending to his own toilet needs, dressing, washing, brushing teeth, combing hair, learning and practicing safety rules, and, later, simple care of clothing." After age six the child is "considered increasingly competent to take complete responsibility of his own person, including bathing, changing underwear, selecting garments, and remembering personal schedules. Learning responsible handling of money is assigned to these years, also."

Moreover, the home tasks listed which develop during early childhood are the care of playthings, simple care of a room, setting the table and caring for pets. The school-age child, according to the same report by Mitton, "may be expected to make his own bed; clean his own room; wash dishes; attempt simple cooking; take over independent responsibility for care of chickens, eggs, and pets; and do simple errands."

The study further stated that preschool affords many opportunities for youngsters to develop responsibility by engaging in tasks relating to the care of equipment and the schoolroom. Similarly, the school age children are expected to participate in tasks such as housekeeping in the schoolroom and committee work. The project method in education is of great value in this respect.

As a result of this review of literature, the following conclusions were formulated by Mitton:

1. Writers on the practical aspects of child training agree that training for responsibility is important. Adult responsibility is considered to be an outgrowth of childhood learning.
2. Tasks, properly scaled to the child's abilities, motivated and supervised, are considered important training devices.
3. There is no scarcity of rules or principles concerning how the training should be carried out.
4. The research literature on this aspect of child personality is meager, contrasted with the wealth of the "literature of opinion."
5. The research literature suggests that responsibility can be evaluated as an aspect of personality, that certain expressions of responsibility tend to be "reliable" (stable in time) to be intercorrelated modestly (at least enough to suggest some unifying aspects), and to be positively correlated with such aspects of adjustment as good family relations, good school marks, and leadership.
6. The efficacy of training procedures for responsibility, the nature of its development, and indeed the multi-variate nature of responsibility have been but little explored, considering the significance granted it in the literature.

Socio-Economic Status. A great deal of emphasis has been placed upon the importance of preschool experiences of children as related to their attitudes toward assuming responsibilities which are significant in their development of self-reliance. McGuire (12) has stated that "life style for the great majority of Americans tends to vary according to socio-economic status of husband and wife, and whether or not they are middle or lower class in participation and reputation." Davis and Havighurst (3) in a study of 202 Chicago families noted that child training and child behavior in the middle class family consist of much parental shielding from the world of activity, and a strong desire for achievement. The success of these children is often measured against neighborhood standards. Children in the middle-class families are re-

quired to maintain routine and order, but punishment is usually inconsistent. On the other hand, rapid socialization takes place in the lower socio-economic group.

Davis and Havighurst in their study also noted that middle class families expect children to help at home earlier, go downtown at an earlier age, help with younger children earlier, get a job after school and take daytime naps more frequently than lower class children, whereas lower class children cross the street earlier and were allowed to go to the movies alone earlier.

Stendler (18) gathered information to determine social class differences in parental attitudes toward school at Grade I level. Two hundred and fifty parents whose children were to enter the first grade in the fall were classified as to social class according to the Warner, Meeker, and Eells scale (21) in which "occupation, house type, dwelling area and source of income were used in class typing. Five social classes were defined with distribution as follows."

Social Class	Per Cent	Number of Families
Upper	4	9
Upper-middle	24	51
Lower-middle	29	61
Upper-lower	36	76
Lower-lower	7	15

Data that Stendler collected were in five areas: preschool attendance, parental educational aspirations for the child, preparation for school, parental criticism of the school, parental reception of report card.

Results showed that a child's chances of attending preschool de-

creased as one goes down the social ladder; educational aspirations decrease as one goes down the social ladder; a greater percentage of upper and middle class parents provide a preschool readiness program in the home; however, no social class differences were found in parental criticisms of the school.

Education of Mothers. A study made by Roy (16) revealed that the parent with the higher level of education tended to favor more freedom for the child and the parents with less education felt that more restraint was necessary. Likewise, mothers who read child development literature favored more freedom than those who did not. In addition to this, Baumgartner (1) indicates that mothers with less schooling bear a disproportionate share of the nation's children. He further states that according to the Chart Book, issued by the Midcentury White House Conference on Children and Youth, mothers of over three-fourths of the children under five years of age had the equivalent of more than a grade-school education.

Since freedom of expression is a vital factor in the development of responsibility and the importance of this experience is more readily recognized by those with more formal training, it would appear that education is especially important in a democratic society. But, by far, most of the children of the parents studied were born into families with a limited amount of education.

Can education change the attitude of an individual? Hedrick (8) carefully constructed a program of learning in changing the attitudes of parents toward the development of self-reliance in children. An analysis of the initial and final measurements indicated that attitudes

were changed from a position 5.94 on the Ojemann attitude scale to 4.81, which showed a change to a more favorable attitude of 1.13.

Formal Training in Child Development. Little is known apparently concerning the effects of formal training in child development on the attitudes toward children. Virtually no study has been reported, other than the one reported by Hedrick, which deals specifically with the effects of training on attitudes concerning the self-reliance of children. One of the purposes of child development education in home economics throughout the country is the establishment of attitudes which are conducive to the development of well adjusted children. In terms of the effort expended in this direction, it would seem that experimental programs designed to test the effectiveness of such education are in order.

Child Study Club Experience. Very little is known concerning the effect of child study experience on parents' attitudes toward the guidance of children. It is popularly assumed that attendance at child study club meetings develops insight with respect to the growth and development of children, and the result is a greater appreciation of the behavior of children. Thus, one might assume that the attitudes of those who avail themselves of the opportunities of this experience would be more favorable, from a mental hygienist's viewpoint, than would be those who did not attend child study clubs.

It would seem apparent that a selective factor is operative here. Attendance at child study clubs is, for the most part, a middle-class phenomena. Too, the educational attainments of those who attend child study clubs are higher than for the population as a whole.

Controlling the variables which would seem necessary in research of this kind becomes an exceedingly difficult task. In spite of the tremendous effort expended in the development of the parent education movement, it is little wonder that the specific effects of child study club training have been left virtually unexplored.

Parent Education Value of Nursery School - Kindergarten. One of the values of nursery education, educators believe, is the increased understanding of children's behavior on the part of parents. By seeing their children in relation to others of the same age level and by discussing the problems common to their children in parent meetings, it is assumed that they are better able to interpret behavior and thus hold attitudes toward the behavior of children which are conducive to the development of healthy personalities. Actually, there is little objective evidence which suggests the nature of the modification of parental attitudes as a result of having one's child in nursery school or kindergarten.

Differences in Attitudes of Mothers of Boys and Girls. Much has been written concerning differences between boys and girls. Sociological studies have revealed that many differences in the behavior of boys and girls may be accounted for in terms of the differences in their social conditioning.

According to such theory, boys do certain things earlier because they are expected to do them and because they are permitted to do them. In other instances, because of the expectations of parents, girls assume responsibility earlier. The relationship between parental ex-

pectations and the responsibility assumed by children has not been established, however. Do mothers of girls hold different attitudes than mothers of boys concerning the self-reliance of children? If they do, then differences in the responsibility assumed by young boys and girls may partially be explained in terms of the influence of parental attitudes. To date, the literature affords no objective evidence on this point.

Size of Family and Previous Experience with Children. One of the comparisons made in the present study was an analysis of the difference between mean scores of mothers whose first-grade child was the oldest child in the family and mothers whose families include a child nine years of age or older. Another comparison was the differences in scores of mothers with different size families. Both of these comparisons were made to obtain evidence concerning the relationship of parental attitude to experience. The literature is replete with hypotheses concerning the relationship between experience of mothers and attitudes concerning the guidance of children. However, none is specifically related to the attitudes of parents concerning the self-reliance of children.

Ordinal Position. Research studies on the effect of ordinal position upon the development of responsibility are few in number. Stott (19) made a survey to furnish evidence to show whether or not the factor of onliness actually varied in its relation to the personality adjustment of children reared in contrasting home settings. The study revealed that only children were reliably superior to the non-only

children in independence, in personal and social adjustment and in the development of self-reliance and responsibility. According to a study made by Hooker (9), only children do not necessarily present behavior problems that can be attributed to the fact that they do not have siblings with which to share their daily home experiences. Sears (17) concluded that children in the first ordinal position were more independent, worried more, more excitable, less effective in protecting themselves from verbal or physical attack than were children in the second ordinal position. Comprehensive reviews of the literature have been presented by Dean (4) and Campbell (2).

With reference to the present study, the important factor concerning ordinal position of the first-grade child is the experience with children which it suggests that the respondents have had. For example, if the first-grade child is the youngest of the family, in all likelihood the mother has had more experience with children than if the first-grade child is the oldest child. Is the fact that the mother is more secure in rearing her second, third, and fourth children reflected in her attitudes toward them? Are her feelings reflected in her attitudes concerning self-reliance? If so, then one might logically expect different responses from mothers whose first-grade child is the youngest than from mothers whose first-grade child is the oldest.

Employment of Mother. Research data pertaining to employment of mothers have revealed several significant trends. Essig (5) in her study of 302 ninth and tenth grade girls enrolled in home making classes, half of whose mothers worked, called the experimental group; and half whose mothers did not work, called the control group, reports the following:

1. those girls whose mothers are employed are, on the average, more poorly adjusted to family life than are those girls whose mothers do not work and that there is a greater feeling of a lack of love, understanding and interest between many parents and their daughters, if the mother works.
2. there is a greater lack of appreciation and cooperation on the part of the girls in the homes of working mothers.
3. A tendency toward domination by the parent and a reticence bordering on deception on the part of the daughter, seems more prevalent in the home where the mother works outside the home.
4. Rural girls in homes where the mother is not employed show best adjustment to family life.
5. More of the parents in the home where the mother worked did not seemingly approve of their daughter's actions.
6. many families of employed mothers have little time or inclination for family discussions of problems.
7. daughters of working mothers felt that 'their fathers did not like them and that other parents seemed to like their children better.'
8. fathers of the girls whose mothers worked were said to complain and to be 'poorer sports' by a larger number than those of the control group.
9. Seventeen per cent more of the experimental group felt that their parents did things that made them 'appear foolish.'
10. Sixty-two per cent more of daughters of employed women indicated that they had more fun away from home than at home.

The results of Fisher's (6) study of the families of 100 married women revealed interesting comparisons. All of these women had at least one child under ten years of age and at least two years of college education or the equivalent. Fifty of these mothers combined their homemaking with outside jobs, the other fifty were homemakers only. The average family income was smaller among the families of the employed mothers, in spite of the additional wage earner, indicating that economic pressure due to lower income of the husband

was one of the large causes of these women's employment. The most frequently given reason for working, even in this college-educated group, was "necessity". Only 6 of the 50 were real "career" women, that is, women who had always wanted to work outside of the home, and regarded marriage as secondary. The employed women, on the average, did not differ in any significant degree from the full-time homemakers in their health, their sexual or emotional adjustments, the extent or nature of their problems in relation to their children, nor in the time spent with their children. In fact, the employed women spent slightly more time with their children than did the full-time homemakers.

No evidence has been reported in the literature concerning the specific relationship between attitudes of mothers concerning self-reliance of children and gainful employment of mothers.

Age of Mothers. Little mention of the relationship between age of mothers and attitudes concerning children is found in the literature. Hedrick (8), however, noted in her comparison of the mean attitudes scores of the subjects who ranged in age from 22 to 29 years with those who ranged in age from 30 to 47 years that the gains made with reference to attitudes concerning the self-reliance of children as the result of her learning program were very similar.

Purposes

It is the purpose of this study to ascertain attitudes of mothers concerning self-reliance of first-grade children attending the public schools of Oklahoma City, Oklahoma.

More specifically, it is the purpose of this investigation:

1. To note differences among attitudes of mothers of different socio-economic levels.
2. To note differences among attitudes of mothers of differing educational attainments.
3. To note differences between attitudes of mothers who have had formal training in child development and those who have not.
4. To note differences between attitudes of mothers who have had child study club experience of six months or more and those who have not.
5. To note differences among attitudes of mothers whose children have had varying amounts of nursery school - kindergarten experience.
6. To note differences between attitudes of mothers of first-grade boys and mothers of first-grade girls.
7. To note differences between attitudes of mothers who are rearing families of one to three children and mothers who are rearing families of four or more children.
8. To note differences between attitudes of mothers whose first-grade child is the oldest child in the family and those whose families include a child nine years of age or older.

9. To note differences among attitudes of mothers whose first-grade child is an only child, an oldest child, a middle child, and a youngest child.
10. To note differences between attitudes of mothers who are employed away from home and those who are not.
11. To note differences among attitudes of mothers of different age levels.

CHAPTER II

SUBJECTS AND THEIR FAMILIES

The 210 subjects used in this investigation were American-born Negro mothers living in Oklahoma City who had youngsters enrolled in first grade classes in Dunbar School and Edwards School. These two schools were selected because they represent a cross-section of Negro families in Oklahoma City. Approximately two-thirds of the Negro children in elementary school in the city attend these schools.

In Table 1 is presented a summary of the characteristics of the subjects utilized in this investigation.

Education of Fathers. There were two fathers who had no formal education, however seven had more than four years of college training. Half of the fathers completed from 9 to 11 years of school work. More specifically, 55 fell in the 9 to 11 grade category, and 60 were high school graduates. The number of high school graduates is almost three times as great as the number who completed only the eighth grade.

Source of Income. More than half of the families, 115 in all, received their income in the form of wages, hourly wages, weekly checks, or for piece work; while 70 received monthly checks. Public relief or charity was received by 10, income from profits and fees from a business or investments or inherited savings and investments was received by 11, while 4 received their incomes from private relief, odd jobs, sharecropping or seasonal work.

Table 1
Description of Subjects and Their Families

Description	Classification	Number
Education of fathers	(Grades completed)	
	None	2
	1--4	9
	5--7	19
	8	23
	9--11	55
	12 or high school graduate	60
	1--3 years of college	32
	College graduate	3
	Over four years of college	7
	Total	210
Source of income	Wages, hourly wages, piece work, weekly checks	115
	Monthly salary checks	70
	Profits and fees from a business or profession	9
	Savings and investments	1
	Inherited savings and investments	1
	Private relief, odd jobs, sharecropping, seasonal work	4
	Public relief or charity	10
		Total

Table 1 --- Continued

Description of Subjects and Their Families

Description	Classification	Number
Occupation of father	(Rated according to McGuire and White in <u>The Measurement of Social Status.</u>)	
	Rating	
	One	1
	Two	6
	Three	10
	Four	20
	Five	37
	Six	74
Seven	62	
	Total	210

Socio-economic level	(According to the McGuire Index of Social Status, Short Form.)	
	Upper-middle	10
	Lower-middle	30
	Upper-lower	102
	Lower-lower	68
	Total	210

Education of mother	(Grades completed)	
	None	1
	1--4	2
	5--7	10
	8	29
	9--11	69
	12 or high school graduate	66
	1--3 years of college	18
	College graduate	5
Over four years of college	10	
	Total	210

Table 1 -- Continued

Description of Subjects and Their Families

Description	Classification	Number
Mother has had formal training in child develop- ment	Yes	22
	No	188
	Total	210
Mother has had child study club experience of six months or more	Yes	9
	No	201
	Total	210
Child has attended nursery school - kindergarten	None	6
	One year	144
	Two years	36
	Three years	16
	Four years	8
Total	210	
Number of children per family	One	29
	Two	46
	Three	42
	Four	40
	Five	25
	Six	14
	Seven	4
	Eight	3
	Nine	2
	Ten	3
	Eleven	1
	Twelve	1
Total	210	

Table 1 -- Continued

Description of Subjects and Their Families

Description	Classification	Number
Ordinal position of first-grade child	Oldest	65
	Middle	69
	Youngest	47
	Only	29
Total		210

Mother works away from home	Full-time	68
	Part-time	51
	None	91
Total		210

Ages of mothers	20 - 30 years	105
	30 - 40 years	85
	40 - 50 years	20
Total		210

Number of children in first grade	Boys	106
	Girls	104
Total		210

Occupation of Fathers. Occupations of the fathers were rated according to the McGuire and White (13) occupational scale on their Index of Social Status (Short Form).

One subject, a physician, was placed in the first category; the six who comprised the second category included two high school teachers, a mortician, an occupational counselor, a supervisor and a hospital manager; the 10 who comprised the third category included a minister, an auto salesman, a small business operator, a government inspector, a small contractor, and five were postal clerks; the 20 who comprised the fourth category included a small business operator, a bookkeeper, two salesmen, and the other 16 were foremen, electricians and master carpenters; the 37 who comprised the fifth category were employed as apprentices to skilled trades; medium skilled workers, and policemen; the 74 who comprised the sixth category were semi-skilled factory and production workers, assistants to skilled trade warehousemen, taxi and truck drivers, and gas station attendants; the 62 who comprised the seventh category were heavy laborers, odd-job men, unskilled workers, domestic helpers, and janitors.

Socio-Economic Ratings. The socio-economic ratings according to the McGuire and White Index of Social Status (Short Form) (13), which will be described in Chapter III, revealed that more than half of the families were in either the upper-lower or the lower-lower socio-economic group, i.e., 102 were in the upper-lower group and 68 were in the lower-lower group.

Education of Mothers. One mother reported having had no formal education, two mothers completed from 1 to 4 grades and ten completed from 5 to 7 grades. There were 29 who completed the eighth grade, 69 completed from 9 to 11 grades, and 66 completed high school. These groups comprised more than one-half of the total number of subjects. There were 18 mothers who completed from 1 to 3 years of college, 5 were college graduates, and 10 had received over four years of college training.

Child Development Training. There were 22 mothers who had had training in child development in high school or college; 188 had not received such training.

Child Study Club Experience. There were 210 mothers who had not had any child study club experience; however, 9 had been members of child study club groups for six months or longer.

Nursery-Kindergarten Experience of Children. Due to the fact that kindergarten is a part of the public school system, only six of the 210 youngsters had not received any nursery school or kindergarten training. There were 144 children who had one year experience, 36 had two years experience, 16 had three years experience, and 8 children had four years experience.

Number and Ages of Children. There were 29 of the participants who had only one child, 46 had two children, and 42 had three children. In all, 117 of the 210 mothers had three or less children; 79 had from four to six children; and 14 mothers had from seven to twelve children.

The mean number of children per family was 3.54; the mean number of boys per family was 1.78 and the mean number of girls per family was 1.76. The mean age of the children in the families studied was 7.45; the mean age of the boys was 7.62, and the mean age of girls was 7.29.

Ordinal Position of First-Grade Child. The mothers studied had 65 oldest children, 69 middle children, 47 youngest children, and 29 only children in the first grade.

Gainful Employment of Mothers. There were 119 mothers who were employed either full-time or part-time; whereas, 91 mothers were not gainfully employed.

Ages of Mothers. There were 105 mothers who were between the ages of 20-30 years, 85 were between the ages of 30-40 years, and 20 were between the ages of 40-50 years.

Sex of First-Grade Children. The children were almost equally divided as to sex; 106 were boys and 104 were girls.

CHAPTER III

PROCEDURE

Construction of the Face Sheets

Face sheets were constructed to provide data from which the following information might be obtained.

1. Socio-economic level of the family
 - a. Occupation of the father
 - b. Source of income of family
 - c. Education of father
2. Educational status of the subject (mother)
 - a. Grade completed
 - b. Child development training
 - c. Child study club experience
 - d. Nursery school experience
3. Family
 - a. Number of children
 - (1) Boys
 - (2) Girls
 - b. Ages of children
 - c. Ordinal position of first grade child
4. Employment status of the mother
 - a. Full-time
 - b. Part-time
 - c. None
5. Age group of mother

To obtain this information the following statements and questions were utilized:

1. I live

- on a farm
- in a community of less than 2,500 population
- in a community of 2,500 to 50,000 population
- in a community of over 50,000 population

2. My age is

- 10 - 20
- 20 - 30
- 30 - 40
- 40 - 50

3. I work away from home

- full-time
- part-time
- none

4. My first-grade child is the

- oldest child
- middle child
- youngest child
- only child

5. I have completed a course in child development in college or in high school.

- yes
- no

If your answer is "yes", what was the course?

6. I have belonged to a child study group for six months or longer.

- yes
- no

7. My child has attended nursery school

- yes
- no

If your answer is "yes", how many years?

- one year
- two years
- three years
- four years

8. In school, I completed grades:

- none
- 1--4
- 5--7
- 8
- 9--11
- 12 or am a high school graduate
- 1--3 years of college
- am a college graduate
- over four years of college

9. In school, my husband completed grades:

- none
- 1--4
- 5--7
- 8
- 9--11
- 12 or is a high school graduate
- 1--3 years of college
- is a college graduate
- over four years of college

10. The main source of my family's income is:

- wages, hourly wages, piece work, weekly checks
- monthly salary checks
- profits and fees from a business or profession
- savings and investments
- inherited savings and investments
- private relief, odd jobs, sharecropping, seasonal work
- public relief or charity

11. My husband's occupation (work) is: (Describe your husband's work fully. For example, if he is a farmer, state the size of the farm, whether he owns or rents, whether full or part-time help is employed, etc.)

12. How many children have you?

Girls _____ Boys _____

13. Ages of your girls _____

14. Ages of your boys _____

Directions

The directions which appear in the Self Reliance Schedule are:

Following are a number of statements concerning self-reliance. You are asked to answer every question, giving the age at which you believe the average boy and the average girl should be able to assume responsibility for the task.

For example, you will be presented with statements such as the following:

I FEEL THAT THE AVERAGE CHILD SHOULD BE ABLE TO ASSUME RESPONSIBILITY FOR:

Helping his parent to rake leaves from the yard by the age of

(Boy) (Girl)

Let's suppose that you feel that the average boy should be able to assume such responsibility by the age of eight. In the blank following the statement write 8 in the "Boy" column. Suppose, on the other hand, you feel the average girl should be able to assume such responsibility by the age of ten. In the blank following the statement write 10 in the "Girl" column.

Two important things to remember:

1. There are no right or wrong answers. Answer honestly, and not as you feel you should respond. We want your own opinion.
2. Respond to every statement.

Construction of Schedule

The first step in the construction of the schedule consisted in compiling an extensive list of children's activities involving the acceptance of responsibility of young children. Approximately 150 items were presented. These were submitted to six judges, all of whom held advanced degrees and were instructors at Oklahoma A & M College in the field of child development. They were asked to read the items critically and rate each item. Items which met the criteria received a rating of "accept," those which were considered to need improvement received a rating of "modify," and those which failed to meet the criteria were rated as "reject."

If an item received a rating of "modify" by more than one of the judges, the judges were interviewed and the item rewritten in view of the criticism offered. The items were again submitted to the other judges for their approval or rejection. Five of the six judges had to approve each item before it was used. After all deletions were made, fifty items were used in the schedule.

The questions which were directed to the judges in rating the items are as follows:

1. Is the item clear?
2. Does it measure attitudes concerning self-reliance?
3. Is the question very specific?
4. Is the question significant?
5. Is the item reasonable for the age group 3-8 years?

Administration of Schedule

Permission was obtained from the Director of Elementary Education in Oklahoma City to send the schedules home to the parents by the children in the first grade classes. Cooperation was obtained from the Supervisor of Elementary Education, from the principals, and from the first grade teachers in Edwards School and Dunbar School.

Schedules were given to all of the first grade children who were in school at the time of the study in December, 1953.

The schedules which were complete were used in the present investigation. Approximately 375 schedules were distributed. Of these, 210 complete returns were obtained.

The schedules were marked in such a manner so that it was possible to identify them when they were returned. More specifically, in the margin where the schedule had been stapled a number was placed which corresponded to a child's position on the teacher's roll. Two letters were placed by the number, one of which indicated the teacher's initial, and the other designating the sex of the child. Thus, 3SB would indicate that the schedule was returned by the third child on Mrs. Spark's roll who was male.

Reliability

A measure of reliability was obtained by the test-retest method.

Cooperation was gained from one of the teachers in Edwards School to aid the investigator in obtaining replies on the schedule a second time. Edwards School was selected because it was felt that it represented a good cross-section of the community as a whole and because of the excellent rapport which the particular teacher who cooperated had with her pupils and their parents.

A letter was sent by the investigator requesting that the parents fill out the schedule a second time. The letter appears in the Appendix. The teacher telephoned many of the parents to insure a good representation of the group. From the total, 25 schedules were completed and were used to obtain a measure of reliability. The period between the initial and second tests was approximately three weeks.

A percentage of specific agreement was obtained by dividing twice the number of agreements by the total number of responses. The percentage of specific agreement was .36.

A percentage of non-specific agreement was obtained by dividing twice the number of non-specific agreements, i.e., responses which agree within one year, by the total number of responses. The percentage of non-specific agreement was .57.

Stromberg (20) in a companion study of this project followed the same procedure. She obtained a percentage of specific agreement of .41 and a percentage of non-specific agreement of .76, when she compared the responses of 29 parents from Stillwater, Oklahoma. In noting consistency of responses of 22 non-married, female students

enrolled in a child development class at Oklahoma A & M College, Stromberg obtained a percentage of specific agreement of .33 and a percentage of non-specific agreement of .71.

In discussing possible reasons for these findings, Stromberg writes:

An important question concerns the reason for the lack of consistency of responses. Are the questions sufficiently clear so that the subjects know what is being asked of them? Are the subjects sufficiently certain of the ages at which they believe an average child should be able to assume responsibility for the activities listed in the schedule? Does the fact that so many factors other than age, e.g., personality, variations in development, motivation, and experience make the task impossible?

While the latter may seem to be the most obviously plausible reason, it is worthy of note that if the parents used their own child as a point of reference, as many indicated they did, that within a period of only several weeks duration such inconsistency should be noted in terms of specific agreement of responses. If having children facilitates responding because of the experience which parenthood affords, one would expect that the students, none of whom had a child, would reflect a lower percentage of agreement in spite of the fact that their formal training in child development was greater. The trend of the difference between student and parent groups, although slight, is in the expected direction.

The non-specific percentages of agreement were considerably higher. This may indicate that while parents hold rather consistent attitudes with reference to the responsibilities which may normally be assumed by children at various stages in their development, parental attitudes are not sufficiently refined to think in terms of specific age levels.

It is recognized that in the development of responsibility there are periods in the lives of children during which regression is apparent. The five-year-old, for example, who may have taken pride in assuming responsibility for the making of his bed without parental supervision, may, at six years of age perform the task only after persistent guidance, or he may refuse. At seven or eight the child may again readily assume the responsibility for making his bed without parental supervision.

In the light of this experience parents may learn to think of the acceptance of a given responsibility in terms of several ages rather than in terms of a specific age level. The fact remains

that many parents expect their children to continue assuming responsibility once the responsibility has initially been assumed. Regression, in popular thinking, is looked upon with disfavor because of the lack of knowledge of how children develop.

Method of Scoring Index of Social Status

Items utilized in the McGuire and White Index of Social Status (Short Form) (13) were included in the face sheets to obtain an estimate of social position for each of the participants. This index utilizes education of the status parent, occupation of the status parent, and source of income of the family.

Frequently in studies of social class a corrective factor is applied to scores obtained by minority groups. A detailed discussion of this procedure has been presented by Warner, et. al. 21 (21 p. 186 - 199). Inasmuch as only one ethnic group is being considered here, a corrective factor would not have changed the relative position of any of the subjects, and so was not used. The terms "upper-lower class" and "lower-middle" class are hypothetical constructs denoting positions of relative importance. Some authors have classified position numerically, rather than by the use of descriptive phrases. It is important to note that the relative position remains the same regardless of the use of a corrective factor, however what may be "upper-middle class" for one ethnic group may not necessarily correspond to a similar position for another ethnic group, and is not to be so confused.

Method of Scoring Self-Reliance Schedule

Stromberg (20) asked 19 specialists who served as a panel of judges to utilize the following procedure in rating the individual items on the Self-Reliance Schedule:

On the Specialists' Rating Form note three ages for each item.

- (a) The earliest age which you consider to be favorable for assuming responsibility for the task described -- one so highly favorable that it could receive a rating of 1 on an 11-point scale.
- (b) An age that represents such a highly unfavorable attitude in terms of the development of self-reliance that it could receive a rating of 11 on an 11-point scale.
- (c) An age which you would consider neutral -- an age neither particularly desirable nor undesirable in terms of the development of self-reliance. This age will, of course, fall somewhere between those designated in (a) and (b), but it may not necessarily be the mean.

In describing the procedure which was used in the present project Stromberg (20) writes:

The responses of each of the specialists were recorded on a cumulative frequency distribution for each of the three points. The median of the age responses of the specialists for the earliest age on a given item was assigned a scale value of 1; the median of the age responses of the specialist's for the oldest age on a given item was assigned a scale value of 11; and the median of the age responses of the specialists for the 'neutral' age on a given item was assigned a scale value of 6. The location of the five steps between scale value 1 and scale value 6 was determined by dividing the difference (which had been transposed to months) by five and increasing each step by this amount. A similar procedure was followed to determine the numerical values corresponding to scale values 7 to 10.

The key for the schedule appears in the Appendix.

CHAPTER IV

RESULTS

In Table 2 are presented the mean and median ages at which mothers feel that young children should be able to assume given responsibilities. It will be noted that there are few differences of more than a year. However, responses to question 30 reveal that mothers feel that a boy should be able to prepare his own breakfast in case of necessity by the age of 9, while the mothers feel that girls should be able to prepare their own breakfast by 5 years of age.

In Table 3 is presented a comparison of mean attitude scores of mothers of different socio-economic levels. The differences are not significant. The F test as described by Lindquist (11, p. 60) was utilized in this and subsequent comparisons to test for significance.

If one were to interpret the responses of the respondents as "expectations," then the present project would not lend support to the thesis that middle-class parents expect their children to assume responsibility sooner than do lower-class parents (3).

In Table 4 is presented a comparison of mean attitude scores of mothers of differing educational attainments. The differences are not significant, indicating a disagreement between the findings of the present study and the findings presented by Stromberg (20). Stromberg noted that mothers with greater amounts of education believed that children should be able to assume responsibility at a significantly earlier age. Although the results of the present investigation reflect the same general trend, the differences are not great.

Table 2

Mean and Median Ages at Which Mothers Feel That Young Children Should
Be Able to Assume Given Responsibilities

Item	Boy		Girl	
	Mean	Median	Mean	Median
1. Washing his hands before each meal without being reminded	5.80	5.00	5.62	5.00
2. Wiping his nose when needed without being reminded	5.14	5.00	4.84	5.00
3. Polishing his shoes without adult supervision	7.24	7.00	6.66	7.00
4. Bathing himself with no adult help after he has been reminded to do so	6.98	7.00	6.82	7.00
5. Bathing himself without adult reminder	8.55	9.00	8.55	7.00
6. Parting and combing his hair before leaving for school without adult reminder	8.03	7.00	8.96	8.00
7. Preparing himself for school each morning with no adult help (dress self, eat meal which has been prepared for him, brush teeth, comb hair, put on wraps)	7.85	7.00	8.59	8.00
8. Keeping his fingernails trimmed without adult reminder	9.27	8.00	8.76	8.00
9. Changing his undergarments without being reminded to do so	7.81	6.00	7.17	6.00
10. Keeping his shoes tied	5.88	5.00	5.82	5.00
11. Washing his hair without adult supervision after having been reminded to do so	8.55	10.00	8.94	10.00
12. Covering his mouth when he coughs	5.53	6.00	5.50	5.00

Table 2 -- Continued

Mean and Median Ages at Which Mothers Feel That Young Children Should Be Able to Assume Given Responsibilities

Item	Boy		Girl	
	Mean	Median	Mean	Median
13. Putting his dirty clothes in a hamper without adult suggestion	6.39	6.00	6.25	6.00
14. Hanging up his coat and cap when he comes home from school without suggestion from an adult	7.02	6.50	6.74	6.00
15. Hanging up his clothes when he takes them off	6.94	6.50	6.49	6.00
16. Putting on outside wraps without adult assistance	5.96	6.00	6.03	6.00
17. Dressing himself on arising if his clothes are laid out for him	5.56	6.00	5.46	6.00
18. Choosing what school clothing he wants to wear	7.64	7.00	6.99	7.00
19. Going to the bathroom by himself to urinate when he needs to without being reminded	3.76	4.00	3.43	4.00
20. Taking his afternoon rest without an adult staying in the room with him	4.30	3.00	3.12	3.00
21. Going to bed and going to sleep at night without adult assistance	5.40	5.40	5.20	5.00
22. Putting his playthings in their proper places without being told to do so by an adult	6.05	6.00	5.85	6.00
23. Straightening up his room once a week (such as, putting away toys, hanging up clothes, tidying shelves and drawers)	7.41	8.00	6.88	7.00

Table 2 -- Continued

Mean and Median Ages at Which Mothers Feel That Young Children Should Be Able to Assume Given Responsibilities

Item	Boy		Girl	
	Mean	Median	Mean	Median
24. Assisting in weekly house cleaning (such as, putting away magazines, dusting furniture and floors)	7.04	7.00	6.62	6.50
25. Emptying the household wastebaskets when needed without being asked to do so	7.17	8.00	7.15	7.00
26. Emptying small garbage pails when needed without being asked to do so	7.57	8.00	7.45	8.00
27. Setting the table for a family meal without adult supervision	8.60	9.00	8.00	8.00
28. Drying the dishes (those ordinarily used by the family)	7.96	8.00	7.16	7.00
29. Choosing a reasonably well-balanced meal from a school cafeteria line	8.94	10.00	8.92	10.00
30. Preparing his own breakfast in case of necessity (such as illness of his mother)	9.19	9.00	5.40	5.00
31. Answering the telephone and calling the person wanted	6.04	6.00	5.40	5.00
32. Completing a telephone call without adult assistance, providing he knows the number	6.67	7.00	6.64	6.50
33. Taking a written message to a neighbor a half-block away and returning immediately	5.54	6.00	5.42	6.00
34. Returning from a neighborhood visit at a time agreed upon by the child and his parent	6.48	6.00	6.50	6.00

Table 2 -- Continued

Mean and Median Ages at Which Mothers Feel That Young Children Should
Be Able to Assume Given Responsibilities

Item	Boy		Girl	
	Mean	Median	Mean	Median
35. Going to a familiar grocery store and selecting and paying for three or four items for his mother	7.64	7.50	7.61	7.00
36. Riding a tricycle around his home block alone	6.02	6.00	5.91	6.00
37. Riding a bicycle in moderate residential street traffic safely	8.48	9.00	9.08	9.00
38. Traveling on a city bus by himself if he is familiar with the route	7.94	8.00	7.47	8.00
39. Walking to school alone assuming that he has to cross only a few moderately busy streets	6.19	6.00	6.19	6.00
40. Crossing a street that has traffic lights by himself	7.47	7.00	7.04	7.00
41. Crossing main traffic thoroughfares which do not have traffic lights	9.42	9.00	8.74	9.00
42. Sitting through a church service of approximately one hour's duration without disturbing others	6.59	6.00	6.34	6.00
43. Preventing a younger child from walking into the street alone	6.83	6.00	6.83	6.00
44. Staying alone in his home for a half-day occasionally	8.11	8.00	8.17	8.00
45. Playing cooperatively in his yard with two other children his own age without supervision	5.73	6.00	5.76	6.00
46. Sharing his wagon by taking turns with two playmates without adult suggestion	5.82	6.00	5.70	6.00

Table 2 --- Continued

Mean and Median Ages at Which Mothers Feel That Young Children Should
Be Able to Assume Given Responsibilities

Item	Boy		Girl	
	Mean	Median	Mean	Median
47. Sharing crackers with two other friends without suggestion from an adult	5.12	5.00	4.92	5.00
48. Returning property which he borrowed from a neighborhood child without being reminded to do so	6.65	7.00	7.07	7.00
49. Choosing guests to attend his birthday party without adult supervision	8.49	7.00	7.39	7.00
50. Going with a friend to a movie of which his parent approves	8.37	8.00	8.67	8.00

Table 3

Mean Attitude Scores of Mothers
of Different Socio-Economic Levels

Means				S. E.*	S. E. of Diff.**	F	Level of Conf.
Upper- Middle (N10)	Lower- Middle (N30)	Upper- Lower (N102)	Lower- Lower (N68)				
5.987	5.229	6.086	6.522	2.128	3.009	2.578	not sig.

Table 4

Mean Attitude Scores of Mothers
of Differing Educational Attainments

Means						S. E.	S. E. of diff.	F	Level of Conf.
Grades Completed									
1-8 (N42)	9-11 (N69)	H.S. grad. (N66)	1-3 yrs. college (N18)	Coll. grad. (N5)	4+yrs. coll. (N10)				
6.499	6.228	5.856	6.002	5.828	5.459	2.165	3.062	less than one	not sig.

* This is the square root of the "within groups" mean square. To obtain the standard error of a mean, divide the standard error in the table by the square root of N for the group.

** To obtain the standard error of the difference between two means divide the standard error of the difference in the table by

$$\sqrt{\frac{2(N_1 N_2)}{N_1 + N_2}}$$

where N_1 and N_2 are the number of subjects for the two means respectively.

In Table 5 is presented a comparison of mean attitude scores of mothers who have had formal education in child development and mothers who have not had such training.

The obtained difference is not statistically significant. It will be remembered that formal child development education was interpreted rather broadly in the present study, including traditional "child care" education given at the secondary level.

In Table 6 is presented a comparison of the mean attitude scores of mothers who had at least six months child study club experience and mothers who had not had such experience. The difference obtained is not significant, suggesting that attendance at child study clubs for the period of time under consideration does not modify parental attitudes concerning self-reliance of children.

The mean attitude scores of mothers of first-grade children who had varying amounts of nursery school-kindergarten experience are presented in Table 7. The difference between the means is not statistically significant indicating that the values accrued from having a child in nursery school - kindergarten programs are not reflected in parental attitudes concerning the self-reliance of children.

A comparison of mean attitude scores of mothers of first-grade boys and mothers of first-grade girls is presented in Table 8. A significant difference was not obtained, indicating agreement between the study by Stromberg (20) and the present study.

In Table 9 is presented a comparison of mean attitude scores of mothers who are rearing families of one to three children and mothers who are rearing four or more children. The difference obtained was

Table 5

Mean Attitude Scores of Mothers
Who Have Had Formal Training in Child
Development and Mothers Who Have Not

Means		S. E.	S. E. of Diff.	F.	Level of Conf.
Formal training (N22)	No formal training (N188)				
6.214	6.087	2.156	3.050	less than one	not sig.

Table 6

Mean Attitude Scores of Mothers
Who Have Had Child Study Club Experience of at
Least Six Months and Mothers Who Have Not

Means		S. E.	S. E. of Diff.	F	Level of Conf.
Child study club experience (N9)	No child study club experience (N201)				
5.571	6.124	2.154	3.046	less than one	not sig.

Table 7

Mean Attitude Scores of Mothers of First-Grade Children Who Have Had Varying Amounts of Nursery-School-Kindergarten Experience

No experience (N6)	Means			S. E.	S. E. of Diff.	F	Level of Conf.
	1 year (N144)	2 years (N36)	3 years or more (N24)				
5.737	6.039	6.342	6.191	2.163	3.059	less than one	not sig.

Table 8

Mean Attitude Scores of Mothers of First-Grade Boys and Mothers of First-Grade Girls

Means		S. E.	S. E. of Diff.	F	Level of Conf.
Mothers of boys (N108)	Mothers of girls (N102)				
6.213	5.980	2.154	3.046	less than one	not sig.

Table 9

Mean Attitude Scores of Mothers Who Are Rearing Families of One to Three Children and Mothers Who Are Rearing Families of Four or More Children

Means		S. E.	S. E. of Diff.	F	Level of Conf.
1-3 children (N116)	4 or more children (N94)				
5.960	6.273	2.151	3.042	1.097	not sig.

Table 10

Mean Attitude Scores of Mothers Whose First-Grade Child Is the Oldest Child in the Family and Mothers Whose Families Include a Child Nine Years of Age or Older

Means		S. E.	S. E. of Diff.	F	Level of Conf.
First-grade child oldest in family (N65)	Child 9 yrs. or older in family (N83)				
5.639	6.430	2.184	3.088	4.779	.05

not significant. This finding is in agreement with the findings of Stromberg (20) in a companion project, but does not give support to the theory that mothers of small families tend to encourage their children to assume many responsibilities at an earlier age than do mothers of larger families (20, p. 28).

In Table 10 are presented the mean attitude scores of mothers whose first-grade child is the oldest child in the family and mothers whose families include a child nine years of age or older. The difference obtained was significant at the .05 per cent level of confidence, the mothers having the greater amount of experience as parents feeling that children cannot assume responsibility as soon as do the mothers whose oldest child is in the first grade.

In Ojemann's (15) study the specialists in child development obtained a lower mean score than did the parents, indicating that they believed that children could assume responsibility before the parents believed they could. A lower mean score, according to the ratings of the specialists, is a more favorable response in terms of the development of self-reliance of children than a high mean score. From the viewpoint of the specialists, then, the mothers with the greater experience reflected a less favorable attitude.

The mean attitude scores of mothers whose first-grade child is an oldest child, a middle child, a youngest child, and an only child are presented in Table 11. The obtained differences are not statistically significant, indicating agreement between the present findings and those of Stromberg (20).

In Table 12 are presented the mean attitude scores of mothers

Table 11

Mean Attitude Scores of Mothers Whose
First-Grade Child Is an Oldest Child, a
Middle Child, a Youngest Child,
and an Only Child

Means				S. E.	S. E. of Diff.	F	Level of Conf.
Oldest (N64)	Middle (N71)	Youngest (N46)	Only (N29)				
5.6439	6.2154	6.4711	6.2352	2.143	3.031	1.533	not sig.

Table 12

Mean Attitude Scores of Mothers
Employed Away from Home and Mothers Who Are Not

Means		S. E.	S. E. of Diff.	F	Level of Conf.
Employed (N119)	Non-employed (N91)				
6.2113	5.9543	2.152	3.045	less than one	not sig.

who are employed and mothers who are not employed. A significant difference was not obtained. The findings of the present study do not support the popular belief that employed mothers feel that children are able to assume responsibilities at an earlier age than do mothers who are not employed.

The attitudes of mothers in different age groups concerning the self-reliance of children are not significantly different as reflected in the comparison of mean scores presented in Table 13. Although the data do not yield support to the popular belief that older mothers feel that children are not able to assume responsibilities as do younger mothers, they substantiate the findings of Stromberg (20).

Table 13

Mean Attitude Scores of Mothers
of Different Age Groups

Means			S. E.	S. E. of Diff.	F	Level of Conf.
20 - 30 years (N105)	30 - 40 years (N85)	40 - 50 years (N20)				
6.072	5.958	6.851	2.145	3.037	1.417	not sig.

CHAPTER V

SUMMARY

The purpose of this study was to ascertain attitudes of Negro mothers concerning the self-reliance of young children, and to analyze the responses according to socio-economic level, educational attainment, formal training in child development, child study experience, nursery school - kindergarten experience of children, sex of first-grade child, size of family, ordinal position of first-grade child, employment of mother, and age of mother.

The subjects were 210 Negro mothers of first-grade children living in Oklahoma City. Six judges aided in the development of 50 items which were considered appropriate for an investigation with the above stated purpose. Approximately 375 schedules were sent by the first grade youngsters of two elementary schools in Oklahoma City. Of this number, 210 schedules were returned complete.

The results revealed no statistically significant differences between attitudes of mothers concerning self-reliance of children with respect to socio-economic class, educational attainment, formal training in child development, child study club experience, children's nursery school - kindergarten experience, sex of first grade children, size of family, ordinal position of first grade children, and employment of mother. A statistically significant difference was obtained between the mean score of mothers whose first grade child was the oldest in the family and the mean score of the mothers whose families included a child nine years of age or older.

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A P P E N D I X

K E Y

Items in Self-Reliance Schedule
and
Scale for Rating Attitudes
Concerning Self-Reliance
in Young Children

DIRECTIONS

FOR COMPUTING ATTITUDE SCORES

1. The scale value of the age nearest to that given by the subject in response to an item is the subject's score on that item.
2. If the age given is an equal distance between two points on the scale, it should be assigned the larger score value.
3. If the age given by the subject is below that given as scale value 1, it should be assigned a value of zero.
4. If the age given by the subject is above that given as scale value 11, it should be assigned a value of 12.
5. Each subject's score is the arithmetical average or mean of the scores on all of the individual items (boys - 50, girls - 50, total - 100).

SCALE VALUES

Item	Scale Value	Age Response			
		Boy		Girl	
		Years	Months	Years	Months
1.	-1-	4	: 0.0	5	: 0.0
	-2-	4	: 4.8	5	: 2.4
	-3-	4	: 9.6	5	: 4.8
	-4-	5	: 2.4	5	: 7.2
	-5-	5	: 7.2	5	: 9.6
	-6-	6	: 0.0	6	: 0.0
	-7-	6	: 4.8	6	: 4.8
	-8-	6	: 9.6	6	: 9.6
	-9-	7	: 2.4	7	: 2.4
	-10-	7	: 7.2	7	: 7.2
	-11-	8	: 0.0	8	: 0.0

Item	Scale Value	Age Response			
		Boy		Girl	
		Years	Months	Years	Months
2.	-1-	4	: 0.0	3	: 0.0
	-2-	4	: 2.4	3	: 4.8
	-3-	4	: 4.8	3	: 9.6
	-4-	4	: 7.2	4	: 2.4
	-5-	4	: 9.6	4	: 7.2
	-6-	5	: 0.0	5	: 0.0
	-7-	5	: 2.4	5	: 2.4
	-8-	5	: 4.8	5	: 4.8
	-9-	5	: 7.2	5	: 7.2
	-10-	5	: 9.6	5	: 9.6
	-11-	6	: 0.0	6	: 0.0
3.	-1-	6	: 0.0	6	: 0.0
	-2-	6	: 4.8	6	: 4.8
	-3-	6	: 9.6	6	: 9.6
	-4-	7	: 2.4	7	: 2.4
	-5-	7	: 7.2	7	: 7.2
	-6-	8	: 0.0	8	: 0.0
	-7-	8	: 4.8	8	: 4.8
	-8-	8	: 9.6	8	: 9.6
	-9-	9	: 2.4	9	: 2.4
	-10-	9	: 7.2	9	: 7.2
	-11-	10	: 0.0	10	: 0.0
4.	-1-	5	: 0.0	5	: 0.0
	-2-	5	: 2.4	5	: 2.4
	-3-	5	: 4.8	5	: 4.8
	-4-	5	: 7.2	5	: 7.2
	-5-	5	: 9.6	5	: 9.6
	-6-	6	: 0.0	6	: 0.0
	-7-	6	: 4.8	6	: 2.4
	-8-	6	: 9.6	6	: 4.8
	-9-	7	: 2.4	6	: 7.2
	-10-	7	: 7.2	6	: 9.6
	-11-	8	: 0.0	7	: 0.0

Item	Scale Value	Age Response			
		Boy		Girl	
		Years	Months	Years	Months
5.	-1-	7	: 0.0	7	: 0.0
	-2-	7	: 2.4	7	: 2.4
	-3-	7	: 4.8	7	: 4.8
	-4-	7	: 7.2	7	: 7.2
	-5-	7	: 9.6	7	: 9.6
	-6-	8	: 0.0	8	: 0.0
	-7-	8	: 4.8	8	: 4.8
	-8-	8	: 9.6	8	: 9.6
	-9-	9	: 2.4	9	: 2.4
	-10-	9	: 7.2	9	: 7.2
	-11-	10	: 0.0	10	: 0.0
6.	-1-	6	: 0.0	6	: 0.0
	-2-	6	: 4.8	6	: 2.4
	-3-	6	: 9.6	6	: 4.8
	-4-	7	: 2.4	6	: 7.2
	-5-	7	: 7.2	6	: 9.6
	-6-	8	: 0.0	7	: 0.0
	-7-	8	: 2.4	7	: 2.4
	-8-	8	: 4.8	7	: 4.8
	-9-	8	: 7.2	7	: 7.2
	-10-	8	: 9.6	7	: 9.6
	-11-	9	: 0.0	8	: 0.0
7.	-1-	7	: 0.0	6	: 0.0
	-2-	7	: 2.4	6	: 3.6
	-3-	7	: 4.8	6	: 7.2
	-4-	7	: 7.2	6	: 10.8
	-5-	7	: 9.6	7	: 2.4
	-6-	8	: 0.0	7	: 6.0
	-7-	8	: 4.8	7	: 9.6
	-8-	8	: 9.6	8	: 1.2
	-9-	9	: 2.4	8	: 4.8
	-10-	9	: 7.2	8	: 8.4
	-11-	10	: 0.0	9	: 0.0

Item	Scale Value	Age Response					
		Boy		Girl			
		Years	Months	Years	Months		
8.	-1-	7	:	0.0	7	:	0.0
	-2-	7	:	4.8	7	:	4.8
	-3-	7	:	9.6	7	:	9.6
	-4-	8	:	2.4	8	:	2.4
	-5-	8	:	7.2	8	:	7.2
	-6-	9	:	0.0	9	:	0.0
	-7-	9	:	7.2	9	:	4.8
	-8-	10	:	2.4	9	:	9.6
	-9-	10	:	9.6	10	:	2.4
	-10-	11	:	4.8	10	:	7.2
	-11-	12	:	0.0	11	:	0.0
9.	-1-	7	:	0.0	6	:	0.0
	-2-	7	:	2.4	6	:	3.6
	-3-	7	:	4.8	6	:	7.2
	-4-	7	:	7.2	6	:	10.8
	-5-	7	:	9.6	7	:	2.4
	-6-	8	:	0.0	7	:	6.0
	-7-	8	:	4.8	7	:	9.6
	-8-	8	:	9.6	8	:	1.2
	-9-	9	:	2.4	8	:	4.8
	-10-	9	:	7.2	8	:	8.4
	-11-	10	:	0.0	9	:	0.0
10.	-1-	5	:	0.0	5	:	0.0
	-2-	5	:	2.4	5	:	2.4
	-3-	5	:	4.8	5	:	4.8
	-4-	5	:	7.2	5	:	7.2
	-5-	5	:	9.6	5	:	9.6
	-6-	6	:	0.0	6	:	0.0
	-7-	6	:	2.4	6	:	2.4
	-8-	6	:	4.8	6	:	4.8
	-9-	6	:	7.2	6	:	7.2
	-10-	6	:	9.6	6	:	9.6
	-11-	7	:	0.0	7	:	0.0

Item	Scale Value	Age Response					
		Boy		Girl			
		Years	Months	Years	Months		
11.	-1-	7	:	0.0	8	:	0.0
	-2-	7	:	2.4	8	:	2.4
	-3-	7	:	4.8	8	:	4.8
	-4-	7	:	7.2	8	:	7.2
	-5-	7	:	9.6	8	:	9.6
	-6-	8	:	0.0	9	:	0.0
	-7-	8	:	7.2	9	:	7.2
	-8-	9	:	2.4	10	:	2.4
	-9-	9	:	9.6	10	:	9.6
	-10-	10	:	4.8	11	:	4.8
	-11-	11	:	0.0	12	:	0.0
12.	-1-	5	:	0.0	5	:	0.0
	-2-	5	:	2.4	5	:	2.4
	-3-	5	:	4.8	5	:	4.8
	-4-	5	:	7.2	5	:	7.2
	-5-	5	:	9.6	5	:	9.6
	-6-	6	:	0.0	6	:	0.0
	-7-	6	:	2.4	6	:	2.4
	-8-	6	:	4.8	6	:	4.8
	-9-	6	:	7.2	6	:	7.2
	-10-	6	:	9.6	6	:	9.6
	-11-	7	:	0.0	7	:	0.0
13.	-1-	5	:	0.0	4	:	0.0
	-2-	5	:	2.4	4	:	4.8
	-3-	5	:	4.8	4	:	9.6
	-4-	5	:	7.2	5	:	2.4
	-5-	5	:	9.6	5	:	7.2
	-6-	6	:	0.0	6	:	0.0
	-7-	6	:	4.8	6	:	4.8
	-8-	6	:	9.6	6	:	9.6
	-9-	7	:	2.4	7	:	2.4
	-10-	7	:	7.2	7	:	7.2
	-11-	8	:	0.0	8	:	0.0

Item	Scale Value	Age Response					
		Boy		Girl			
		Years	Months	Years	Months		
14.	-1-	6	:	0.0	6	:	0.0
	-2-	6	:	2.4	6	:	2.4
	-3-	6	:	4.8	6	:	4.8
	-4-	6	:	7.2	6	:	7.2
	-5-	6	:	9.6	6	:	9.6
	-6-	7	:	0.0	7	:	0.0
	-7-	7	:	2.4	7	:	2.4
	-8-	7	:	4.8	7	:	4.8
	-9-	7	:	7.2	7	:	7.2
	-10-	7	:	9.6	7	:	9.6
	-11-	8	:	0.0	8	:	0.0
15.	-1-	6	:	0.0	6	:	0.0
	-2-	6	:	2.4	6	:	2.4
	-3-	6	:	4.8	6	:	4.8
	-4-	6	:	7.2	6	:	7.2
	-5-	6	:	9.6	6	:	9.6
	-6-	7	:	0.0	7	:	0.0
	-7-	7	:	4.8	7	:	2.4
	-8-	7	:	9.6	7	:	4.8
	-9-	8	:	2.4	7	:	7.2
	-10-	8	:	7.2	7	:	9.6
	-11-	9	:	0.0	8	:	0.0
16.	-1-	4	:	0.0	4	:	0.0
	-2-	4	:	4.8	4	:	4.8
	-3-	4	:	9.6	4	:	9.6
	-4-	5	:	2.4	5	:	2.4
	-5-	5	:	7.2	5	:	7.2
	-6-	6	:	0.0	6	:	0.0
	-7-	6	:	2.4	6	:	2.4
	-8-	6	:	4.8	6	:	4.8
	-9-	6	:	7.2	6	:	7.2
	-10-	6	:	9.6	6	:	9.6
	-11-	7	:	0.0	7	:	0.0

Item	Scale Value	Age Response			
		Boy		Girl	
		Years	Months	Years	Months
17.	-1-	4	: 0.0	4	: 0.0
	-2-	4	: 2.4	4	: 2.4
	-3-	4	: 4.8	4	: 4.8
	-4-	4	: 7.2	4	: 7.2
	-5-	4	: 9.6	4	: 9.6
	-6-	5	: 0.0	5	: 0.0
	-7-	5	: 2.4	5	: 2.4
	-8-	5	: 4.8	5	: 4.8
	-9-	5	: 7.2	5	: 7.2
	-10-	5	: 9.6	5	: 9.6
	-11-	6	: 0.0	6	: 0.0
18.	-1-	5	: 0.0	5	: 0.0
	-2-	5	: 4.8	5	: 2.4
	-3-	5	: 9.6	5	: 4.8
	-4-	6	: 2.4	5	: 7.2
	-5-	6	: 7.2	5	: 9.6
	-6-	7	: 0.0	6	: 0.0
	-7-	7	: 4.8	6	: 2.4
	-8-	7	: 9.6	6	: 4.8
	-9-	8	: 2.4	6	: 7.2
	-10-	8	: 7.2	6	: 9.6
	-11-	9	: 0.0	7	: 0.0
19.	-1-	3	: 0.0	3	: 0.0
	-2-	3	: 2.4	3	: 2.4
	-3-	3	: 4.8	3	: 4.8
	-4-	3	: 7.2	3	: 7.2
	-5-	3	: 9.6	3	: 9.6
	-6-	4	: 0.0	4	: 0.0
	-7-	4	: 2.4	4	: 2.4
	-8-	4	: 4.8	4	: 4.8
	-9-	4	: 7.2	4	: 7.2
	-10-	4	: 9.6	4	: 9.6
	-11-	5	: 0.0	5	: 0.0

Item	Scale Value	Age Response					
		Boy			Girl		
		Years	:	Months	Years	:	Months
20.	-1-	1	:	0.0	1	:	0.0
	-2-	1	:	4.8	1	:	4.8
	-3-	1	:	9.6	1	:	9.6
	-4-	2	:	2.4	2	:	2.4
	-5-	2	:	7.2	2	:	7.2
	-6-	3	:	0.0	3	:	0.0
	-7-	3	:	2.4	3	:	1.2
	-8-	3	:	4.8	3	:	2.4
	-9-	3	:	7.2	3	:	3.6
	-10-	3	:	9.6	3	:	4.8
	-11-	4	:	0.0	3	:	6.0
21.	-1-	5	:	0.0	6	:	0.0
	-2-	5	:	4.8	6	:	2.4
	-3-	5	:	9.6	6	:	4.8
	-4-	6	:	2.4	6	:	7.2
	-5-	6	:	7.2	6	:	9.6
	-6-	7	:	0.0	7	:	0.0
	-7-	7	:	2.4	7	:	2.4
	-8-	7	:	4.8	7	:	4.8
	-9-	7	:	7.2	7	:	7.2
	-10-	7	:	9.6	7	:	9.6
	-11-	8	:	0.0	8	:	0.0
22.	-1-	5	:	0.0	5	:	0.0
	-2-	5	:	2.4	5	:	2.4
	-3-	5	:	4.8	5	:	4.8
	-4-	5	:	7.2	5	:	7.2
	-5-	5	:	9.6	5	:	9.6
	-6-	6	:	0.0	6	:	0.0
	-7-	6	:	4.8	6	:	4.8
	-8-	6	:	9.6	6	:	9.6
	-9-	7	:	2.4	7	:	2.4
	-10-	7	:	7.2	7	:	7.2
	-11-	8	:	0.0	8	:	0.0

Item	Scale Value	Age Response					
		Boy		Girl			
		Years	Months	Years	Months		
23.	-1-	6	:	0.0	6	:	0.0
	-2-	6	:	2.4	6	:	2.4
	-3-	6	:	4.8	6	:	4.8
	-4-	6	:	7.2	6	:	7.2
	-5-	6	:	9.6	6	:	9.6
	-6-	7	:	0.0	7	:	0.0
	-7-	7	:	4.8	7	:	4.8
	-8-	7	:	9.6	7	:	9.6
	-9-	8	:	2.4	8	:	2.4
	-10-	8	:	7.2	8	:	7.2
	-11-	9	:	0.0	9	:	0.0
24.	-1-	6	:	0.0	5	:	0.0
	-2-	6	:	2.4	5	:	4.8
	-3-	6	:	4.8	5	:	9.6
	-4-	6	:	7.2	6	:	2.4
	-5-	6	:	9.6	6	:	7.2
	-6-	7	:	0.0	7	:	0.0
	-7-	7	:	2.4	7	:	2.4
	-8-	7	:	4.8	7	:	4.8
	-9-	7	:	7.2	7	:	7.2
	-10-	7	:	9.6	7	:	9.6
	-11-	8	:	0.0	8	:	0.0
25.	-1-	6	:	0.0	6	:	0.0
	-2-	6	:	2.4	6	:	2.4
	-3-	6	:	4.8	6	:	4.8
	-4-	6	:	7.2	6	:	7.2
	-5-	6	:	9.6	6	:	9.6
	-6-	7	:	0.0	7	:	0.0
	-7-	7	:	2.4	7	:	2.4
	-8-	7	:	4.8	7	:	4.8
	-9-	7	:	7.2	7	:	7.2
	-10-	7	:	9.6	7	:	9.6
	-11-	8	:	0.0	8	:	0.0

Item	Scale Value	Age Response			
		Boy		Girl	
		Years	Months	Years	Months
26.	-1-	7	: 0.0	7	: 0.0
	-2-	7	: 2.4	7	: 2.4
	-3-	7	: 4.8	7	: 4.8
	-4-	7	: 7.2	7	: 7.2
	-5-	7	: 9.6	7	: 9.6
	-6-	8	: 0.0	8	: 0.0
	-7-	8	: 4.8	8	: 4.8
	-8-	8	: 9.6	8	: 9.6
	-9-	9	: 2.4	9	: 2.4
	-10-	9	: 7.2	9	: 7.2
	-11-	10	: 0.0	10	: 0.0
27.	-1-	6	: 0.0	6	: 0.0
	-2-	6	: 3.6	6	: 3.6
	-3-	6	: 7.2	6	: 7.2
	-4-	6	: 10.8	6	: 10.8
	-5-	7	: 2.4	7	: 2.4
	-6-	7	: 6.0	7	: 6.0
	-7-	7	: 9.6	7	: 9.6
	-8-	8	: 1.2	8	: 1.2
	-9-	8	: 4.8	8	: 4.8
	-10-	8	: 8.4	8	: 8.4
	-11-	9	: 0.0	9	: 0.0
28.	-1-	5	: 0.0	5	: 0.0
	-2-	5	: 2.4	5	: 2.4
	-3-	5	: 4.8	5	: 4.8
	-4-	5	: 7.2	5	: 7.2
	-5-	5	: 9.6	5	: 9.6
	-6-	6	: 0.0	6	: 0.0
	-7-	6	: 7.2	6	: 7.2
	-8-	7	: 2.4	7	: 2.4
	-9-	7	: 9.6	7	: 9.6
	-10-	8	: 4.8	8	: 4.8
	-11-	9	: 0.0	9	: 0.0

Item	Scale Value	Age Response					
		Boy		Girl			
		Years	Months	Years	Months		
29.	-1-	7	:	0.0	6	:	0.0
	-2-	7	:	4.8	6	:	4.8
	-3-	7	:	9.6	6	:	9.6
	-4-	8	:	2.4	7	:	2.4
	-5-	8	:	7.2	7	:	7.2
	-6-	9	:	0.0	8	:	0.0
	-7-	9	:	2.4	8	:	4.8
	-8-	9	:	4.8	8	:	9.6
	-9-	9	:	7.2	9	:	2.4
	-10-	9	:	9.6	9	:	7.2
	-11-	10	:	0.0	10	:	0.0
30.	-1-	7	:	0.0	6	:	0.0
	-2-	7	:	2.4	6	:	4.8
	-3-	7	:	4.8	6	:	9.6
	-4-	7	:	7.2	7	:	2.4
	-5-	7	:	9.6	7	:	7.2
	-6-	8	:	0.0	8	:	0.0
	-7-	8	:	4.8	8	:	4.8
	-8-	8	:	9.6	8	:	9.6
	-9-	9	:	2.4	9	:	2.4
	-10-	9	:	7.2	9	:	7.2
	-11-	10	:	0.0	10	:	0.0
31.	-1-	4	:	0.0	4	:	0.0
	-2-	4	:	2.4	4	:	2.4
	-3-	4	:	4.8	4	:	4.8
	-4-	4	:	7.2	4	:	7.2
	-5-	4	:	9.6	4	:	9.6
	-6-	5	:	0.0	5	:	0.0
	-7-	5	:	2.4	5	:	2.4
	-8-	5	:	4.8	5	:	4.8
	-9-	5	:	7.2	5	:	7.2
	-10-	5	:	9.6	5	:	9.6
	-11-	6	:	0.0	6	:	0.0

Item	Scale Value	Age Response					
		Boy		Girl			
		Years	Months	Years	Months		
32.	-1-	5	:	0.0	5	:	0.0
	-2-	5	:	2.4	5	:	2.4
	-3-	5	:	4.8	5	:	4.8
	-4-	5	:	7.2	5	:	7.2
	-5-	5	:	9.6	5	:	9.6
	-6-	6	:	0.0	6	:	0.0
	-7-	6	:	4.8	6	:	4.8
	-8-	6	:	9.6	6	:	9.6
	-9-	7	:	2.4	7	:	2.4
	-10-	7	:	7.2	7	:	7.2
	-11-	8	:	0.0	8	:	0.0
33.	-1-	4	:	0.0	4	:	0.0
	-2-	4	:	2.4	4	:	2.4
	-3-	4	:	4.8	4	:	4.8
	-4-	4	:	7.2	4	:	7.2
	-5-	4	:	9.6	4	:	9.6
	-6-	5	:	0.0	5	:	0.0
	-7-	5	:	2.4	5	:	2.4
	-8-	5	:	4.8	5	:	4.8
	-9-	5	:	7.2	5	:	7.2
	-10-	5	:	9.6	5	:	9.6
	-11-	6	:	0.0	6	:	0.0
34.	-1-	5	:	0.0	5	:	0.0
	-2-	5	:	4.8	5	:	4.8
	-3-	5	:	9.6	5	:	9.6
	-4-	6	:	2.4	6	:	2.4
	-5-	6	:	7.2	6	:	7.2
	-6-	7	:	0.0	7	:	0.0
	-7-	7	:	2.4	7	:	2.4
	-8-	7	:	4.8	7	:	4.8
	-9-	7	:	7.2	7	:	7.2
	-10-	7	:	9.6	7	:	9.6
	-11-	8	:	0.0	8	:	0.0

Item	Scale Value	Age Response			
		Boy		Girl	
		Years	Months	Years	Months
35.	-1-	6	: 0.0	6	: 0.0
	-2-	6	: 2.4	6	: 2.4
	-3-	6	: 4.8	6	: 4.8
	-4-	6	: 7.2	6	: 7.2
	-5-	6	: 9.6	6	: 9.6
	-6-	7	: 0.0	7	: 0.0
	-7-	7	: 4.8	7	: 4.8
	-8-	7	: 9.6	7	: 9.6
	-9-	8	: 2.4	8	: 2.4
	-10-	8	: 7.2	8	: 7.2
	-11-	9	: 0.0	9	: 0.0
36.	-1-	4	: 0.0	3	: 6.0
	-2-	4	: 2.4	3	: 9.6
	-3-	4	: 4.8	4	: 1.2
	-4-	4	: 7.2	4	: 4.8
	-5-	4	: 9.6	4	: 8.4
	-6-	5	: 0.0	5	: 0.0
	-7-	5	: 2.4	5	: 2.4
	-8-	5	: 4.8	5	: 4.8
	-9-	5	: 7.2	5	: 7.2
	-10-	5	: 9.6	5	: 9.6
	-11-	6	: 0.0	6	: 0.0
37.	-1-	7	: 0.0	7	: 0.0
	-2-	7	: 4.8	7	: 4.8
	-3-	7	: 9.6	7	: 9.6
	-4-	8	: 2.4	8	: 2.4
	-5-	8	: 7.2	8	: 7.2
	-6-	9	: 0.0	9	: 0.0
	-7-	9	: 2.4	9	: 2.4
	-8-	9	: 4.8	9	: 4.8
	-9-	9	: 7.2	9	: 7.2
	-10-	9	: 9.6	9	: 9.6
	-11-	10	: 0.0	10	: 0.0

Item	Scale Value	Age Response			
		Boy		Girl	
		Years	: Months	Years	: Months
38.	-1-	6	: 0.0	6	: 0.0
	-2-	6	: 2.4	6	: 2.4
	-3-	6	: 4.8	6	: 4.8
	-4-	6	: 7.2	6	: 7.2
	-5-	6	: 9.6	6	: 9.6
	-6-	7	: 0.0	7	: 0.0
	-7-	7	: 4.8	7	: 4.8
	-8-	7	: 9.6	7	: 9.6
	-9-	8	: 2.4	8	: 2.4
	-10-	8	: 7.2	8	: 7.2
	-11-	9	: 0.0	9	: 0.0
39.	-1-	5	: 0.0	5	: 0.0
	-2-	5	: 2.4	5	: 2.4
	-3-	5	: 4.8	5	: 4.8
	-4-	5	: 7.2	5	: 7.2
	-5-	5	: 9.6	5	: 9.6
	-6-	6	: 0.0	6	: 0.0
	-7-	6	: 4.8	6	: 4.8
	-8-	6	: 9.6	6	: 9.6
	-9-	7	: 2.4	7	: 2.4
	-10-	7	: 7.2	7	: 7.2
	-11-	8	: 0.0	8	: 0.0
40.	-1-	6	: 0.0	6	: 0.0
	-2-	6	: 2.4	6	: 2.4
	-3-	6	: 4.8	6	: 4.8
	-4-	6	: 7.2	6	: 7.2
	-5-	6	: 9.6	6	: 9.6
	-6-	7	: 0.0	7	: 0.0
	-7-	7	: 4.8	7	: 4.8
	-8-	7	: 9.6	7	: 9.6
	-9-	8	: 2.4	8	: 2.4
	-10-	8	: 7.2	8	: 7.2
	-11-	9	: 0.0	9	: 0.0

Item	Scale Value	Age Response			
		Boy		Girl	
		Years	Months	Years	Months
41.	-1-	8	: 0.0	8	: 0.0
	-2-	8	: 2.4	8	: 2.4
	-3-	8	: 4.8	8	: 4.8
	-4-	8	: 7.2	8	: 7.2
	-5-	8	: 9.6	8	: 9.6
	-6-	9	: 0.0	9	: 0.0
	-7-	9	: 2.4	9	: 2.4
	-8-	9	: 4.8	9	: 4.8
	-9-	9	: 7.2	9	: 7.2
	-10-	9	: 9.6	9	: 9.6
	-11-	10	: 0.0	10	: 0.0
42.	-1-	7	: 0.0	6	: 0.0
	-2-	7	: 4.8	6	: 4.8
	-3-	7	: 9.6	6	: 9.6
	-4-	8	: 2.4	7	: 2.4
	-5-	8	: 7.2	7	: 7.2
	-6-	9	: 0.0	8	: 0.0
	-7-	9	: 2.4	8	: 4.8
	-8-	9	: 4.8	8	: 9.6
	-9-	9	: 7.2	9	: 2.4
	-10-	9	: 9.6	9	: 7.2
	-11-	10	: 0.0	10	: 0.0
43.	-1-	6	: 0.0	6	: 0.0
	-2-	6	: 4.8	6	: 4.8
	-3-	6	: 9.6	6	: 9.6
	-4-	7	: 2.4	7	: 2.4
	-5-	7	: 7.2	7	: 7.2
	-6-	8	: 0.0	8	: 0.0
	-7-	8	: 2.4	8	: 2.4
	-8-	8	: 4.8	8	: 4.8
	-9-	8	: 7.2	8	: 7.2
	-10-	8	: 9.6	8	: 9.6
	-11-	9	: 0.0	9	: 0.0

Item	Scale Value	Age Response			
		Boy		Girl	
		Years	Months	Years	Months
44.	-1-	8	: 0.0	7	: 0.0
	-2-	8	: 2.4	7	: 4.8
	-3-	8	: 4.8	7	: 9.6
	-4-	8	: 7.2	8	: 2.4
	-5-	8	: 9.6	8	: 7.2
	-6-	9	: 0.0	9	: 0.0
	-7-	9	: 2.4	9	: 2.4
	-8-	9	: 4.8	9	: 4.8
	-9-	9	: 7.2	9	: 7.2
	-10-	9	: 9.6	9	: 9.6
	-11-	10	: 0.0	10	: 0.0
45.	-1-	4	: 0.0	4	: 0.0
	-2-	4	: 2.4	4	: 2.4
	-3-	4	: 4.8	4	: 4.8
	-4-	4	: 7.2	4	: 7.2
	-5-	4	: 9.6	4	: 9.6
	-6-	5	: 0.0	5	: 0.0
	-7-	5	: 4.8	5	: 4.8
	-8-	5	: 9.6	5	: 9.6
	-9-	6	: 2.4	6	: 2.4
	-10-	6	: 7.2	6	: 7.2
	-11-	7	: 0.0	7	: 0.0
46.	-1-	3	: 0.0	3	: 0.0
	-2-	3	: 4.8	3	: 4.8
	-3-	3	: 9.6	3	: 9.6
	-4-	4	: 2.4	4	: 2.4
	-5-	4	: 7.2	4	: 7.2
	-6-	5	: 0.0	5	: 0.0
	-7-	5	: 2.4	5	: 2.4
	-8-	5	: 4.8	5	: 4.8
	-9-	5	: 7.2	5	: 7.2
	-10-	5	: 9.6	5	: 9.6
	-11-	6	: 0.0	6	: 0.0

Item	Scale Value	Age Response			
		Boy		Girl	
		Years	Months	Years	Months
47.	-1-	4	: 0.0	4	: 0.0
	-2-	4	: 2.4	4	: 2.4
	-3-	4	: 4.8	4	: 4.8
	-4-	4	: 7.2	4	: 7.2
	-5-	4	: 9.6	4	: 9.6
	-6-	5	: 0.0	5	: 0.0
	-7-	5	: 2.4	5	: 2.4
	-8-	5	: 4.8	5	: 4.8
	-9-	5	: 7.2	5	: 7.2
	-10-	5	: 9.6	5	: 9.6
	-11-	6	: 0.0	6	: 0.0
48.	-1-	5	: 0.0	5	: 0.0
	-2-	5	: 4.8	5	: 4.8
	-3-	5	: 9.6	5	: 9.6
	-4-	6	: 2.4	6	: 2.4
	-5-	6	: 7.2	6	: 7.2
	-6-	7	: 0.0	7	: 0.0
	-7-	7	: 2.4	7	: 2.4
	-8-	7	: 4.8	7	: 4.8
	-9-	7	: 7.2	7	: 7.2
	-10-	7	: 9.6	7	: 9.6
	-11-	8	: 0.0	8	: 0.0
49.	-1-	6	: 0.0	5	: 0.0
	-2-	6	: 4.8	5	: 7.2
	-3-	6	: 9.6	6	: 2.4
	-4-	7	: 2.4	6	: 9.6
	-5-	7	: 7.2	7	: 4.8
	-6-	8	: 0.0	8	: 0.0
	-7-	8	: 2.4	8	: 2.4
	-8-	8	: 4.8	8	: 4.8
	-9-	8	: 7.2	8	: 7.2
	-10-	8	: 9.6	8	: 9.6
	-11-	9	: 0.0	9	: 0.0

Item	Scale Value	Age Response	
		Boy Years : Months	Girl Years : Months
50.	-1-	7 : 0.0	7 : 0.0
	-2-	7 : 4.8	7 : 4.8
	-3-	7 : 9.6	7 : 9.6
	-4-	8 : 2.4	8 : 2.4
	-5-	8 : 7.2	8 : 7.2
	-6-	9 : 0.0	9 : 0.0
	-7-	9 : 2.4	9 : 4.8
	-8-	9 : 4.8	9 : 9.6
	-9-	9 : 7.2	10 : 2.4
	-10-	9 : 9.6	10 : 7.2
	-11-	10 : 0.0	11 : 0.0

Oklahoma City Public Schools

Oklahoma City, Oklahoma

November 9, 1953

Hello,

You, as the mother of a first grade child, are one of the parents who has been selected to help us find out more about what parents expect of their children.

This is one of a series of child development studies being conducted at Oklahoma A & M College. Your superintendent of schools and your child's teacher and principal have approved this project. The information you give us will help other mothers and teachers of first grade children.

There aren't any "right" or "wrong" answers to these questions. If there were, we wouldn't be asking you for information. But we are sincerely interested in how you feel about what children can do. To help you, we've tried to make this questionnaire as easy as possible. It should take you about 30 minutes to complete.

In these busy days we know it's hard to find free time--to say nothing of time to fill out a questionnaire. But we ask you to do this with the knowledge that you'll want to help to make this a better world for the children of today and tomorrow.

Should you wish to receive a report of the findings, sign your name and address on the attached card, and we'll be happy to send you one upon the conclusion of the study.

Thank you for your cooperation.

Very sincerely yours,

(Mrs.) Geraldine D. Lonian
First Grade Teacher

OKLAHOMA CITY PUBLIC SCHOOLS

Oklahoma City, Oklahoma

December 12, 1953

Hello,

This comes to express sincere appreciation to you for your cooperation in participating in the Self-Reliance Schedule for youngsters which was sent to you a few days ago.

During the first phase of the survey more than 300 persons were asked to fill out this questionnaire. The final phase requires that only twenty-five individuals express their ideas a second time. Because of the excellent way in which you responded before, your name has been included in this most important part of the study. If you will only take a few minutes to again answer all of the questions for both boys and girls on pages 5 through 9, it will be of great value for future planning for the children of today.

Again, thank you for your cooperation.

Very sincerely yours,

(Mrs.) Geraldine D. Lonian
First Grade Teacher

VITA

Geraldine Dukes Lonian
candidate for the degree of
Master of Science

Thesis: ATTITUDES CONCERNING THE SELF-RELIANCE OF YOUNG CHILDREN:
Parental Responses of a Minority Group

Major: Home Life

Biographical and Other Items:

Born: November 24, 1923, at Boley, Oklahoma

Undergraduate Study: Langston University 1940-45

Graduate Study: O. A. M. C., S 1951, S 1952, S 1953
and Saturdays, 1953-54

Experiences: Social Science and Home Economics teacher;
Douglass High School, Crescent, Oklahoma, 1948-52;
Substitute Teacher, Oklahoma City Public Schools,
1952-53; at present, first grade teacher, Oklahoma
City Public School System.

Member of the National Education Association, American
Childhood Education, Inc., Young Women's Christian
Association, and Alpha Kappa Alpha Sorority.

THESIS TITLE:

ATTITUDES CONCERNING THE SELF-RELIANCE OF YOUNG
CHILDREN: Parental Responses of a Minority Group

AUTHOR:

Geraldine D. Lonian

THESIS ADVISOR:

James Walters

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

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