

SOME PROBLEMS AND INFORMATION FOUND TO BE OF INTEREST

TO

PARENTS OF PRESCHOOL CHILDREN

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I. INTRODUCTION

In comparatively recent years the importance of educating parents for parenthood has come to the fore in the thinking of educators. We have long had specific training for other vocations, but it is only of late that serious attempts have been made to educate parents for the role of guiding the growth and development of their children. According to Duvall and Duvall¹:

Parenthood is a last stand of the amateur. Those who direct children during their most formative years, still are allowed to enter upon their all-important task untrained—but this attitude is beginning to change. Sound child guidance clearly calls for far more than good intentions. More and more we have come to see that parents—all parents—need special training. Our efforts in this matter are still pitifully meager. Who would expect to turn out qualified chemists or engineers in a course of six or eight sessions? But we are making a beginning, a vitally important beginning. Those who participate in parent education now are pioneers in one of the most vital and significant developments of our age.

Radke² who made a study of the relation of parental authority to children's behavior and attitudes makes the following observation:

With an understanding of the dynamics involved in intrafamily relations, a sound program of training adults to assume effective parental roles seems not so inaccessible. Though many factors influencing family conduct are still obscure, research indicates that training in effective parental style, rather than training in procedures per se, must be the goal of parent educators.

We have evidence that parents do learn when they participate in study programs. One example is the Study of Laws³ in which she tested the parents before and after a learning program. In this study Laws makes

¹ Evelyn Duvall and Sylvanus Duvall, 1946, Leading Parent Groups, pp. 9-10.

² Marian J. Radke, 1946, The Relation of Parental Authority to Children's Behavior and Attitudes. University of Minnesota, the Institute of Child Welfare, Monograph No. 22, pp. 101-103.

³ Gertrude Laws, Parent-child Relationships, Teachers College, Columbia University, Contributions to Education No. 283, pp. 1-36, 1927.

the following comment:

The study of parent-child relationships is rapidly taking a position of importance, not only in schools and colleges, but also as a part of the educational activities of the press, of parent-teacher associations, of women's clubs, and of groups organized for the particular purpose of such study. Records from child guidance clinics and juvenile courts, and reports of juvenile suicides and of cases brought to psychiatrists and psychologists for treatment continue to emphasize the importance of the experiences of early childhood. The recognition that the attitudes and practices of parents are probably the most important factors in the experience of the early period of each individual's life has led to the study here reported.

In the Laws' study twelve groups were organized. Each group met twice each month for one hour. The enrollment in each group ranged from ten to thirty with an average attendance of seventy per cent during the year. At their first meeting a multiple choice statement test was given to each member in order to obtain a description of their practice or point of view. At the last meeting of the year four tests were given.

Concerning the results of these tests she states:

The parents who cooperated in this study all agreed that the tests had helped them to think in a more organized and impersonal way about problems of the social adjustment of their children and made them conscious of the significance of practices on their part and of responses on the part of the children. They recognized certain weaknesses in their own procedure which had become so habitual that they were not fully conscious of them. They agreed also that checking the lists had stimulated a desire to diagnose their practices more fully than the tests had required them to do. They recognized the necessity for recording their estimates of specific practices and responses in a way that will make them able to trace relationships between what they do and think and what their children do and think.

Evidence from other studies could be cited.

And while "action may lag far behind knowledge" as is pointed out in the study by Davis and McGinnis⁴, and "parents may not put into practice all, nor nearly all, of the knowledge they acquire in child study

⁴ Edith H. Davis and Esther McGinnis, 1939, Parent Education, A Survey of the Minnesota Program, pp. 3-127.

classes; yet it is useful to know what they learn, under what circumstances they learn best, and how such learning may be measured."

It would also seem to be important to know what they are interested in learning. When two or more parents are engaged in conversation it has been observed that this conversation frequently centers about:

1. Problems pertaining to their children about which they are concerned.
2. Information that would help them guide the growth and development of their children.

It is likely then that parents need help in understanding behavior, and in learning how to provide for the emotional, mental, social and physical development of their children.

Because it seems likely that parents learn best about the things in which they are interested, it becomes important to find out what problems relating to child behavior are of interest to them.

The literature on parent-child relationships offers several studies dealing with such problems. Much of the literature found is based on personal experience and opinion. However in a few studies a serious attempt has been made to find out from the parents themselves what child behavior caused them most concern. Both interview and questionnaire methods have been used.

Tilson⁵ used the records from seven habit clinics as the basis for her study. She studied the problems of 225 children between one and five years of age. Her study revealed a need of parents for information concerning child development, child training in behavior common to all

⁵ Marie Agnes Tilson, 1929, Problems of Preschool Children, A Basis for Parental Education, Teachers College, Columbia University, Contributions to Education No. 356, pp. 1-87.

children, and methods of dealing with problems. She expresses the belief that:

A complex of causes has given rise to an increased interest in child care and training in the past few years and with it has come a demand for parental education. Educators have accordingly been confronted with the problem of determining what the courses in child care and training, especially those relating to the preschool years, should include. The formulation of such courses requires, of necessity, a knowledge of the problems that arise in the rearing of preschool children and an understanding of the importance of the parents' attitude toward, and methods of dealing with, these problems.

She found that 53 different types of problems occurred among the 225 children. Of these problems, negativism ranked first with girls, and enuresis ranked first with boys. Thumb or finger sucking had the lowest mean age for the problems treated while masturbation had the highest mean age. The most common problems found in Tilson's study and the mean ages of children in which they occur were as follows:

1. Enuresis- - - - -	3.16 years
2. Need of surgical or medical care- - - - -	3.32 years
3. Negativism- - - - -	3.41 years
4. Temper tantrums - - - - -	3.50 years
5. Food- - - - -	3.44 years
6. Emotional dependence on adults- - - - -	3.47 years
7. Poor nutrition- - - - -	3.33 years
8. Speech- - - - -	3.13 years
9. Restlessness- - - - -	3.45 years
10. Too much attention and interference from adults- - - - -	3.18 years
11. Too little opportunity to play with children of the same age - - - - -	3.41 years
12. Thumb or finger sucking - - - - -	3.11 years
13. Masturbation- - - - -	3.60 years
14. Fear- - - - -	3.12 years

She suggests that:

Courses in parental education for which the material of the present study has been planned to serve as a partial basis, should, it is thought, consider not only the common problems of childhood but also the effect of the parents' behavior and attitude toward the child and his problems.

A course based upon a study of such data may help parents to recognize not only the problems which usually cause most annoyance, such as feeding problems and temper tantrums, but also those which are equally important, if less tangible, such as

jealousy and self-consciousness. It will also, it is believed, help parents to realize that these problems are common to childhood, and not peculiar to their own children, and will accordingly prepare them to face the problems without feeling shocked, injured, or ashamed if they need help in solving them.

In Baruch's⁶ study, made by personal interview, observations, and ratings, it was revealed that the types of problem behavior occurring in 15 of the 33 children studied were, negativism, over dependence on adults, instability, antagonism, cruelty to other children, sleep difficulties and temper.

In the study by Long⁷, the purpose was to gather information about children's behavior which concern parents. She found that:

Behavior tendencies most frequently recorded of the children in the youngest group were those ordinarily associated with early childhood, such as temper tantrums, seeking much attention, bed-wetting, thumb-sucking and dawdling. Disobedience, whining and a continuation of dawdling characterized the group five to seven years old. Many positive correlations and some negative correlations between frequencies of the behavior traits described suggest the feasibility of further investigating behavior of children for the clarification of behavior patterns. There is marked evidence that behavior tendencies do not show high relationships with one another in regard to presence or absence. That is, a child who displays an undesirable trait may or may not display others. This seems to indicate that 'good or bad behavior' is not a general characteristic. Since child training is primarily a function of home and parenthood, solution of the many problems must come through enlightenment of those most directly concerned with its responsibilities.

McKinnon⁸ in her study of consistency and change in behavior

⁶ Dorothy W. Baruch, 1937, "A Study of Reported Tension in Interparental Relationships as Coexistent with Behavior Adjustment in Young Children", Journal of Experimental Education, Vol. 6, pp. 187-204.

⁷ Alma Long, 1941, "Parents' Reports of Undesirable Behavior in Children", Child Dev., Vol. 12, pp. 60-61.

⁸ McKinnon, Katherin Mae, 1942. Consistency and Change in Behavior Manifestations, Child Dev., Monograph No. 30, Teachers College, Columbia University, pp. 136-137.

manifestations stated that one of the most significant findings from the present data is that modification in behavior is a gradual process of development. In many cases changes in behavior occurred several years after a planned guidance program had been initiated.

Persistence or change in behavior seems to be largely a matter of degree. No child studied remained absolutely constant with respect to predominant forms of behavior. Similarly, in no case was there a revolutionary change, but the shift in dominant behavior trends was always in the direction of a form of behavior that had been evident but less pronounced at an earlier age. Furthermore, in the case of the majority of children in the group whose dominant forms of behavior changed, either moderately or conspicuously, the trend was in the direction of conformity.

In a study of child study groups made by Shirley⁹, an attempt was made to find out what type of courses were studied at group meetings and what topics had been discussed in the study courses. Most of the 125 members interviewed were rather vague as to the topic of the programs offered. They were also almost as vague in answer to the question, "What topic did you find most interesting?" Of the half or more who gave definite answers, no single topic was named as a favorite by more than six persons. Discipline and sex education were each mentioned by six and habit breaking by five members. These study group members were even less interested in choosing topics for further study. Answers from a number of parents indicated a shift in emphasis away from problems of the children toward problems of the parent's own responsibility. "That group members do sense their own responsibility is indicated by their feeling that the emphasis in discussion should be placed upon the parent and their method of dealing with their children," is pointed out by Shirley.

⁹ Shirley, Mary, 1938, Can Parents Educate One Another? Parent Ed., Monograph III, National Council of Parent Education, pp. 92-93.

In reviewing parent education, Tucker¹⁰, found that in the early history of parent education, problems were mainly those of physical care and improvement of physical conditions of family members, the next center of interest was the management of problems of the family. She found that the latest development has been a trend toward emotional problems of the family--the problem of relationships.

In the endeavors to understand and change the child's behavior, the child himself has often been the starting point. From an objective point of view, this approach shows a lack of insight into the real problem. If the problem is approached objectively the first question should be, what is the basis for calling the child's behavior a problem? Second, why is the child's behavior unsatisfactory in the relationship which he is attempting to establish? The answer to the first question may be found in the personal and social attitudes of the individual--the adult--who has pointed out that the child's behavior is a problem. The second question also concerns attitudes. The answer is determined by the social order. In other words, it is impossible to separate the consideration of a child's behavior from the standards of those who judge him, for those standards are the basis of adult attitudes toward him.

In Anderson's¹¹, study of parents' attitudes on child behavior, he states:

With the improvement of research techniques, clearer insight into the factors in the environment which determine the child's behavior is being gained. A shift in the approach to the problem of personality has brought new understanding. At one time the behavior of the individual was viewed as possessing in, and of itself, the characteristic of truth and was judged mainly in terms of its logicity. Not only was there right and wrong behavior for a particular situation but the behavior itself was felt to inhere directly in the situation or be a direct product of it. Situation is here used in the restricted sense to refer to stimulation immediately present at the time or just prior to the occurrence of the behavior. We now have also moved from the study of the limited and specific

¹⁰ Clara Tucker, 1940, A Study of Mothers' Practices and Children's Activities in a Co-operative Nursery School, Teachers College, Columbia University, Contributions to Education No. 810, pp. 1-2.

¹¹ Anderson, John E., 1946, Parents' Attitudes on Child Behavior, Child Dev., Vol. 17, p. 91.

situation to the study of contexts; both those which operate over a long period of time and those which operate for a short period of time. If in some manner, the immediate situation can be freed of its constraints or limitations, these underlying trends may become manifested.

In the study made by Davis and McGinnis¹² of the parent education program in Minnesota they had five schedules filled out by five fathers. This was such a small sample, when compared with the data from the 23,931 members enrolled in 1,210 study groups, that the data were unused. However the investigators suggest that from the analysis of these five records there is an indication of replies sufficiently different from the mother to indicate the desirability of obtaining similar opinions from a larger sampling of men. They state:

The striking facts in this analysis are the apparent awareness of these five men of the importance of the neurotic traits and the extremely slight importance that they attribute to the personal-social traits. It would be very interesting to ascertain whether this is a characteristically masculine viewpoint. Further, investigation of this matter should be carried on with men who are attending parent education classes.

In the part of her study that deals with the United Parents' Association of New York City, Shirley¹³ tells of men's participation in the program.

Lay leaders were urged to get fathers as well as mothers to join their groups in order that father-child relationships might profit; that the father's angle of the problems might be presented at the discussion; and that the discussion of the civic aspects of parent-child relations might be accelerated. For when mothers alone study the child and know his need they are all too often powerless to act. Fathers, on the other hand, take important, and sometimes drastic, steps for community improvement according to their own lights, and every now and then these steps are wholly inadequate for meeting children's needs. If fathers and mothers are united in their plans of action, they are able to go forward with greater intelligence toward their common goal of family and community betterment.

¹² Davis and McGinnis, op. cit., p. 5.

¹³ Shirley, op. cit., p. 116.

In none of the studies reviewed were both parents questioned directly in regard to the behavior of their children about which they felt concern, nor about the information relating to the growth and development of their children which they were interested in acquiring. It would seem that data resulting from such questioning would be very useful in planning study programs for parents. In the present study an attempt was made to obtain such data.

Inasmuch as it is likely that conflicts between parents may arise when the experiences and education of fathers and mothers differ widely, it would seem to be highly desirable for both sexes to participate in parent education programs. It would therefore seem desirable to include the fathers in any survey made of parents' concerns and interests which may later be used as a basis for such programs. In the present study both men and women have been used as subjects.

II. PURPOSE

The purpose of this study is twofold: first, to find out what kinds of child behavior are of concern to parents; and second, to find out what child development information is sought by them.

It is hoped that the results of this study will be of benefit in the future to those persons given the responsibility for planning child study meetings and to those concerned with building parent education programs.

In this study the writer has endeavored to throw some light on the following aspects of the problem:

1. Which kinds of behavior cause the most concern among the child study club members and their husbands?
2. Which kinds of behavior cause the most concern among the mothers only?
3. Which kinds of behavior cause the most concern among the husbands only?
4. What is the relationship between the behavior causing fathers concern with that causing concern to mothers?
5. What kind of information about their children are these parents (fathers and mothers) interested in obtaining?
6. What type of information is of greatest interest to the mothers?
7. What type of information is of greatest interest to the fathers?
8. How do the answers on the check-list of parents having one child compare with those having more than one child?
9. How do the answers on the check-list of parents who have attended college compare with those of the group who have not attended college?
10. How do the higher and lower income level groups compare as to their concern and interest in child behavior?

III. PROCEDURE

In attempting to achieve the purposes set up in this study the following steps were taken:

1. A check-list was devised for use in surveying parents' interests.
2. The check-list was presented to, and checked by, the members of five child study clubs and their husbands.
3. The data, as revealed by the returned check-lists was analyzed with the view to answering the questions listed under Purpose, (page 10).

Development of the Check-list

In order to facilitate the compiling of the check-list the following preliminary measures were carried out:

- a. A study was made of research studies related to parents' problems and interests.
- b. Child development books and pamphlets of a popular nature were examined in an effort to find out the behavior manifestations referred to and topics of interest dealt with in this literature.
- c. Comparatively recent issues of the magazines Child Study, National Parent-Teacher and Parents' Magazine were scanned in order to find out what topics, problems and interests were emphasized.
- d. Eight nursery school teachers were questioned to find out which problems, in their opinion, seemed to bother parents most frequently, and which were of greatest relative importance.
- e. Nursery School records were examined and a list made of the problems mentioned by parents.

A list of child behavior responses was developed based on the interests, problems, and topics found. These were grouped into various categories such as emotional, social, mental, physical and guidance. However, because of the overlapping in the categories, it was deemed advisable to regroup the items into numbered descriptions of behavior responses which might serve as a basis for planning child study programs.

Many of the items were similar but it was hoped, that through this small amount of repetition enough different terms would be used to make each numbered description meaningful to parents.

As a preliminary test, the check-list, was used at a meeting of parents of the children attending the Veteran Village Nursery Schools. Parents were asked to check and return the lists with suggestions as to how it might be improved. Thirty-seven parents checked and returned this check-list.

Twelve nursery school and Home Life instructors were asked to read this check-list and make suggestions for improving it.

The check-list was then revised taking into consideration the suggestions made for improvement. The final check-list consisted of two parts. Part I consisted of 40 groups of related behavior responses, totaling 215 responses in all. These forty groups are referred to in this study as "numbered descriptions." Part II consisted of 23 questions parents might ask concerning their children. (See Appendix)

Presentation of the Check-list

Location of Study

This study was carried out through the cooperation of the members of five study clubs located at Stillwater, Oklahoma, a city of approximately 30,000 persons, 17,000 of which are permanent inhabitants. The remaining 13,000 are for the most part students attending the Oklahoma A. and M. College and their families.

Subjects

The persons who participated by supplying data were members of the five local child study clubs and their husbands. There were two reasons for including the latter. One, was that the writer has not been able to

locate any evidence as to whether or not there is any difference between the interests of mothers and fathers in regard to the problems with which they are concerned. The other is that in the child study clubs under consideration the husbands of the child study club members are asked to attend two of the meetings during the year. Because of this the writer thought it feasible to find out the fathers viewpoint also.

These study clubs are affiliated with the Child Study Association of America. There are 85 members belonging to these five local groups ranging from 14 to 20 members for a club.

Method of Presentation

A set of materials was supplied to each member of a child study group. A set consisted of a check-list for the mother, a check-list for the father, a short letter to the mother, a short letter to the father, a general information blank for the parents and a stamped envelope for returning the completed check-lists. Check-lists for two of the clubs were distributed at the club meetings to the members present, and the members asked to return them by mail. For the other three clubs the check-lists were mailed to each member and her husband. The return envelopes were addressed to the writer's adviser to help reassure the participants that the information would remain anonymous.

In the directions for marking the check-lists the parents were asked to check their degree of interest in one of the four columns at the right of each numbered description. The four columns were headed great interest, fair amount of interest, slight interest, and no interest.

Inasmuch as the parents were asked to refrain from putting names on check-lists there was no way of knowing which members had returned the check-lists. In an effort to obtain a higher percentage of cooperation

the writer called each study club member by telephone to explain more fully the purpose of the study and answer any questions they might have regarding data. Most of the members were enthusiastic about the study and were interested in learning the results of a study of this type. The check-lists were distributed the latter part of December, which is a busy time for most families. A few of the families were out of town or had out of town guests. Others did not have time for, or the inclination to, bother about filling out and returning the check-lists. However the writer felt that on the whole she received good cooperation from the participants inasmuch as 71% of the check-lists were returned.

Fifty-two families returned complete sets of check-lists. Three families returned the fathers' and mothers' check-list but omitted the general information blanks. Three mothers returned their check-list and information blanks without the father check-lists. Two fathers returned their check-list and general information blanks but the mothers' check-lists in those sets were not returned.

In the usable data there were 58 check-lists filled in by mothers and 57 check-lists filled in by fathers.

In addition to the data used, four families returned their check-lists after most of the data had been tabulated, consequently it was not used. A total of 64 families returned at least part of the information requested.

IV. ANALYSIS OF THE DATA

Two types of data were analyzed, (1) that yielded by the information blanks and (2) that yielded by the check-lists.

The following information was obtained from the general information blanks answered by the parents cooperating in this study.

1. Of the 57 families furnishing information blanks with their check-list, there were 20 families with one child, 27 families with two children, eight families with three children and two families with four children.
2. In 38 of the families all of the children were under school age. The mean age of the preschool children was 33.2 months. The mean age of the children from the families having only one child was 28 months. The 106 children from the 57 families had an age range from one month to 20 years. The mean age of these 106 children was 45.8 months.
3. The annual income the past year for these families ranged from \$1,000 to \$18,000 with a mean income of \$4,862.68 and a median income of \$4,200.
4. The length of time the families had been married ranged from two and one-half years to 22 years with a mean of 8.95 years.
5. Ages of the mothers ranged from 19 to 43 years, with a mean age of 30.76 years. Ages of the fathers ranged from 23 to 46 years with a mean age of 33.87 years.
6. Two of the mothers have Masters Degrees, 26 have Bachelors Degrees, two have completed 3 years college, ten have two years of college training, five have had one year of college training, and twelve have completed high school.
7. Four of the fathers have Ph.D Degrees, eleven have Masters Degrees, eighteen have Bachelors Degrees, eight have completed three years college training, seven with two years college, two with one year of college, four have completed high school and one the eighth grade.

The data yielded by the check-lists were analyzed with the view to answering the questions set up in the purpose (page 10).

In order to be able to compare the interest shown, weighted scores for each numbered description were determined by giving each check mark in the "great interest" column a weight of three, each in the "fair amount

of interest" column a weight of two, and each one in the "slight interest" column a weight of one. The answers that have been weighted will be referred to subsequently as scores.

In an attempt to answer the first seven questions the weighted scores described above were ranked according to the method suggested by Garrett¹. Numbered descriptions having the same score were given the median order of merit rating. The rank order of the scores will be reported in the subsequent pages in relation to the questions which they purport to answer.

Questions 1, 2, 3, and 4 relate to Part I of the check-list.

QUESTION 1. WHICH KINDS OF BEHAVIOR RESPONSES CAUSE MOST CONCERN AMONG CHILD STUDY CLUB MEMBERS AND THEIR HUSBANDS?

In attempting to answer this question the returned check-lists of 115 parents were scored and ranked and the results reported below.

<u>Numbered Descriptions</u>	<u>Weighted Score</u>	<u>Rank Order</u>
1. Angers easily, has temper tantrums and/or gets mad easily.	174	1
8. Refuses to eat certain foods, expects to be fed, dawdles at mealtime, shows variability in appetite, holds food in mouth, spits food out, plays with food, deliberately spills food and/or has poor table manners.	165	2
7. Shows aggressiveness by being destructive, defiant, dominating, belligerent, antagonistic in such ways as hitting biting, throwing, grabbing, and/or pinching, etc.	160	3
14. Shows negative behavior, stubbornness, disobedience, obstinateness, refuses to comply with requests and/or resents authority.	148	4

¹ Henry E. Garrett, 1947, Statistics in Psychology and Education, Third Edition, Longmans, Green and Company, New York, p. 344.

	<u>Weighted Score</u>	<u>Rank Order</u>
13. Shows jealousy, teases, pesters other children in family, shows cruelty to animals or other children, is hostile toward parents and/or shows general resentment.	128	5
12. Will not take nap, does not remain in bed, slow in going to sleep, prolongs bedtime, is difficult to awaken, gets up in an irritable state and/or has other problems connected with sleep.	127	6
3. Shows nervousness through twisting hair, sucking fingers, speech, swinging foot, biting nails, rocking in bed, masturbation, picking at lips and/or twisting clothing.	126	7
21. Is negligent about picking up toys, putting away clothes, helping with tasks and/or taking responsibility.	120	8
9. Will not stand up for own rights, unable to defend himself against verbal or physical attacks and/or appeals to adult instead of standing up for himself.	115	9
38. Asks too many questions, is curious about too many things, gets into things and/or uses no caution in finding out about things.	101	10
2. Anxious, easily frightened, fearful of new things, animals, situations and/or people.	100	11
16. Calls people names, is impudent, fresh, talks back, "shows off", is bold, pert, saucy, rude, brazen and/or forward.	97	12
17. Shows insecurity by habitually holding on to objects, clinging to adult, refusing to be left, requiring constant companionship, running away, making bids for attention, crying and/or over-attachment to person or thing.	94	13
11. Tells falsehoods, takes things that do not belong to him, is deceiving, does things he knows he should not do if no one is watching and/or misrepresents facts.	93	14.5
25. Dislikes washing face and hands, dislikes bath, shampoo, brushing teeth, will wear dirty clothes and/or puts dirty objects in mouth.	93	14.5

	<u>Weighted Score</u>	<u>Rank Order</u>
30. Hyperactive, restless, irritable, easily over-stimulated or upset, fidgety, shrill, excitable and/or is emotionally unstable.	92	16
37. Overly dependent on others, not happy playing alone and/or cannot amuse self.	91	17.5
27. Blames others for his mistakes, finds fault with others and/or accuses.	91	17.5
19. Quarrels with children, nags, fusses, whines, refuses to talk things out, and/or refuses to share.	90	19
6. Shows withdrawing behavior such as daydreaming, shyness, sullenness, moodiness, pulling away from children, timidity, submissiveness, seclusiveness, lack of interest and responsiveness to environment and/or is afraid to venture out and find out about things surrounding him.	89	20
26. Always wants to be the leader, wants to tell others what to do, is egotistical and/or brags.	87	21
5. Seems to be delayed in speech, stutters, stammers, lisps, and/or sometimes finds himself unable to express himself.	85	22
23. Uses bad language, imitates undesirable traits found in others, in boisterous and/or loud.	81	23
36. Will not share or take turns and/or has no regard for priority rights.	75	24
4. Regresses to a younger age level in such ways as using baby talk, sucking and/or expecting assistance with tasks he has previously mastered.	67	25.5
15. Has defects or physical conditions that might cause child to be irritable, and/or be in need of medical or surgical attention.	67	25.5
28. Stumbles, falls frequently, over-cautious, cannot jump, skip and/or carry out muscular activity expected at his age.	66	27
40. Is self-conscious, easily flustered, uneasy, easily embarrassed, and/or ill at ease especially in new situations.	65	28

	<u>Weighted Score</u>	<u>Rank Order</u>
34. Does not meet standards expected of him, makes poor adjustment to new situations, cannot make choices or decisions and/or lacks self-reliance.	64	29
24. Finds it difficult to play with other children happily.	62	30
39. Shows indication of stereotyped behavior (insists on doing things in one particular way).	61	31.5
20. Shows exaggerated interest in radio programs, comic strips, movies.	61	31.5
10. Wets bed. Soils clothes, has frequent accidents beyond age of expected control, is constipated and/or dislikes going to bathroom.	55	33
18. Unduly interested in sex, shy about undressing, enjoys exposing self.	50	34
22. Is over-critical, precise, smug, snobbish, sissy, cowardly, is perfect little lady or gentleman and/or is afraid of getting hands dirty.	49	35
35. Is shunned by other children and/or does not make friends.	48	36
33. Is not affectionate, does not like attention, is suspicious and/or shows marked dislike for any person or thing.	47	37
31. Lack energy, is colorless, underweight, and/or becomes exhausted easily.	43	38
29. Enjoys seeing others suffer, likes to inflict pain on self or others, seeks physical punishment or activity that will cause pain and/or laughs at disaster of others.	38	39
32. Faints, holds breath, grits teeth, has convulsions, twitching and/or tics.	37	40

It will be noted from rank order of the numbered descriptions that the range in scores is from 37 to 174 with a median of 83. It will also be noted that the behavior causing parents the greatest concern has to do with aggressive behavior, eating behavior and refusal to cooperate or comply.

QUESTION 2. WHICH KINDS OF BEHAVIOR CAUSE THE MOST CONCERN AMONG

MOTHERS ONLY?

In attempting to answer this question the returned check-lists of 58 mothers were scored and ranked. The results appear below.

<u>Numbered Descriptions</u>	<u>Weighted Score</u>	<u>Rank Order</u>
1. Angers easily, has temper tantrums and/or gets mad easily.	90	1
8. Refuses to eat certain foods, expects to be fed, dawdles at mealtime, shows variability in appetite, holds food in mouth, spits food out, plays with food, deliberately spills food and/or has poor table manners.	86	2
7. Shows aggressiveness by being destructive, defiant, dominating, belligerent, antagonistic in such ways as hitting, biting, throwing, grabbing and/or pinching, etc.	84	3
14. Shows negative behavior, stubbornness, disobedience, obstinateness, refuses to comply with requests and/or resents authority.	73	4
12. Will not take nap, does not remain in bed, slow in going to sleep, prolongs bedtime, is difficult to awaken, gets up in an irritable state and/or has other problems connected with sleep.	67	5.5
13. Shows jealousy, teases, pesters other children in family, shows cruelty to animals or other children, is hostile toward parents and/or shows general resentment.	67	5.5
21. Is negligent about picking up toys, putting away clothes, helping with tasks and/or taking responsibility.	63	7
3. Shows nervousness through twisting hair, sucking fingers, speech, swinging foot, biting nails, rocking in bed, masturbation, picking at lips and/or twisting clothing.	55	8.5
15. Calls people names, is impudent, fresh, talks back, "shows off", is bold, pert, saucy, rude, brazen and/or forward.	55	8.5

	<u>Weighted Score</u>	<u>Rank Order</u>
9. Will not stand up for own rights, unable to defend himself against verbal or physical attacks and/or appeals to adult instead of standing up for himself.	51	10
6. Shows withdrawing behavior such as daydreaming, shyness, sullenness, moodiness, pulling away from children, timidity, submissiveness, seclusiveness, lack of interest and responsiveness to environment and/or is afraid to venture out and find out about things surrounding him.	49	12
30. Hyperactive, restless, irritable, easily overstimulated or upset, fidgety, shrill, excitable and/or is emotionally unstable.	49	12
38. Asks too many questions, is curious about too many things, gets into things and/or uses no caution in finding out about things.	49	12
25. Dislikes washing face and hands, dislikes bath, shampoo, brushing teeth, will wear dirty clothes and/or puts dirty objects in mouth.	46	14.5
27. Blames others for his mistakes, finds fault with others and/or accuses.	46	14.5
2. Anxious, easily frightened, fearful of new things, animals, situations and/or people.	45	16.5
37. Overly dependent on others, not happy playing alone and/or cannot amuse self.	45	16.5
19. Quarrels with children, nags, fusses, whines, refuses to talk things out, and/or refuses to share.	44	18.5
26. Always wants to be the leader, wants to tell others what to do, is egotistical and/or brags.	44	18.5
17. Shows insecurity by habitually holding on to objects, clinging to adult, refusing to be left, requiring constant companionship, running away, making bids for attention, crying and/or over-attachment to person or thing.	43	20
23. Uses bad language, imitates undesirable traits found in others, is boisterous and/or loud.	42	21

	<u>Weighted Score</u>	<u>Rank Order</u>
4. Regresses to a younger age level in such ways as using baby talk, sucking and/or expecting assistance with tasks he has previously mastered.	35	22
5. Seems to be delayed in speech, stutters, stammers, lisps, and/or sometimes finds himself unable to express himself.	34	24.5
11. Tells falsehoods, takes things that do not belong to him, is deceiving, does things he knows he should not do if no one is watching and/or misrepresents facts.	34	24.5
34. Does not meet standards expected of him, makes poor adjustment to new situations, cannot make choices or decisions and/or lacks self-reliance.	34	24.5
36. Will not share or take turns and/or has no regard for priority rights.	34	24.5
15. Has defects or physical conditions that might cause child to be irritable, and/or to be in need of medical or surgical attention.	32	27
28. Stumbles, falls frequently, over-cautious, cannot jump, skip and/or carry out muscular activity expected at his age.	31	28
20. Shows exaggerated interest in radio programs, comic strips, movies.	28	29.5
39. Shows indication of stereotyped behavior (insists on doing things in one particular way.)	28	29.5
10. Wets bed. Soils clothes, has frequent accidents beyond age of expected control, is constipated and/or dislikes going to bathroom.	27	32
24. Finds it difficult to play with other children happily.	27	32
40. Is self-conscious, easily flustered, uneasy, easily embarrassed, and/or ill at ease especially in new situations.	27	32
35. Is shunned by other children and/or does not make friends.	23	34
18. Unduly interested in sex, shy about undressing, enjoys exposing self.	22	35.5

	<u>Weighted Score</u>	<u>Rank Order</u>
31. Lack energy, is colorless, underweight, and/or becomes exhausted easily.	22	35.5
22. Is over-critical, precise, smug, snobbish, sissy, cowardly, is perfect little lady or gentleman and/or is afraid of getting hands dirty.	19	37
29. Enjoys seeing others suffer, likes to inflict pain on self or others, seeks physical punishment or activity that will cause pain and/or laughs at disaster of others.	18	38
32. Faints, holds breath, grits teeth, has convulsions, twitching and/or ties.	17	39
33. Is not affectionate, does not like attention, is suspicious and/or shows marked dislike for any person or thing.	16	40

It will be noted from the above that the four descriptions of behavior causing the mothers the most concern are the same as those for the combined group of fathers and mothers.

QUESTION 3. WHICH KINDS OF BEHAVIOR CAUSE THE MOST CONCERN AMONG FATHERS ONLY?

In attempting to answer this question the check-lists of 57 fathers were scored and ranked, and the results tabulated below.

<u>Numbered Descriptions</u>	<u>Weighted Score</u>	<u>Rank Order</u>
1. Angers easily, has temper tantrums and/or gets mad easily.	84	1
8. Refuses to eat certain foods, expects to be fed, dawdles at mealtime, shows variability in appetite, holds food in mouth, spits food out, plays with food, deliberately spills food and/or has poor table manners.	79	2
7. Shows aggressiveness by being destructive, defiant, dominating, belligerent, antagonistic in such ways as hitting, biting, throwing, grabbing and/or pinching, etc.	76	3

	<u>Weighted Score</u>	<u>Rank Order</u>
14. Shows negative behavior, stubbornness, disobedience, obstinateness, refuses to comply with requests and/or resents authority.	75	4
3. Shows nervousness through twisting hair, sucking fingers, speech, swinging foot, biting nails, rocking in bed, masturbation, picking at lips and/or twisting clothing.	71	5
9. Will not stand up for own rights, unable to defend himself against verbal or physical attacks and/or appeals to adult instead of standing up for himself.	64	6
13. Shows jealousy, teases, pesters other children in family, shows cruelty to animals or other children, is hostile toward parents and/or other general resentment.	61	7
12. Will not take nap, does not remain in bed, slow in going to sleep, prolongs bedtime, is difficult to awaken, gets up in an irritable state and/or has other problems connected with sleep.	60	8
11. Tells falsehoods, takes things that do not belong to him, is deceiving, does things he knows he should not do if no one is watching and/or misrepresents facts.	59	9
21. Is negligent about picking up toys, putting away clothes, helping with tasks and/or taking responsibility.	57	10
2. Anxious, easily frightened, fearful of new things, animals, situations and/or people.	55	11
38. Asks too many questions, is curious about too many things, gets into things and/or uses no caution in finding out about things.	52	12
5. Seems to be delayed in speech, stutters, stammers, lisps, and/or sometimes finds himself unable to express himself.	51	13.5
17. Shows insecurity by habitually holding on to objects, clinging to adult, refusing to be left, requiring constant companionship, running away, making bids for attention, crying and/or over-attachment to person or thing.	51	13.5

	<u>Weighted Score</u>	<u>Rank Order</u>
25. Dislikes washing face and hands, dislikes bath, shampoo, brushing teeth, will wear dirty clothes and/or puts dirty objects in mouth.	47	15
19. Quarrels with children, nags, fusses, whines, refuses to talk things out, and/or refuses to share.	46	16.5
37. Overly dependent on others, not happy playing alone and/or cannot amuse self.	46	16.5
27. Blames others for his mistakes, finds fault with others and/or accuses.	45	18
26. Always wants to be the leader, wants to tell others what to do, is egotistical and/or brags.	43	19.5
30. Hyperactive, restless, irritable, easily overstimulated or upset, fidgety, shrill, excitable and/or is emotionally unstable.	43	19.5
16. Calls people names, is impudent, fresh, talks back, "shows off", is bold, pert, saucy, rude, brazen and/or forward.	42	21
36. Will not share or take turns and/or has no regard for priority rights.	41	22
6. Shows withdrawing behavior such as daydreaming, shyness, sullenness, moodiness, pulling away from children, timidity, submissiveness, seclusiveness, lack of interest and responsiveness to environment and/or is afraid to venture out and find out about things surrounding him.	40	23
23. Uses bad language, imitates undesirable traits found in others, is boisterous and/or loud.	39	24
40. Is self-conscious, easily flustered, uneasy, easily embarrassed, and/or ill at ease especially in new situations.	38	25
15. Has defects or physical conditions that might cause child to be irritable, and/or to be in need of medical or surgical attention.	35	27
24. Finds it difficult to play with other children happily.	35	27
23. Stumbles, falls frequently, over-cautious, cannot jump, skip and/or carry out muscular activity expected at his age.	35	27

	<u>Weighted Score</u>	<u>Rank Order</u>
20. Shows exaggerated interest in radio programs, comic strips, movies.	33	29.5
39. Shows indication of stereotyped behavior (insists on doing things in one particular way).	33	29.5
4. Regresses to a younger age level in such ways as using baby talk, sucking and/or expecting assistance with tasks he has previously mastered.	32	31
33. Is not affectionate, does not like attention, is suspicious and/or shows marked dislike for any person or thing.	31	32
22. Is over-critical, precise, snug, snobbish, sissy, cowardly, is perfect little lady or gentleman and/or is afraid of getting hands dirty.	30	33.5
34. Does not meet standards expected of him, makes poor adjustment to new situations, cannot make choices or decisions and/or lacks self-reliance.	30	33.5
10. Wets bed. Soils clothes, has frequent accidents beyond age of expected control, is constipated and/or dislikes going to bathroom.	28	35.5
18. Unduly interested in sex, shy about undressing, enjoys exposing self.	28	35.5
35. Is shunned by other children and/or does not make friends.	25	37
31. Lack energy, is colorless, underweight, and/or becomes exhausted easily.	21	38
29. Enjoys seeing others suffer, likes to inflict pain on self or others, seeks physical punishment or activity that will cause pain and/or laughs at disaster of others.	20	39.5
32. Faints, holds breath, grits teeth, has convulsions, twitching and/or tics.	20	39.5

It will be noted from the above tabulation that the descriptions of behavior ranking first, second, third and fourth are the same for the fathers as for the mothers and fathers combined.

QUESTION 4. WHAT IS THE RELATIONSHIP BETWEEN THE BEHAVIOR CAUSING FATHERS CONCERN WITH THAT CAUSING CONCERN TO MOTHERS? WHICH PROBLEMS CAUSE SIMILAR CONCERN?

The numbered descriptions having the same rank on both the fathers' and mothers' check-lists are set forth below. From these it will be noted that the descriptions of behavior ranking first, second, third and fourth are the same, i.e., both parents are most concerned by children's aggressive behavior, by their eating behavior and by their refusal to comply.

Numbered Descriptions

	<u>Rank</u>	<u>Mother's Score</u>	<u>Father's Score</u>
1. Angers easily, has temper tantrums and/or gets mad easily.	1	90	84
8. Refuses to eat certain foods, expects to be fed, dawdles at mealtime, shows variability in appetite, holds food in mouth, spits food out, plays with food, deliberately spills food and/or has poor table manners.	2	86	79
7. Shows aggressiveness by being destructive, defiant, dominating, belligerent, antagonistic in such ways as hitting, biting, throwing, grabbing, and/or pinching, etc.	3	84	76
14. Shows negative behavior, stubbornness, disobedience, obstinateness, refuses to comply with requests and/or resents authority.	4	73	75
38. Asks too many questions, is curious about too many things, gets into things and/or uses no caution in finding out about things.	12	49	52
37. Overly dependent on others, not happy playing alone and/or cannot amuse self.	16.5	45	46
15. Has defects or physical conditions that might cause child to be irritable, and/or to be in need of medical or surgical attention.	27	32	35

	<u>Rank</u>	<u>Mother's Score</u>	<u>Father's Score</u>
20. Shows exaggerated interest in radio programs, comic strips, movies.	29.5	28	39
39. Shows indication of stereotyped behavior (insists on doing things in one particular way.)	29.5	28	33
18. Unduly interested in sex, shy about undressing, enjoys exposing self.	35.5	22	28

The numbered descriptions having a similar rank for fathers and mothers were:

<u>Numbered Descriptions</u>	<u>Mother's Rank</u>	<u>Father's Rank</u>
13. Shows jealousy, teases, pesters other children in family, shows cruelty to animals or other children, is hostile toward parents and/or shows general resentment.	5.5	7
25. Dislikes washing face and hands, dislikes bath, shampoo, brushing teeth, will wear dirty clothes and/or puts dirty objects in mouth.	14.5	15
26. Always wants to be the leader, wants to tell others what to do, is egotistical and/or brags.	18.5	19.5
28. Stumbles, falls frequently, over-cautious, cannot jump, skip and/or carry out muscular activity expected at his age.	28	27
31. Lack energy, is colorless, underweight, and/or becomes exhausted easily.	35.5	38
29. Enjoys seeing others suffer, likes to inflict pain on self or others, seeks physical punishment or activity that will cause pain and/or laughs at disaster of others.	38	39.5
32. Faints, holds breath, grits teeth, has convulsions, twitching and/or tics.	39	39.5

Numbered Descriptions having a wide difference in rank between the mothers' and fathers' check-lists were:

<u>Numbered Descriptions</u>	<u>Mother's Rank</u>	<u>Father's Rank</u>
11. Tells falsehoods, takes things that do not belong to him, is deceiving, does things he knows he should not do if no one is watching and/or misrepresents facts.	24.5	9
16. Calls people names, is impudent, fresh, talks back, "shows off", is bold, pert, saucy, rude, brazen and/or forward.	8.5	21
5. Seems to be delayed in speech, stutters, stammers, lisps, and/or sometimes finds himself unable to express himself.	24.5	13.5
6. Shows withdrawing behavior such as daydreaming, shyness, sullenness, moodiness, pulling away from children, timidity, submissiveness, seclusiveness, lack of interest and responsiveness to environment and/or is afraid to venture out and find out about things surrounding him.	12	23
4. Regresses to a younger age level in such ways as using baby talk, sucking and/or expecting assistance with tasks he has previously mastered.	22	31
34. Does not meet standards expected of him, makes poor adjustment to new situations, cannot make choices or decisions and/or lacks self-reliance.	24.5	33.5
33. Is not affectionate, does not like attention, is suspicious and/or shows marked dislike for any person or thing.	40	32
30. Hyperactive, restless, irritable, easily overstimulated or upset, fidgety, shrill, excitable and/or is emotionally unstable.	12	19.5
40. Is self-conscious, easily flustered, uneasy, easily embarrassed, and/or ill at ease especially in new situations.	32	25

As shown above the mothers were more concerned than the fathers about the behavior responses in numbered descriptions 16, 6, 4, 34 and 30. The fathers were more concerned than the mothers with No. 11, 5, 33, and 40.

It will be noted from the differences in rank of the numbered descriptions 16, 4, 6, 34 and 30 that the mothers are more concerned than

the fathers about their children's behavior when they are rude and offensive to others, when they tend to withdraw, when they regress or behave in a "babyish" manner, when they do not meet their mothers' expectations of them and when they are hyperactive in their (the mothers') estimation.

It will also be noted from the differences in rank of the numbered descriptions 11, 5, 33 and 40 that the fathers are more concerned than the mothers about their children's behavior when they are untruthful, when they have speech difficulties, when they tend to be antisocial or are self-conscious or ill at ease.

The total interest scores of mothers in the behavior descriptions was found to be 1,725; while that of fathers was found to be 1,813, with a difference of 87. The significance of this difference, as determined by the "t" test was found to be 0.47, which is not significant. Fisher's formula for use with independent small samples with uneven numbers of cases was employed.² The formula is reproduced below.

$$\begin{aligned}
 \text{"t"} &= \frac{\text{Mean}_1 - \text{Mean}_2}{\sqrt{\left(\frac{\sum \text{Dev.}_1^2 + \sum \text{Dev.}_2^2}{N_1 + N_2 - 2} \right) \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}
 \end{aligned}$$

² Lindquist, E.F., Statistical Analysis in Educational Research, Houghton Mifflin Co., 1940, page 57.

Questions 5, 6, and 7 relate to Part II of the check-list.

QUESTION 5. WHAT KIND OF INFORMATION ABOUT THEIR CHILDREN ARE THESE PARENTS (MOTHERS AND FATHERS) INTERESTED IN OBTAINING?

In attempting to answer this question the combined weighted scores of fathers and mothers were tabulated and ranked. The results are set forth below.

<u>Number</u>	<u>Item</u>	<u>Score</u>	<u>Rank Order</u>
19.	How can I assist my child in developing desirable attitudes toward sex?	270	1
3.	What methods of guidance or discipline are most effective in dealing with pre-school children?	264	2.5
13.	How can we help young children become honest citizens, free from prejudices?	264	2.5
10.	How can we deal wisely with the child's questions?	259	4
5.	What are some effective techniques for gaining a child's cooperation?	257	5
16.	How can I help my child learn to make choices and decisions?	256	6
1.	What should we expect of a child at various ages and what individual differences should be expected within the family?	255	7
14.	How can we help the young child enjoy work and recreation?	254	8
7.	How can we provide interesting experiences in music, art, and literature for our children?	253	9
2.	How can we help our children become increasingly independent?	251	10
4.	How much obedience should we expect of a child?	250	11
18.	How can I make a beginning in helping my child use money wisely?	249	12
8.	What are the most important basic personality needs of the young child?	248	13
17.	How can I provide experiences for my child that will be mentally stimulating?	246	14

	<u>Score</u>	<u>Rank Order</u>
12. How can I help my child regulate his emotions for good mental health?	243	15
15. How can I help my child face reality?	240	16
23. How can I help my child stay with a task until completed (a task that is not beyond his age and ability)?	235	17
21. What should be the role of parents in child's behavior and development?	232	18
6. How can we become skillful in applying child development information to our children?	229	19
22. What is the relation of parent's behavior to child's?	223	20
11. How can we help the child feel at ease in social situations?	218	21
20. In the absence of nursery school experience how can I provide normal social experience for my child?	191	22
9. What is the effect on the child when parents disagree?	170	23

It will be noted from the above scores, that while the differences between the scores for specific items are slight, that the item ranking first relates to the development of desirable attitudes toward sex.

QUESTION 6. WHAT TYPE OF INFORMATION IS OF GREATEST CONCERN TO THE MOTHERS?

The questions on Part II, as answered by the child study members have the following score and rank order:

<u>Number</u>	<u>Item</u>	<u>Score</u>	<u>Rank Order</u>
5.	What are some effective techniques for gaining a child's cooperation?	143	1
3.	What methods of guidance or discipline are most effective in dealing with pre-school children?	142	2.5

	<u>Score</u>	<u>Rank Order</u>
2. How can we help our children become increasingly independent?	142	2.5
16. How can I help my child learn to make choices and decisions?	141	4.5
19. How can I assist my child in developing desirable attitudes toward sex?	141	4.5
13. How can we help young children become honest citizens, free from prejudices?	140	6
7. How can we provide, interesting experiences in music, art, and literature for our children?	139	7.5
14. How can we help the young child enjoy work and recreation?	139	7.5
8. What are the most important basic personality needs of the young child?	138	9
4. How much obedience should we expect of a child?	136	10.5
10. How can we deal wisely with the child's questions?	136	10.5
15. How can I help my child face reality?	135	12
1. What should we expect of a child at various ages and what individual differences should be expected within the family?	133	13.5
18. How can I make a beginning in helping my child use money wisely?	133	13.5
12. How can I help my child regulate his emotions for good mental health?	132	15
17. How can I provide experiences for my child that will be mentally stimulating?	130	16
6. How can we become skillful in applying child developing information to our children?	128	17
21. What should be the role of parents in child's behavior and developments?	126	18
22. What is the relation of parent's behavior to child's?	124	19

	<u>Score</u>	<u>Rank Order</u>
23. How can I help my child stay with a task until completed (a task that is not beyond his age and ability)?	121	20
11. How can we help the child feel at ease in social situations?	115	21
20. In the absence of nursery school experience how can I provide normal social experience for my child?	103	22
9. What is the effect on the child when parents disagree?	93	23

QUESTION 7. WHAT TYPE OF INFORMATION IS THE GREATEST INTEREST TO FATHERS?

The questions on Part II with the score and rank for the fathers were:

<u>Number</u>	<u>Item</u>	<u>Score</u>	<u>Rank Order</u>
19.	How can I assist my child in developing desirable attitudes toward sex?	129	1
13.	How can we help young children become honest citizens, free from prejudices?	124	2
10.	How can we deal wisely with the child's questions?	123	3
1.	What should we expect of a child at various ages and what individual differences should be expected within the family?	122	4.5
3.	What methods of guidance or discipline are most effective in dealing with pre-school children?	122	4.5
18.	How can I make a beginning in helping my child use money wisely?	116	6.5
17.	How can I provide experiences for my child that will be mentally stimulating?	116	6.5
14.	How can we help the young child enjoy work and recreation?	115	8.5
16.	How can I help my child learn to make choices and decisions?	115	8.5

	<u>Score</u>	<u>Rank Order</u>
4. How much obedience should we expect of a child?	114	11.5
5. What are some effective techniques for gaining a child's cooperation?	114	11.5
7. How can we provide interesting experiences in music, art, and literature for our children?	114	11.5
23. How can I help my child stay with a task until completed (a task that is not beyond his age and ability)?	114	11.5
12. How can I help my child regulate his emotions for good mental health?	111	14
8. What are the most important basic personality needs of the young child?	110	15
2. How can we help our children become increasingly independent?	109	16
21. What should be the role of parents in child's behavior and development?	106	17
15. How can I help my child face reality?	105	18
11. How can we help the child feel at ease in social situations?	103	19
6. How can we become skillful in applying child development information to our children?	101	20
22. What is the relation of parent's behavior to child's?	99	21
20. In the absence of nursery school experience how can I provide normal social experience for my child?	88	22
9. What is the effect on the child when parents disagree?	77	23

In addition to answering the questions set up in the purpose of this study it was decided to make a comparison between (1) the total amount of interest shown by the fathers and mothers in Parts I and II, and (2) between the number of parents showing any interest and those showing none. In order to make these comparisons the total interest scores of both

mothers and fathers in the questions asked were calculated. The total score for mothers was found to be 3,015, while that of the fathers was found to be 2,545, with a difference of 470. The significance of this difference as determined by the "t" test was found to be 2.66 which is significant at the 1% level of confidence. This implies that the mothers who participated in this study were more interested than the fathers in obtaining information about the positive aspects of child development and guidance. In order to make the second comparison mentioned above, the percentages of fathers and of mothers expressing any interest in the questions in Part II were calculated. The critical ratio between these percentages was then calculated. This was found to be 7.43, which is significant of the .1% level of confidence.

In order to find out whether or not significant differences occurred in relation to parent and family characteristics referred to in questions eight, nine and ten, the parents were classified according to education, income and number of children in the family.

In answering question eight a comparison was made between the percentage of numbered descriptions checked by parents having only one child and those having more than one child. Similar comparisons were made between parents with a high school education or less, and those having more than a high school education; and between parents having an income of \$4,000 a year or less and those having an income of more than that amount, the median income for the total group being \$4,200. These last two comparisons were made in order to answer questions nine and ten. In determining the critical ratio between the percentages of the respective groups the following formula suggested by Garrett³ was used.

³ Garrett, op. cit., p. 218-220.

$$G.R. = \frac{P_1 - P_2}{\sqrt{\sigma^2_{P_1} + \sigma^2_{P_2}}}$$

QUESTION 3. HOW DO THE ANSWERS ON THE CHECK-LIST OF PARENTS HAVING ONE CHILD COMPARE WITH THOSE OF PARENTS HAVING MORE THAN ONE CHILD?

The data shows that the 69 mothers and fathers having more than one child showed a greater percentage of interest in 25 of the 40 numbered descriptions than did the 40 fathers and mothers with one child. The families with one child showed a greater percentage of interest in 15 of the numbered items. However most of those were only slightly higher than the families with more children.

It was therefore decided to report, in tabular form, only those differences which were significant statistically. These are reported in Tables I and IV.

The families with more than one child showed more concern about all the behavior responses (in which there was a significant difference). It would be interesting to find out why these larger families show this greater concern. Could it be that the number of problems increase with number of children, or is it that these parents are just more aware of these responses than the parents of one child? Perhaps the parents of "only" children have more time for child training and may prevent some undesirable types of behavior. However since these responses seem to be predominately of a social nature, it may be that these smaller families have had little opportunity to consider this type of manifestation of behavior.

TABLE I

DESCRIPTIONS OF BEHAVIOR WHEREIN THERE WAS A SIGNIFICANT DIFFERENCE BETWEEN INTEREST SHOWN BY PARENTS HAVING ONLY ONE CHILD AND PARENTS HAVING MORE THAN ONE CHILD

	Children in Family	Total Number Parents	Number Checking	% Checking	Critical Ratio	Degree of Significance
27. Blames others for his mistakes, finds fault with others and/or accuses.	O C* M T O C**	109	40 69	22.50% 65.22	4.88	0.1%
26. Always wants to be the leader, wants to tell others what to do, is egotistical and/or brags.	O C M T O C	109	40 69	30.00 68.69	4.23	0.1%
11. Tells falsehoods, takes things that do not belong to him, is deceiving, does things he knows he should not do if no one is watching and/or misrepresents facts.	O C M T O C	109	40 69	22.50 55.07	3.66	0.1%
4. Regresses to a younger age level in such ways as using baby talk, sucking and/or expecting assistance with tasks he has previously mastered.	O C M T O C	109	40 69	20.00 49.28	3.35	1.0%
13. Shows jealousy, teases, pesters other children in family, shows cruelty to animals or other children, is hostile toward parents and/or shows general resentment.	O C M T O C	109	40 69	42.50 69.57	2.83	1.0%
1. Angers easily, has temper tantrums and/or gets mad easily.	O C M T O C	109	40 69	62.50 84.10	2.45	2.0%
14. Shows negative behavior, stubbornness, disobedience, obstinateness, refuses to comply with requests and/or resents authority.	O C M T O C	109	40 69	62.50 82.61	2.26	5.0%

(Continued on next page)

TABLE I (Cont'd)

Descriptions of Behavior	Children in Family	Total Number Parents	Number Checking	% Checking	Critical Ratio	Degree of Significance
18. Unduly interested in sex, shy about undressing, enjoys exposing self.	0 0	109	40	17.50	2.08	5.0%
	M T O O		69	34.78		
23. Uses bad language, imitates undesirable traits found in others, is boisterous and/or loud.	0 0	109	40	30.00	2.05	5.0%
	M T O O		69	49.28		

* One Child.

** More Than One Child in Family.

It can be noted on Table IV that the only question in Part II in which there was a significant difference according to the size of the family was the question about the effect on the child when parents disagree. It was the families with one child which showed the greater percentage of interest in this question.

QUESTION 9. HOW DO THE ANSWERS OF CHECK-LISTS OF THE PARENTS WHO HAVE ATTENDED COLLEGE COMPARE WITH THOSE OF THE GROUP WHO HAVE NOT ATTENDED COLLEGE?

The 17 parents without college training showed more extremes in interest either high or low than did the 95 with college training. The items that were definitely higher for this group were feeding problems, negativism, and egotisticalness. Those items that were extremely low were toilet training and bad language.

The parents having attended college showed more interest on thirty of the forty items.

Tables II and IV give the numbered description in which there was a significant difference between those parents with different educational backgrounds.

It will be noted that the college trained parents were more concerned with bad language, toilet training and learning to get along with other children.

The only item in which the families with less educational background were significantly more concerned was cleanliness.

In Part II the college trained parents were less interested in regulating their child's emotions for good mental health. (See Table IV)

TABLE II

DESCRIPTIONS OF BEHAVIOR (PART I) WHEREIN THERE WAS A SIGNIFICANT DIFFERENCE BETWEEN INTEREST SHOWN BY COLLEGE AND NON-COLLEGE TRAINED PARENTS

	Degree of Educa- tion	Total Number Parents	Number of Parents in Group	% Check- ing Int. in Item	Critical Ratio	Degree of Significance
23. Uses bad language, imitates undesirable traits found in others, is boisterous and/or loud	C T * N C T **	112	95	48.36 11.78	3.91	0.1%
10. Wets bed. Soils clothes, has frequent accidents beyond age of expected control, is constipated and/or dislikes going to bathroom.	C T N C T	112	95	32.50 5.88	3.57	0.1%
25. Dislikes washing face and hands, dislikes bath, shampoo, brushing teeth, will wear dirty clothes and/or puts dirty objects in mouth.	C T N C T	112	95	41.05 70.58	2.44	1%
19. Quarrels with children, nags, fusses, whines, refuses to talk things out, and/or refuses to share.	C T N C T	112	95	50.52 23.52	2.35	5%

* College Trained.

** Non-College Trained.

QUESTION 10. HOW DO THE HIGHER AND LOWER INCOME LEVEL GROUPS COMPARE AS TO THEIR CONCERN AND INTEREST IN CHILD BEHAVIOR?

The lower income group showed a higher percentage of interest in 29 of the 40 numbered descriptions. Table III gives the numbered descriptions having a significant difference between the two income level groups.

It can be seen from this table that the lower income group showed more concern on all the items in which there was a significant difference.

On Table IV it can be seen that the only item of Part II which approached significance was the question of helping children use money wisely. The higher income level group showed the high percentage on this item. In fact this was the question of greatest interest to the higher income group.

TABLE III

DESCRIPTIONS OF BEHAVIOR WHEREIN THERE WAS A SIGNIFICANT DIFFERENCE BETWEEN INTEREST SHOWN BY PARENTS FROM HIGHER AND LOWER INCOME GROUPS

	Income Level	Total Number Parents	Number Checking	% Number Checking	Critical Ratio	Degree of Significance
9. Will not stand up for own rights, unable to defend himself against verbal or physical attacks and/or appeals to adult instead of standing up for himself.	H*	101	49	32.65	3.72	0.1%
	L**		52	67.37		
37. Overly dependent on others, not happy playing alone and/or cannot amuse self.	H	101	49	30.60	3.28	1.0%
	L		42	61.54		
33. Is not affectionate, does not like attention, is suspicious and/or shows marked dislike for any person or thing.	H	101	49	10.20	2.88	1.0%
	L		52	32.69		
32. Faints, holds breath, grits teeth, has convulsions, twitching and/or tics.	H	101	49	10.20	2.45	2.0%
	L		52	28.84		
30. Hyperactive, restless, irritable, easily over-stimulated or upset, fidgety, shrill, excitable and/or is emotionally unstable.	H	101	49	32.65	2.41	2.0%
	L		52	55.77		
20. Shows exaggerated interest in radio programs, comic strips, movies.	H	101	49	20.40	2.24	5%
	L		52	40.38		
17. Shows insecurity by habitually holding on to objects, clinging to adult, refusing to be left, requiring constant companionship, running away, making bids for attention, crying and/or over-attachment to person or thing.	H	101	49	38.77	2.14	5%
	L		52	59.61		

* Higher.

** Lower.

TABLE IV

QUESTIONS OF INTEREST TO PARENTS THAT SHOW A SIGNIFICANT DIFFERENCE ACCORDING TO NUMBER OF CHILDREN IN FAMILY, EDUCATION OF PARENTS AND INCOME LEVEL OF FAMILY

		Total Number Parents	Number Parents Checking Question	% Parents Checking Question	Critical Ratio	Degree of Significance
<u>Children in Family</u>						
9. What is the effect on the child when parents disagree?	O C M T O C	109	40 69	37.50 65.21	2.67	1%
<u>Education</u>						
12. How can I help my child regulate his emotions for good mental health?	C T N C T	112	95 17	82.50 94.11	1.68	> 10%
<u>Income</u>						
18. How can I make a beginning in helping my child use money wisely?	H L	101	49 52	95.91 84.61	1.96	> 5%

V. FINDINGS

The information obtained from the check-lists is summarized below.

1. The descriptions of behavior with which the mothers, the fathers, and the mothers and fathers combined are most concerned, relate to anger, eating behavior, aggressive behavior and refusal to comply.
2. The mothers were somewhat more concerned than the fathers in their children's behavior when they are rude and offensive to others, when they tend to withdraw, when they regress or behave in a babyish manner, when they do not meet their mother's expectations of them and when they are hyperactive in their (the mother's) estimation.
3. The fathers were more concerned than the mothers with deceitfulness, speech disorders, lack of affection shown by children and when their children seem to be self-conscious.
4. In addition to the descriptions of behavior having the four highest ranks, (listed above) the mothers and fathers showed a similar concern for what they seemed to consider "too much curiosity" and when the child is too dependent on others.
5. The father's interest in the child behavior described in the check-list equaled that of the mother's.
6. In contrast to the similar interest of the parents in Part I of the check-list, it was found that the mothers were significantly more interested in Part II than were the fathers. Part II consists of questions concerning child development information.
7. When the mothers' and fathers' weighted scores were combined the questions of most interest to this combined group were those dealing with sex education, methods of guidance and honesty.
8. The mothers were most interested in techniques for gaining a child's cooperation and the fathers were most interested in developing desirable attitudes toward sex.
9. The questions of least interest to the mothers and fathers alike were concerning the effect on the child when parents disagree, and how to provide for the child's social development.
10. Treatment of the data according to size of the family revealed that the families with more than one child were significantly more concerned with certain behavior responses than were the families with only one child.

These responses dealt with fault finding, egotisticalness, deceitfulness, regression, jealousy, anger and negativism. Conversely, in Part II of the check-list the families with "only" children were significantly more interested in the question about the effect on the child when parents disagree.

11. The parents having attended college were significantly more concerned when their children imitate undesirable traits found in others, in toilet training and in children's quarrels. The parents with no college training were more concerned about the personal cleanliness of their children. This group was also more interested in the question of mental health in Part II of the check-list.
12. The lower income group of parents were significantly more concerned with the child not standing up for his own rights, dependency, suspiciousness, hyperactivity, exaggerated interest in radio, comics and movies, and when the child feels insecure. Conversely, the only question of Part II which approached significance was how to help children use money wisely. This was of more interest to the families from the higher income group.

VI. IMPLICATIONS

The problems causing the most concern in this study seem to be more of the resistant type of behavior. These are types of problems that might slow down the daily routines or might cause the parent some inconvenience. They would probably indicate that all of the child's needs are not being met and he is fighting back by anger, feeding problems, aggressiveness and negativism. Since this study does not deal with causes we can only suppose that these problems found to be most common are due to the kind of management the child receives.

It is interesting to note that the problems having a physical basis are of very slight interest to this group of parents. In some of the early studies this type of problem loomed large in parents' concern. It is encouraging to note that perhaps parents are more enlightened in preventing this type of problem. However, this difference may be due to the sampling of the study.

The low rankings of the social problems causes one to wonder if it is the ages of the children that caused this lack of interest in problems of social development.

The cooperation of the husbands in this study might lead one to believe that the fathers are more interested in parent education than is generally supposed. Perhaps the research that has been done in parent education and child study has neglected this avenue of approach.

The mothers' and fathers' difference in interest shown in the two types of information on the check-list may indicate that the mothers have spent more time studying behavior manifestations and are now more interested in the positive aspects of child development.

The types of behavior found to be of most interest may indicate a

need for more training in how to meet a child's needs in order to prevent this type of manifestation. It may also reveal a need on the parent's part for recognizing phases of growth.

VII. SUGGESTION FOR FURTHER STUDY

The writer is aware that this study is merely a beginning of what could be accomplished in this field of study. If time permitted it would be worth while to be able to carry it further by building resource units or planning actual programs based on the topics of most interest to parents. The writer feels that there is a need for more effective parent education programs. It is also felt that much could be done along the line of helping parents deal with problems constructively, searching for underlying causes, and helping parents understand their needs as individuals.

It would be interesting to carry out a study of this type using a group with a wider difference in ages and socioeconomic status. It would also be of value to make comparisons as to ages of children as related to parent's problems.

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STRAITMORRE

100 1/2

APPENDIX

ATMORRE PARCEMENT

100 1/2

A CHECK-LIST OF
 PRE-SCHOOL CHILDREN'S BEHAVIOR RESPONSES ANNOYING TO PARENTS
 --prepared by LaVerne Dryden

People who have the responsibility of building study programs for parents are interested in finding out what kinds of behavior in children annoy or disturb them and behavior which they would like to understand in order to help the child in his development. If you were planning on participating in such a program, which of the following types of behavior would you be interested in having discussed?

In this study there is no desire to know the interest of any particular parent but to know the interests of parents in general. For this reason, we are asking that you do not put your name on this check-list.

Please read the following descriptions of behavior and place a check (✓) in the column which best describes your degree of interest. Although your interest may vary from item to item within each numbered description, place your check mark in the column which best describes your degree of interest in the items or any part of them with which you are the most concerned.

For example: In description No. 3 your child may suck his fingers and not do some, or any, of the other things listed. In that case, check the whole description on the basis of your interest in finger sucking. In other words, check the whole description on the basis of your interest in the item or items which concern you most.

Part I

Child behavior about which some
 parents have been concerned

	<u>Degree of Interest</u>			
	Great in- terest	Fair amount of in- terest	Slight in- terest	No in- terest
1. Angers easily, has temper tantrums and/or gets mad easily.				
2. Anxious, easily frightened, fearful of new things, animals, situations and/or people.				
3. Shows nervousness through twisting hair, sucking fingers, speech, swinging foot, biting nails, rocking in bed, masturbation, picking at lips and/or twisting clothing.				
4. Regresses to a younger age level in such ways as using baby talk, sucking and/or expecting assistance with tasks he has previously mastered.				

Check-List

	Great in- terest	Fair amount of in- terest	Slight in- terest	No in- terest
5. Seems to be delayed in speech, stutters, stammers, lisps, and/or sometimes finds himself unable to express himself.				
6. Shows withdrawing behavior such as day-dreaming, shyness, sullenness, moodiness, pulling away from children, timidity, submissiveness, seclusiveness, lack of interest and responsiveness to environment and/or is afraid to venture out and find out about things surrounding him.				
7. Shows aggressiveness by being destructive, defiant, dominating, belligerent, antagonistic in such ways as hitting, biting, throwing, grabbing and/or pinching, etc.				
8. Refuses to eat certain foods, expects to be fed, dawdles, at mealtime, shows variability in appetite, holds food in mouth, spits food out, plays with food, deliberately spills food and/or has poor table manners.				
9. Will not stand up for own rights, unable to defend himself against verbal or physical attacks and/or appeals to adult instead of standing up for himself.				
10. Wets bed. Soils clothes, has frequent accidents beyond age of expected control, is constipated and/or dislikes going to bathroom.				
11. Tells falsehoods, takes things that do not belong to him, is deceiving, does things he knows he should not do if no one is watching and/or misrepresents facts.				
12. Will not take nap, does not remain in bed, slow in going to sleep, prolongs bedtime, is difficult to awaken, gets up in an irritable state and/or has other problems connected with sleep.				

Check-list

	Great in- terest	Fair amount of in- terest	Slight in- terest	No in- terest
13. Shows jealousy, teases, pesters other children in family, shows cruelty to animals or other children, is hostile toward parents and/or shows general resentment.				
14. Shows negative behavior, stubbornness, disobedience, obstinateness, refuses to comply with requests and/or resents authority.				
15. Has defects or physical conditions that might cause child to be irritable, and/or to be in need of medical or surgical attention.				
16. Calls people names, is impudent, fresh, talks back, "shows off", is bold, pert, saucy, rude, brazen and/or forward.				
17. Shows insecurity by habitually holding on to objects, clinging to adult, refusing to be left, requiring constant companionship, running away, making bids for attention, crying and/or over-attachment to person or thing.				
18. Unduly interested in sex, shy about undressing, enjoys exposing self.				
19. Quarrels with children, nags, fusses, whines, refuses to talk things out, and/or refuses to share.				
20. Shows exaggerated interest in radio programs, comic strips, movies.				
21. Is negligent about picking up toys, putting away clothes, helping with tasks and/or taking responsibility.				
22. Is over-critical, precise, smug, snobbish, sissy, cowardly, is perfect little lady or gentleman and/or is afraid of getting hands dirty.				

Check-list

	Great in- terest	Fair amount of in- terest	Slight in- terest	No in- terest
23. Uses bad language, imitates undesirable traits found in others, is boisterous and/or loud.				
24. Finds it difficult to play with other children happily.				
25. Dislikes washing face and hands, dislikes bath, shampoo, brushing teeth, will wear dirty clothes and/or puts dirty objects in mouth.				
26. Always wants to be the leader, wants to tell others what to do, is egotistical and/or brags.				
27. Blames others for his mistakes, finds fault with others and/or accuses.				
28. Stumbles, falls frequently, over-cautious, cannot jump, skip and/or carry out muscular activity expected at his age.				
29. Enjoys seeing others suffer, likes to inflict pain on self or others, seeks physical punishment or activity that will cause pain and/or laughs at disaster of others.				
30. Hyperactive, restless, irritable, easily over-stimulated or upset, fidgety, shrill, excitable and/or is emotionally unstable.				
31. Lack energy, is colorless, underweight, and/or becomes exhausted easily.				
32. Faints, holds breath, grits teeth, has convulsions, twitching and/or tics.				
33. Is not affectionate, does not like attention, is suspicious and/or shows marked dislike for any person or thing.				

Check-list

	Great in- terest	Fair amount of in- terest	Slight in- terest	No in- terest
34. Does not meet standards expected of him, makes poor adjustment to new situations, cannot make choices or decisions and/or lacks self-reliance.				
35. Is shunned by other children and/or does not make friends				
36. Will not share or take turns and/or has no regard for priority rights.				
37. Overly dependent on others, not happy playing alone and/or cannot amuse self.				
38. Asks too many questions, is curious about too many things, gets into things and/or uses no caution in finding out about things.				
39. Shows indication of stereotyped behavior (insists on doing things in one particular way).				
40. Is self-conscious, easily flustered, uneasy, easily embarrassed, and/or ill at ease especially in new situations.				
41. List other types of behavior of concern to you:				

Part II

Information about children which you would be interested in acquiring.

1. What should we expect of a child at various ages and what individual differences should be expected within the family?

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Check-list

	Great in- terest	Fair amount of in- terest	Slight in- terest	No in- terest
2. How can we help our children become increasingly independent?				
3. What methods of guidance or discipline are most effective in dealing with pre-school children.				
4. How much obedience should we expect of a child?				
5. What are some effective techniques for gaining a child's cooperation?				
6. How can we become skillful in applying child development information to our children?				
7. How can we provide interesting experiences in music, art, and literature for our children?				
8. What are the most important basic personality needs of the young child?				
9. What is the effect on the child when parents disagree?				
10. How can we deal wisely with the child's questions?				
11. How can we help the child feel at ease in social situations?				
12. How can I help my child regulate his emotions for good mental health?				
13. How can we help young children become honest citizens, free from prejudices?				
14. How can we help the young child enjoy work and recreation?				
15. How can I help my child face reality?				
16. How can I help my child learn to make choices and decisions?				

Check-list

	Great in- terest	Fair amount of in- terest	Slight in- terest	No in- terest
17. How can I provide experiences for my child that will be mentally stimulating?				
18. How can I make a beginning in helping my child use money wisely?				
19. How can I assist my child in developing desirable attitudes toward sex?				
20. In the absence of nursery school experience how can I provide normal social experience for my child?				
21. What should be the role of parents in child's behavior and development?				
22. What is the relation of parent's behavior to child's?				
23. How can I help my child stay with a task until completed (a task that is not beyond his age and ability)?				
24. Other questions:				

This check-list was checked by a mother _____ father _____.

To Fathers of Pre-school Children,

Much of the research work on problems of parents has been limited to the viewpoints of the mothers.

In order to make the results of this check-list a true picture of these problems we are endeavoring to obtain the cooperation of the fathers as well as the mothers.

We know you are busy but it would be a valuable asset to our program planning if we could have the fathers viewpoint on parent problems. It will take approximately 12 minutes of your time to read and fill in this check-list.

Thank you for your cooperation.

To Child Study Club Members,

For many years parents have been interested in better parent-child understanding. For example, the Child Study Association grew out of a child study group organized in 1888. Since that time an increasing interest has been shown in trying to solve parent problems concerning their children. We feel that each member of a child study club has something to offer that will be helpful in planning future programs for parent education.

In order that we may determine which problems you consider most important we are asking that you read and fill in this check-list. We hope that the results of this study will be beneficial in program planning for your study group.

Thank you for your cooperation.

General Information (no names needed)

Number of children in family_____.

Ages of children in family living at home_____.

Age of father_____ Age of mother_____.

Number of years married_____.

Grade in school completed by father_____ by mother_____.

Approximate total income for family for year 1948_____.

STRATHMORE PARCHMENT

100% RAG U.S.A.

TYPIST:

Dorothy Lafferty

RE PARCHMENT

100% RAG U.S.A.