

KNOWLEDGE AND ATTITUDE CHANGES OF COLLEGE STUDENTS IN A HOME  
ECONOMICS CHILD DEVELOPMENT COURSE INFLUENCED BY  
DIRECTED OBSERVATION IN THE NURSERY SCHOOL

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DIRECTED OBSERVATION IN THE NURSERY SCHOOL

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## PREFACE

The field of Child Development has made rapid progress since its first introduction into colleges of the United States. Due to its constantly changing and growing program, there has been little time to pause to evaluate procedures and techniques that are in existence. It is a problem to determine in an objective way what and how to teach. Students have been given what educators believed they needed rather than basing the method and content on the students' needs. It should be of interest to note if the student actually does make a gain in knowledge, and if there has been any change in attitude due to the entire method of procedure. If he does not, the cause needs to be determined.

It seems to be an accepted procedure in the majority of Home Economics Schools where Child Development is taught to have the nursery school serve as the laboratory for Child Development and Child Guidance courses offered. A survey of the literature shows no objective measure as to the influence of directed observation in the nursery school on attitude changes and on knowledge gained. It seemed advisable to make an attempt to determine objectively the value of directed observation in the nursery school in connection with a Child Development course.

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## CHAPTER I

### Introduction

The teaching of child development in colleges has made rapid progress in the past twenty years. At the present time, the educational methods used in child development could be classified roughly as: (1) reading and discussion, (2) reading plus casual observation of children, and (3) discussion based on directed observations as well as reading.

Today in many colleges and universities there are well organized nursery schools serving as demonstration laboratories where students may observe the developmental stages in preschool children.

There seems to be a general agreement as to the value of the nursery school in the program of child development. A review of the research material, however, fails to show any objective measure of the value of directed observation of children.

The author and coworkers have felt a need for discovering if there actually is any change of attitude in college girls studying child development by the method of directed observation of children in the nursery school. They also wished to discover if reading plus directed observation of children as contrasted with the method of reading alone would make any appreciable difference in the knowledge gained in a child development course.

### Summary of Previous Studies

Thurstone's<sup>1</sup> technique of the measurement of attitude is probably still one of the most accepted methods used. In "The Measurement of Attitude" he makes some common-sense assumptions concerning definitions.

The concept "attitude" will be used here to denote the sum total of a man's inclinations and feelings, prejudice, preconceived notions, ideas, fears, threats, and convictions about any specific topic.....It is admittedly a subjective and personal affair.

The concept "opinion" will here mean a verbal expression of attitude.....It expresses an attitude, supposedly.

We shall use opinions as the means for measuring attitudes.

Neither his opinion nor his overt acts constitute in any sense an infallible guide to the subjective inclinations and preferences that constitute his attitude. Therefore, we must remain content to use opinions or other forms of action merely as indices of attitude.

Thurstone assumes that attitudes may, and often do, change, and that the subject does not always act in accordance with the opinions he may express. He states that it is not important if opinions and conduct are inconsistent because we are not attempting to predict behavior.

Kornhauser<sup>2</sup> at the University of Chicago, made a two year study on changes in information and attitudes of students in an Economic course. Among other things he concluded that there was a significant

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<sup>1</sup> L. L. Thurstone and E. S. Chave, The Measurement of Attitude, pp. 6-8.

<sup>2</sup> Arthur Kornhauser, Changes in the Information and Attitudes of Students in an Economic Course, Journal of Educational Research, 1930, XXII, pp. 288-298.



improvement in the content matter, that there were significant changes in attitude during the course, that these changes tended slightly in the direction of less uniformity, and that attitude and attitude changes of individuals bear no clear relationships to their intelligence and economic knowledge.

A somewhat similar attempt to discover attitude changes during a college course in beginning Sociology was made at the University of Arkansas by Gerberich and Jamison<sup>3</sup>. They found a decrease in indecision of response and conservative expressions. Also scholastic success, although not entirely reliable, seemed to be unevenly related to indecision of attitude.

Stogdill<sup>4</sup> made a survey of the experiments in the measurement of attitudes toward children which is of comparatively recent origin. In his study he was concerned with those investigations in which some test or questionnaire was used in an attempt to measure attitudes of adults toward children.

In Ojemann's<sup>5</sup> study of a revised method of measurement of attitude, he attempts to overcome the two major difficulties in Thurstone's procedure.

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<sup>3</sup> J. R. Gerberich and A. W. Jamison, Measurement of Attitude Changes During an Introductory Course in College Sociology, Journal of Educational Sociology, 1934, VIII, pp. 116-124.

<sup>4</sup> Ralph Stogdill, Experiments in the Measurement of Attitudes Toward Children 1899-1935, Child Development, 1936, VII, pp. 31-36.

<sup>5</sup> Ralph Ojemann, A Revised Method for the Measurement of Attitude, Researches in Parent Education IV, University of Iowa Studies, Studies in Child Welfare, 1939, XVII, p. 11.

In the revised method an attempt has been made to incorporate a clear definition of the key concept.....to reduce to a minimum the possibility of verbal transfer, at the same time an attempt was made to retain the advantages of a psychophysical gradation.

Ackerley<sup>6</sup> made a series of tests to use in measuring information and attitudes of parents regarding child development. These tests were found to be statistically reliable. It is interesting to note that one of the conclusions shows that all attitude tests used revealed the fact that the parental opinions were considered by experts to be outside the range of an intelligent attitude.

A research study made by Brandon<sup>7</sup> used attitude and knowledge tests to determine the effectiveness of a carefully planned program in modifying attitudes. Nine attitude tests were used. Some of the results were, .....maturity toward one attitude cannot be relied upon as an index of maturity toward other attitudes.

When the subjects are grouped in terms of intelligence test results, an analysis of these scores show no uniform trend. ....which indicate a lack of relationship between gains in knowledge and changes toward maturity in attitude.

The data in this study show that not only can a significant shift in attitude be produced through carefully planned learning programs, but the change in attitude tends to have some permanency.

<sup>6</sup> Lois Ackerley, The Information and Attitudes Regarding Child Development Possessed by Parents of Elementary School Children, Researches in Parent Education III, University of Iowa Studies, Studies in Child Welfare, 1934, X, pp. 114-167.

<sup>7</sup> Vera H. Brandon, A Study of the Attitudes of College Students in Selected Phases of Child Development, Researches in Parent Education, IV, University of Iowa Studies, Studies in Child Welfare, 1939, XVII, pp. 57-59.

## CHAPTER II

The purpose of this study is to determine if attitudes and knowledge are influenced by directed observation in the nursery school. The need for this was felt to be essential in planning an effective learning program in an objective manner.

An experimental group which observed in the nursery school and a control group which did not observe in the nursery school were used during the spring semester of the college year 1939-1940. These groups were two sections in Home Life 212, Child Development, a required course for home economics sophomores at Oklahoma Agricultural and Mechanical College. The course, two hours a week, fifty minutes to a class period, is one semester or eighteen weeks in length. A minimum requirement of at least four hours a week in preparation of assignments is expected. Class attendance is required, and make-up assignments expected for absences.

One section, acting as the experimental group, was required two hours per week of outside reading assignments and two hours per week of directed observation in the nursery school. The other section served as the control group. They were assigned a minimum of four hours a week of required reading. Two hours of the required reading were the same as the required reading for the experimental group. The additional two hours of readings were planned to cover material comparable to the material assigned for observation for the experimental group.



The groups were approximately equated in sex, number, age, psychological rating, and classification in school. The comparison of the two groups will be found in Table I. Since this course of child development is taught in the School of Home Economics, both sections were composed of all girls.

TABLE I

	Experimental Group	Control Group
Number	31	33
Age	19.87	19.63
Psychological rating	73.32 σ 22.33	73.5 σ 22.465
Classification	Freshmen 4 Sophomores 21 Juniors 5 Seniors 1	1 24 5 3
Classification as to schools	Home Economics 29 Elementary Education 1 Arts and Science Education 1 Commerce	31  1 1

There were thirty-one students in the experimental group, and thirty-three students in the control group. In the experimental group there were twenty-nine of these students in the School of Home Economics as compared with thirty-one students in the control group. In the experimental group, one girl was in the School of Education with an Elementary Education major and one was in the School of



Arts and Science, while in the control group one girl was in the School of Education and one in the School of Commerce. The mean age for the experimental group was found to be 19.87, and for the control group, 19.63. The psychological rating for the experimental group was 73.32 with a standard deviation of 22.33; for the control group, the psychological rating was 73.5 with a standard deviation of 22.465. The groups were compared as to classification in school. In the experimental group, there were four freshmen, twenty-one sophomores, five juniors, and one senior, while in the control group there were one freshman, twenty-four sophomores, five juniors, and three seniors.

An attempt was made to control other factors than the observation of children in the teaching of these two sections in child development. Recognizing the fact that the attitude, enthusiasm, and knowledge of the teacher does have an effect on the learner, it was arranged that the same instructor would teach both groups. The time of day the class met was another factor that might influence knowledge and attitudes gained. Therefore, both sections met at the same hour of day, which was eight o'clock in the morning.

Every precaution was taken to encourage the subjects to express their real and honest opinion at the time of taking the initial and final attitude tests. The initial test was filed immediately to prevent it from influencing the teacher in any way. The subjects were told that it would in no way affect their scholastic standing, as the attitude tests would not be scored until class grades were in the registrar's office.

The attitude tests that were used were selected because they showed a significant change in attitude in Brandon's<sup>1</sup> study of the attitude of college students in selected phases of child development. These attitude tests measured attitude toward self-reliance, a scale constructed by Ojemann<sup>2</sup>; attitude toward use of fear as a means of controlling children, a scale constructed by Ackerley<sup>3</sup>; attitude toward corporal punishment as a means of control, attitude toward praise, attitude toward self-expression, and attitude toward pre-school education. These last four scales were constructed by Brandon.<sup>4</sup>

The initial attitude tests were given to the subjects before any orientation or class discussion had taken place. The final attitude tests were given the last two hours the class was scheduled to meet.

A new plan of study for this particular course in Child Development was devised. There was no attempt made to influence or teach any of the particular things that had to do with the attitude tests.

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<sup>1</sup> Vera H. Brandon, A Study of the Attitudes of College Students in Selected Phases of Child Development, Researches in Parent Education IV, University of Iowa Studies, Studies in Child Welfare, 1939, XVII, pp. 19-61.

<sup>2</sup> Ralph H. Ojemann, The Measurement of Attitude Toward Self-Reliance, Researches in Parent Education III, University of Iowa Studies, Studies in Child Welfare, 1934, X, pp. 103-111.

<sup>3</sup> Lois Alberta Ackerley, The Information and Attitudes Regarding Child Development Possessed by Parents of Elementary School Children, Researches in Parent Education III, University of Iowa Studies, Studies in Child Welfare, 1934, X, pp. 114-167.

<sup>4</sup> Brandon, op. cit., XVII, pp. 19-61

The course was taught as planned, and any points discussed pertaining to the attitudes tested were purely incidental. Each lesson was carefully planned, with a study guide made out for the instructor's use containing pertinent subject matter material to be covered, and special points to be emphasized. Since this is a class in child development, no guidance principles were discussed. The general organization of the subject matter covered is as follows: prenatal influences, the infant, the preschool child, the primary age child, the post primary and pre-adolescent child, and the adolescent. This type of organization enables the student to get a brief picture of the development of the child from birth through adolescence.

> An attempt was made in both groups to have the assignments varied, and to have all learning of as high interest value as possible. For example, the students' observations of children were discussed in class in the experimental group, and an effort was made in the control group to cite incidents of real children which would illustrate the development under discussion. Part of the assignments for the control group were reading of fiction which had to do with children's behavior.

All required reading material for both groups was placed on reserve shelves in the library to assure the instructor that the reading was available to all students. A more detailed plan of study, objectives of the course, and references used in the course will be found in the appendix.



The classroom methods used were primarily lecture and discussion. An effort was made to integrate all learning as much as possible. The same final examination was used for both groups, and served as a basis of comparison of knowledge at the end of the course. The test contained one hundred and forty-five multiple choice questions. A copy of this knowledge test will be found in the appendix.

Each student in the experimental group was required to record and submit a written report of her observations in the nursery school. The observation blanks used by the subjects will be found in the appendix. It was hoped that these blanks on directed observations would aid the students in organizing, analyzing, and giving an objective insight into the behavior and different phases of development of children.

The nursery school is composed of four groups of children, ranging in age from two to six years. It is used for demonstration purposes in connection with the School of Home Economics. In order that the students may see stages of development of children, the nursery school has set up certain objectives. One of these is to secure optimum growth in physical, mental, social, and emotional development of each child.



## CHAPTER III

Each of the six tests on selected attitudes in the field of child development was scored by the method recommended and used by the author of each test. The statistical formulas used throughout the study will be found in Guilford's book on psychometric methods<sup>1</sup>.

An analysis of the data found in Table 2 shows that there were significant changes of attitude made at the end of the learning program. In the experimental group the greatest change was found in the attitude toward the use of corporal punishment, the difference in the mean score being .9855. This shows a critical ratio of 3.1459. The change in the attitude toward self-reliance was also significant. This test has a greater reliability, therefore the difference between the mean scores is smaller, .1548. This shows a critical ratio of 3.1508. The other changes of attitude in the experimental group during the learning program cannot be considered significant. The attitude toward the use of fear as a means of control changed in mean score  $.2839 - .2105$ . In the attitude toward pre-school education, the differences in mean scores was  $.2823 - .1292$ ; in the attitude toward self expression a change in mean scores of  $.0936 - .1722$ ; and in the attitude toward praise, the difference in mean score was  $.0499 - .2016$ .

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<sup>1</sup>G. P. Guilford, Psychometric Methods, McGraw Hill Book Co., Inc. 1936.

TABLE 2

## INITIAL AND FINAL MEASUREMENT OF ATTITUDE IN THE EXPERIMENTAL GROUP

Attitude Scale	Initial Test			Final Test			Difference Between Mean Scores	Standard Error of the Difference	Critical Ratio
	Mean Score	Standard Error of Mean	Standard Error of Distribution	Mean Score	Standard Error of Mean	Standard Error of Distribution			
Self Reliance	4.3519	.0695	.3872	4.1971	.0361	.2010	.1548	.04913	3.1508
Fear	7.5387	.2612	1.4544	8.1226	.1574	.8768	.2839	.2105	1.3486
Corporal Punishment	5.2516	.3605	2.0070	6.2371	.3654	2.0234	.9855	.3153	3.1459
Praise	4.1907	.2236	1.2452	4.1596	.2282	1.2704	.0499	.2016	.2476
Self Expression	4.5952	.1838	1.0232	4.5016	.1623	.9038	.0936	.1722	.5434
Pre-School	2.5742	.1309	.7288	2.2919	.0321	.1789	.2823	.1292	2.1852

In the control group there were significant changes of attitude in three specific attitude units at the end of the learning program. In the attitude toward self-reliance the difference in mean scores was .1854 showing a critical ratio of 5.2216. The next greatest observed change of attitude in this group was on the attitude toward the use of corporal punishment, the difference in mean scores being 1.3924. This difference shows a critical ratio of 4.2637. In the attitude toward self-expression the difference between the mean scores was .7485, showing a critical ratio of 4.6724. This can be considered significant.

Other attitude changes in the control group were in the attitude on the use of fear as a means of control, the difference in mean scores  $.5206 \pm .16876$ ; in the attitude toward praise, which changed in mean score  $.5485 \pm .21673$ , and in the attitude toward pre-school education, the difference in mean scores being  $.1576 \pm .10188$ .

The data concerning the difference on the attitude tests between the experimental and control groups, and the comparisons of changes of attitude between the two groups is given in Table 4. On the attitude toward self-expression the two groups showed a difference in mean scores of .6549 showing a critical ratio of 1.8254. The next difference in gain was in the attitude toward praise as a means of control, the difference in the mean scores being .2986. This difference shows a critical ratio of 1.0112. The other differences in gains of attitude between the two groups were in the attitude toward corporal punishment as a means of control which showed a difference of .4069, with a critical ratio of .9087; in the attitude toward pre-school education, with

TABLE 3

## INITIAL AND FINAL MEASUREMENT OF ATTITUDE IN THE CONTROL GROUP

Attitude Scale	Initial Test			Final Test			Difference Between Mean Scores	Standard Error of the Difference	Critical Ratio
	Mean Score	Standard Error of Mean	Standard Error of Distribution	Mean Score	Standard Error of Mean	Standard Error of Distribution			
Self-Reliance	4.4048	.0559	.2061	4.2194	.0291	.1675	.1854	.03550	5.2216
Fear	7.3324	.1822	1.0469	8.1530	.1414	.7745	.8206	.16876	1.8997
Corporal Punishment	5.9495	.3449	1.9812	7.3409	.3090	1.7751	1.3924	.32657	4.2637
Praise	4.0652	.2607	1.4976	3.7167	.2282	1.3108	.3485	.21675	1.6080
Self-Expression	5.2667	.2293	1.3171	4.5182	.1737	.9978	.7485	.16019	4.6724
Pre-School	2.4909	.1088	.6251	2.3533	.0469	.2698	.1576	.10188	1.5469



TABLE 4

## DIFFERENCES ON ATTITUDE TESTS OF EXPERIMENTAL AND CONTROL GROUPS

Attitude Scale	Gain from Initial to Final Test				Difference in Gain	Critical Ratio
	Experimental		Control			
	Difference Between Mean Scores	Standard Error of the Difference	Difference Between Mean Scores	Standard Error of the Difference		
Self-Reliance	.1548	+ .0491	.1854	+ .0355	.0306	.4988
Fear	.2859	+ .2105	.3206	+ .1687	.0367	.1417
Corporal Punishment	.9855	+ .3175	1.3924	+ .3265	.4069	.9087
Praise	.0499	+ .2016	.3485	+ .2167	.2986	1.0112
Self-Expression	.0936	+ .1722	.7485	+ .1601	.6549	1.8254
Pre-School	.2323	+ .1292	.1576	+ .1018	.1247	.7740

the difference in gain of .1247, showing a critical ratio of .7740. The remaining two attitudes that were measured were on the attitude toward self-reliance, which shows a difference in gain of .0306 with a critical ratio of .4988, and on the attitude toward the use of fear as a means of control showing a difference in gain of .0367 with a critical ratio of .1417. None of the differences in gain from the initial to the final test can be considered significant as the critical ratio is below 3.

The final examination, which had one hundred and forty-five multiple choice questions, served as a knowledge test in comparing the groups. The mean score of the knowledge test for the experimental group was 87.77, for the control group 86.85. There were no significant correlations found between the knowledge scores and the mean differences in the initial and final attitude tests. These data will be found in Table 5.

In the experimental group this correlation of knowledge scores with the change in attitude toward praise was .5314, for the control group .0322. Knowledge with the change in attitude toward pre-school education in the experimental group showed a correlation of .4559, in the control group .1820. In the attitude toward self-reliance the experimental group correlated with knowledge was .3900, the control group .03039. In the experimental group the correlation of knowledge with the attitude test toward the use of corporal punishment as a means of control was .0986, in the control group .0611.

Other correlations of knowledge score with the gains made in attitude follow. In the attitude toward the use of fear, the experimental group showed a correlation of .0812, and the control group .0585. In the attitude toward self-expression the correlation was .0109 for the experimental group, and .0404 for the control group.

TABLE 5

## CORRELATIONS BETWEEN KNOWLEDGE SCORE AND CHANGE IN ATTITUDE

Knowledge Score With:	Correlations	
	Experimental	Control
Self-Reliance	- .3900	- .03039
Fear	- .0812	- .0585
Corporal Punishment	- .0986	- .0611
Praise	+ .5314	- .0322
Self-Expression	- .0109	- .0404
Pre-School	+ .4559	+ .1820

As shown in Table 6, the initial attitude test was correlated with the final attitude test for each group. The correlations for the tests on attitude toward self-reliance for the experimental group was .7411, for the control group .4190. The correlation for tests on attitude toward fear for the experimental group was .5912, for the control group .4795. The correlation for the tests on attitude toward corporal punishment for the experimental group was .6011, for the control group .5057. The correlation for the tests on attitude toward praise for the

experimental group was .6017, for the control group .6141. The correlations for the tests on attitude toward self-expression for the experimental group was .5104, for the control group .6802. The correlation for the tests on attitude toward pre-school for the experimental group was .1755 for the control group .3583.

TABLE 6  
CORRELATION BETWEEN INITIAL AND FINAL ATTITUDE SCALES

Initial Attitude Scale With;	Correlations	
	Experimental	Control
Self-Reliance	.7411	.4190
Fear	.5912	.4795
Corporal Punishment	.6011	.5057
Praise	.6017	.6141
Self-Expression	.5104	.6802
Pre-School	.1755	.3583

The psychological rating for each subject was determined by means of psychological tests published by the American Council on Education on Psychological Examinations, 1939 edition. They were available for all subjects, and were taken when they entered Oklahoma Agricultural and Mechanical College. Each individual is classified in percentile groups. The psychological rating was correlated with the knowledge scores. This correlation for the experimental group was .6387, for the control group .5643.



The psychological rating was correlated with the initial attitude test. The results of this data are found in Table 7.

TABLE 7

CORRELATION OF PSYCHOLOGICAL RATING WITH INITIAL ATTITUDE SCALES AND KNOWLEDGE TEST SCORES

Psychological Rating With:	Correlations	
	Experimental	Control
Self-Reliance	+ .1103	+ .0117
Fear	- .0210	+ .1125
Corporal Punishment	- .2452	- .2369
Praise	- .2025	+ .1364
Self-Expression	+ .1944	- .1486
Pre-School	- .3633	- .2479

The correlation of the test on attitude toward self-reliance with the psychological rating for the experimental group was .1103, for the control group .0117. The correlation of the test on attitude toward fear for the experimental group with the psychological rating was .0210 and for the control group .1125. The correlation of the test on attitude toward corporal punishment with the psychological rating for the experimental group was .2452, for the control group .2369. The correlation of the test on attitude toward praise with the psychological rating for the experimental group was .2025, for the control group .1364. The correlation of the test on attitude toward self-expression

with the psychological rating for the experimental group was .1944, for the control group .1436. The correlation of the test on attitude toward pre-school for the experimental group was .3653, for the control group .2479. The knowledge scores were correlated with the final attitude scales for the experimental and control groups. These results are given in Table 8.

TABLE 8

## CORRELATION OF KNOWLEDGE SCORES WITH FINAL ATTITUDE SCALES

Knowledge Score With:	Correlations	
	Experimental	Control
Self-Reliance	+ .2746	+ .1435
Fear	- .4867	- .0205
Corporal Punishment	- .2976	+ .2426
Praise	+ .5992	+ .2985
Self-Expression	+ .4252	+ .1436
Pre-School	+ .0342	- .3059

The correlation of the test on attitude toward self-reliance for the experimental group was .2746, for the control group .1435. The correlation of the test on attitude toward fear for the experimental group was .4867, for the control group .0205. The correlation of the test on attitude toward corporal punishment for the experimental group was .2976, for the control group .2426. The correlation of the test on attitude toward praise for the experimental group was .5992, for

the control group .2985. The correlation of the test on attitude toward self-expression for the experimental group was .4252, for the control group .1436. The correlation of the test on attitude toward pre-school for the experimental group was .0342, for the control group .3039.

## CHAPTER IV

It seems fairly certain that the changes in attitude toward selected phases of child development, as measured by the attitude scales used, are reliable and could not have resulted from chance errors of sampling, as the critical ratio is equal to 3 or more. In both the experimental and control group there was a significant change in attitude toward self-reliance, and toward corporal punishment. This might be due to the fact that increasing independence of the growing child is one of the points stressed in the child development course. It seems to be a new trend of thought to the groups to allow the child to be self-reliant. The change of attitude toward use of corporal punishment as a means of control may be due to the fact that there is a general agreement among the nursery school staff of the ineffectiveness in the use of corporal punishment. More effective means of discipline were observed and discussed which tend to show the inadequate effect of corporal punishment on children. The control group made a significant change in attitude toward self-expression. It is possible that more time was used in class discussions in the control group on this phase of development due to the fact that the time in the experimental group was divided between readings and observations, some of these points may not have been emphasized. The data in Table 2 show these changes in attitude between the initial and final attitude test for each group.

There is a tendency for the experimental group to become more



homogeneous in the attitude toward fear as a means of control, and also in the attitude toward pre-school education. This is shown because in the initial attitude test toward fear in the experimental group the standard error of distribution was 1.4544, for the final test, .8768. In the initial test toward pre-school education, the standard error of distribution was .7238, for the final test, .1789. The experimental group may have become more alike in their thinking because certain factors are actually emphasized more in nursery school than in the discussion. As to the attitude toward pre-school education, the experimental group had many opportunities to see the influence of nursery school in the whole child.

An analysis of the data in Table 9 shows that there are no significant differences between the groups in the initial attitude tests nor in the final attitude tests. In none of these units is the critical ratio equal to 3 or more, so they may be due to chance, and cannot be considered reliable. This lack of difference might be partially accounted for by the fact that certain factors which might influence attitudes in the control group could not be controlled. For example, the nursery school is in the Home Economics building, and the control students could not fail to observe the children on the playground and in the halls. The students of both groups were constantly in association with each other, in the class room, and in social life. The instructor felt that she had more time to use in class discussion with the control group, as the mechanics of explaining

TABLE 9

DIFFERENCES IN THE INITIAL AND FINAL MEASUREMENT OF ATTITUDES OF THE EXPERIMENTAL AND CONTROL GROUP

Attitude Scale	Experimental Group			Control Group			Difference Between Mean Scores	Standard Error of the Difference	Critical Ratio
	Mean Score	Standard Error of Mean	Standard Error of Distribution	Mean Score	Standard Error of Mean	Standard Error of Distribution			
<u>Initial Test</u>									
Self-Reliance	4.5519	.0695	.3872	4.4048	.0359	.2061	.0529	.0782	.6763
Fear	7.8387	.2612	1.4544	7.8324	.1822	1.0469	.0063	.1007	.0626
Corporal Punishment	5.2516	.3605	2.0070	5.9485	.3449	1.9813	.6969	.4989	1.3968
Praise	4.1907	.2236	1.2452	4.0652	.2607	1.4976	.1255	.3434	.3655
Self-Expression	4.5952	.1838	1.0232	5.2667	.2293	1.3171	.6715	.2938	2.2850
Pre-School	2.5742	.1309	.7288	2.4909	.1088	.6251	.0833	.1702	.0489
<u>Final Test</u>									
Self-Reliance	4.1971	.0361	.2010	4.2194	.0291	.1673	.0223	.0463	.4809
Fear	8.1226	.1574	.8768	8.1530	.1414	.7743	.0304	.2115	.1437
Corporal Punishment	6.2371	.3654	2.0234	7.5409	.3090	1.7751	1.1038	.4770	2.3139
Praise	4.1596	.2282	1.2704	3.7167	.2282	1.3108	.4429	.3227	1.3724
Self-Expression	4.5016	.1623	.9038	4.5182	.1737	.9978	.0166	.2377	.0698
Pre-School	2.2919	.0321	.1789	2.3333	.0469	.2698	.0414	.5691	.0727

observations is time consuming. In the control group the instructor put forth much more effort, to compensate for the lack of the privilege of observation in the nursery school. This may have led her to over emphasize certain factors, tending to make attitudes and knowledge much the same for both groups. All of these factors might have had an influence in making the attitude similar in both groups.

There seems to be a slight tendency for the control group to make the greater observed changes in tests on self-reliance, fear, corporal punishment, praise and self-expression. There also seems to be a trend in the experimental group toward making a greater change in attitude toward pre-school education. The uncontrolled factors that were mentioned before may have been responsible for these tendencies also. The analysis of the data presented in Table 4 shows that there is no significant difference in changes of attitude between the groups.

In Brandon's<sup>1</sup> study, the attitude of ten highly trained subjects served as an indication of maturity. The data in Table 10 compares the mean score of final attitude tests with the judges' mean score, which in this study is considered the mature attitude. An analysis of this data shows various differences in the attitudes measured as compared to the mature attitude. The attitude on pre-school education came the

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<sup>1</sup>Vera H. Brandon, A Study of the Attitudes of College Students in Selected Phases of Child Development, Researches in Parent Education IV, University of Iowa Studies, Studies in Child Welfare, 1939, XVII, pp. 19-61.

TABLE 10

COMPARISON OF THE FINAL ATTITUDE SCALE WITH  
THE JUDGES' ATTITUDE (MATURE)

Final Attitude Scales	Experimental Group			Judges		Difference Between Means
	Mean Score	Standard Error of Mean	Standard Error of Distribution	Mean Score	Standard Deviation	
Self- Reliance	4.1971	.0361	.2010	2.88	.45	1.31
Fear	8.1226	.1574	.8768	8.49	.37	.37
Corporal Punish- ment	6.2371	.3634	2.0234	7.48	1.10	1.25
Praise	4.1596	.2282	1.2704	4.33	.76	.18
Self- Expres- sion	4.5016	.1623	.9038	4.14	.45	.36
Pre- School	2.2919	.0321	.1789	2.46	.38	.17
	Control Group				Judges	
Self- Reliance	4.2194	.0291	.1673	2.88	.45	1.33
Fear	8.1530	.1414	.7743	8.49	.37	.34
Corporal Punish- ment	7.3409	.3090	1.7751	7.48	1.10	.14
Praise	3.7167	.2282	1.3108	4.33	.76	.62
Self- Expres- sion	4.5182	.1737	.9978	4.14	.45	.37
Pre- School	2.3333	.0469	.2698	2.46	.38	.13

closest to the mature attitude in both groups. Both groups showed a more favorable attitude toward pre-school than did the judges. It is possible that this extremely favorable attitude toward pre-school education is due to the enthusiasm of the nursery school staff for pre-school education. Also, since this was a class in child development, the subjects might think a favorable attitude toward pre-school education would in some way influence their scholastic standing in spite of precautions which were taken, as mentioned in Chapter II, to guard against this. The largest difference between the final measurement and the judges' mean, which was the same for both groups, was in the attitude toward self-reliance. In the experimental group, the difference was 1.31 scale points, and in the control group, 1.33. This analysis would also seem to indicate that a more mature attitude in one area cannot be relied upon to show a mature attitude in all other areas. Although the difference in the change of attitude is too small to be significant, there does seem to be a slight tendency in both groups for the change to be in the direction of the more mature judgment. This is true in all six attitude tests. There seems to be a slight tendency for both groups in this study to be more in favor of the use of praise and more in favor of pre-school education than the judges.

In both groups in the initial test the students were less consistent than the judges in attitudes toward fear, corporal punishment, praise, self-expression, and pre-school. In the attitude toward self-reliance, the student attitude is more consistent than the judges'



attitude. In both groups, in the final tests, the attitude of the student is less consistent than that of the judges toward fear, corporal punishment, praise and self-expression. The student attitude is more consistent than the judges' attitude in the attitude measuring self-reliance and pre-school education. The less consistent attitude is shown by the fact that the standard deviation for that attitude is smaller for the judges than for the students. The more consistent attitude is shown by the fact that the standard deviation for that attitude is larger for the judges than for the student. This data is found in Table 11.

There is an indication that the control group gained as much in knowledge as the experimental group. The mean score for the knowledge test for the experimental group was 87.77, and for the control group, 86.85. The difference in the mean scores is .92 showing a critical ratio of .2752. The results of the correlation of knowledge with changes in attitude are found in Table 5. The correlations of knowledge with changes in attitude for the control group cannot be considered significant, as they are within the range of chance fluctuations. In the experimental group, the significant correlations between knowledge and attitude changes are on the attitude toward praise and toward pre-school education. There seems to have been no causal effect for this fact demonstrated, but the author feels that there are certain factors that are not shown in the statistics. Factors that cannot be accounted for may be the cause of some of these changes, or lack of these changes

TABLE 11

INITIAL AND FINAL ATTITUDE TESTS COMPARED WITH THE ATTITUDE OF MATURE SUBJECTS

Attitude Scales	Initial		Final		Initial		Final	
	Standard Error of Distribution	Judges' Standard Deviation	Standard Error of Distribution	Judges' Standard Deviation	Standard Error of Distribution	Judges' Standard Deviation	Standard Error of Distribution	Judges' Standard Deviation
	Experimental				Control			
Self-Reliance	.5872	.45	.2010	.45	.2061	.45	.1673	.45
Fear	1.4544	.37	.8768	.37	1.0469	.37	.7743	.37
Corporal Punishment	2.0070	1.10	2.0254	1.10	1.9813	1.10	1.7751	1.10
Praise	1.2452	.76	1.2704	.76	1.4976	.76	1.5108	.76
Self-Expression	1.0252	.45	.9038	.45	1.5171	.45	.9978	.45
Pre-School	.7288	.58	.1789	.58	.6251	.58	.2698	.58

made. Correlating change in attitude does not tell the whole picture as the higher intelligence may indicate a more mature attitude in the beginning of the learning program. Therefore, there would not be as much change in attitude.

The correlation of the psychological rating with the knowledge score is significant for both the experimental and control groups.

In Table 6 the information on the correlation of the initial and final attitude tests for the experimental and control group can be found. The analysis of this data shows that the tests are all reliable with the possible exception of the attitude scale on pre-school education.

An analysis of the data regarding the correlation of the initial attitude tests with the psychological rating shows little, if any, relationship of psychological rating and attitude scores. The data are found in Table 7.

The correlations between the final attitude tests and knowledge scores show for the experimental group significant correlations for the attitude tests toward fear, praise and self-expression. In the control group there are no significant correlations between the attitude scales and the knowledge scores. These correlations will be found in Table 8. There seems to be little relationship between gains in knowledge and gains in attitudes.

## CHAPTER V

In the study of child development there appeared to be a need to evaluate the effect of directed observation in the nursery school on attitude and knowledge changes. Sixty-four students in two sections of a child development course at Oklahoma Agricultural and Mechanical College served as the subjects. The experimental group used the nursery school for directed observations while the control group did not. The two groups were given the same attitude tests at the beginning and at the end of the learning program. The final examination served as a method of determining the status of knowledge of both groups.

The analysis of the data in this study leads to the following conclusions:

1. The group which observed in nursery school tended to become more homogeneous in the attitude toward fear as a means of control, and toward pre-school education.
2. In the situation which was studied, observation in the nursery school seems to make no significant difference in the change of observed attitudes from the beginning to the end of the study.
3. There was no significant difference between the groups in the amount of change of attitudes. A slight tendency for greater observed changes in all tests except



the test on attitude toward pre-school education was noted in the control group. There was a tendency for the experimental group to make greater change in the attitude toward pre-school education.

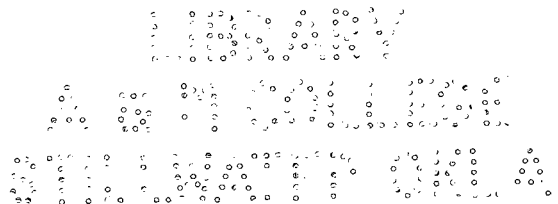
4. A mature attitude in one specific unit of measurement does not indicate a mature attitude in all units.
5. In both groups there was a more favorable attitude toward pre-school education than that of the judges. The students varied most from mature attitude in the attitude toward self-reliance.
6. Observation in the nursery school made no significant difference in knowledge gained.
7. There seems to be no significant relationship between knowledge and attitude. The closest relationship was between knowledge and the attitude toward pre-school education.
8. There is little, if any, relationship between psychological rating and attitude changes in this study.
9. Observation in the nursery school seems to have the greatest influence in changing attitude toward self-reliance and toward use of corporal punishment.

10. This study shows there is little relationship between knowledge score and gains in attitude.
11. The author feels that there may be factors that cannot be accounted for which might have influenced changes or lack of changes in attitudes measured.

Since the sampling appears to be too small to determine many significant differences, additional research needs to be done before any definite conclusions can be determined. It would be interesting to note if there will be any observed differences in attitudes and knowledge of the subjects in the course on Child Guidance, which follows the course in Child Development. Since at least three of the attitude scales, attitude toward use of fear as a means of control, attitude toward use of corporal punishment as a means of control, and the attitude toward the use of praise as a means of control, deal indirectly with guidance principles; it would seem to be worth while to attempt to measure attitude changes in the course on Child Guidance.

It would seem highly desirable if a reliable attitude scale could be constructed that would measure the general attitude of the subjects toward children.

A follow up study of the subjects that enter into the teaching field, comparing their success in teaching the unit in child development, or a study of their success with their own children, would seem worth while.



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APPENDIX

## OBJECTIVES

### Course Objectives

1. An appreciation of and an interest in children
2. Understanding of general growth pattern of children
3. Understanding of deviations from general growth pattern
4. Understanding of factors causing growth
5. Ability to direct observation
6. Ability to observe objectively and to record accurately
7. Knowledge of sources of information on Child Development
8. Ability to evaluate and select information from these sources

### The Infant

1. Ability to appreciate the unlimited possibilities of the infant and the factors by which he is limited at birth

#### Possibilities

- a. Receptivity to all new experiences
- b. Capacity for selecting from these experiences
- c. Adaptability
- d. Ability of the body to recreate and repair

#### Limiting Factors

- a. Heredity
- b. Physical, mental, and nervous mechanism of the infant
- c. Prenatal experiences
- d. Social and economic status of child's parents

2. Understanding of the infant's need to continue an activity until he is satisfied

### The Preschool Child

1. Understanding of age level characteristics
2. Appreciation of individual differences within age groups
3. Understanding of the child's need to continue an experience until he is satisfied
4. Appreciation of the value of play to the preschool child
5. Understanding of environmental influences at the preschool level

### Primary

1. Understanding of the interests and typical responses of the school-age child
2. Appreciation of the child's need to be different at this age
3. Understanding of the child's abilities

Post-Primary and Pre-Adolescent (9-15 or 14)

1. Understanding of the interests and typical reactions of this age
  - a. Shift in importance from home to school and playmates of their own sex
  - b. Sex antagonism
  - c. Tendency toward veneering their real emotions
  - d. Understanding of the physical deviations that can be expected and their influence on the individual

The Adolescent

1. Understanding of the conflicts that are likely to ensue when adolescent gropes for independence
2. Understanding of the physical and physiological changes that occur at this period and their influence on development
3. Understanding of the outstanding interests and needs
  - a. Needs
    1. Working out a philosophy of life
    2. Establishing independence -- economic, emotional
    3. Adjusting to the opposite sex
  - b. Interests
    1. Wish to conform to group
4. An understanding of the conflicts that arise in adolescence because of the economic and social restraints placed on individuals

Course of Study

Lesson	Control Group		Experimental Group	
	Required Reading	Additional Req. Reading	Required Reading	Observations
1. Orientation				
2. Pre-natal Care	Kenyon, 15-31. Reynolds, 15-44. Rand, Sweeney and Vincent, 287-326.	Strang, 24-42.	Kenyon, 15-31 Reynolds, 15-44 Rand, Sweeney, and Vincent, 287-326.	Observation I Identification
3. The Infant	Reynolds, 50-56 Strang, 11-23 Rand, Sweeney and Vincent, 17-31	Strain, Being Born, 9-97 Fisher and Gruenberg 36-48	Reynolds, 50-56 Strang, 11-23 Rand, Sweeney and Vincent, 17-31	Observation II Medical Examination
4. First Two Years	Reynolds, 58-75 Strang, 48-89	Rand, Sweeney and Vincent 32-68 and 98-153	Reynolds, 58-75 Strang, 48-89	Observation III Equipment
5. Same as above				
6. Movie - Yale Clinic of Child Growth of Infant and Locomotion, Early Social Behavior	Development - Dr. Gesell - Early and Later Stages, Posture and Behavior		Dr. Gesell - Stages, Posture and Behavior	Observation IV Movie
7. Outward Picture of Preschool Child	Strang, 153-167 Reynolds, 49-101	Kenyon, 223-269 Rand, Sweeney and Vincent, 141-172, 198-208	Strang, 153-167 Reynolds, 49-101	Observation V Outward Picture of Preschool Child
8. Preschool Child's Workshop of Ideas	Reynolds, 106-109 Strang, 167-179	Rand, Sweeney and Vincent, 206-224	Reynolds, 106-109 Strang, 167-179	Observation VI Use of Ideas
9. Preschool Child as a Social Being	Strang, 179-194	Rand, Sweeney and Vincent, 224-243 Fisher, "The Home Maker"	Strang, 179-194	Observation VII Social and Emotional Behavior of Preschool Child
10. Play Interests of Preschool Children	Rand, Sweeney and Vincent, 235-240 Reynolds, 79-80 101-106 Strang, 134-137 175-178 179-187	Fisher, Tables for Parents, The Rainey Day, The Good Mother, The Brown Suit	Rand, Sweeney and Vincent, 235-240 Reynolds, 79-80 101-106 Strang, 134-137 175-178 179-187	Observation VIII Play Interests of Children
11. Books and	4 hours reading in Mitchell Dalglish Alschuler		2 hours reading in: Mitchell Dalglish Alschuler	Observation IX Books and Stories Observation X Music

Lesson	Control Group		Experimental Group	
	Required Reading	Additional Req. Reading	Required Reading	Observations
12. Pictures	4 hours reading in Freeman and Freeman		2 hours reading in Freeman and Freeman	Observation XI Pictures
13. Use of Materials	4 hours reading in Strang Kawin Biber Johnson, "The Art of Block Building" Rand, Sweeney and Vincent	Art of Block and Vincent	2 hours reading in Strang Kawin Biber Johnson, "The Art of Block Building"	Observation XII Use of Materials
14. Same as above				
15. Routines Eating	Reynolds, 90-92 Strang, 199-206 243-246 Rand, Sweeney and Vincent, 175-189	Fisher "The Home Maker"	Reynolds, 90-92 Strang, 199-206 243-246 Rand, Sweeney and Vincent, 175-189	Observation XIII Nursery School Lunch
16. Routines Sleep and Rest	Reynolds, 92-95 Strang, 157-158 Rand, Sweeney and Vincent, 189-191 and 200-202	Fisher, "The Home Maker"	Reynolds, 92-95 Strang, 157-158 Rand, Sweeney and Vincent, 189-191 and 200-202	Observation XIV Nursery School Rest
17. Routines Toileting and Dressing	Reynolds, 95-97 Strang, 241 Alschuler, 9-24 and 32-35	Fisher, "The Home Maker"	Reynolds, 95-97 Strang, 241 Alschuler, 9-24 and 32-35	Observation XV Bath-room Facilities and Dressing
18. Five-Six and Seven Year Olds Physical and Intellectual	Strang, 289-328 Reynolds, 113-128	Goodenough, 324-346 Fisher, "Understood Betsy"	Strang, 289-328 Reynolds, 113-128	Observation XVI Planning of Party
19. Same as above.				
20. Five, Six and Seven Year Olds Social and Emotional	Reynolds, 128-132 Strang, 328-331 381-383 389-397	Fisher, "Understood Betsy"	Reynolds, 128-132 Strang, 328-331 381-383 389-397	Observation XVII Party Observations



Lesson	Control Group		Experimental Group	
	Required Reading	Additional Req. Reading	Required Reading	Observations
20.Cont'd.  Growth	Strain, "New Patterns in Sex Teaching", Introduction		Strain, "New Patterns in Sex Teaching", Introduction	
21.Transi- tion Year Eight Year Old	Reynolds, 144-171 Goodenough, 347-392 Strain, "New Patterns in Sex Teaching, 58-92	Fisher, "Understood Betsy"	Reynolds, 144-171 Goodenough, 347-392 Strain, "New Patterns in Sex Teaching, 58-92	
22.Post Primary and Pre- Adoles- cent 9-14 Yrs. General Charac- teristics	Reynolds, 175-204 Strang, 437-476	Goodenough, 434-462 Fisher and Gruenberg, 204-213	Reynolds, 175-204 Strang, 437-476	Observation XVIII Social Development of School Age Child
23.Post Primary and Pre- Adoles- cent 9-14 Yrs. Emotional and Social Growth	Reynolds, 209-243 Strang, 476-482	Foster, 258-277 Rand, Sweeney and Vincent, 358-391	Reynolds, 209-243 Strang, 476-482	Same as above
24.Post Primary and Pre- Adoles- cent 9-14 Yrs. Special Problems	Strang, 508-540	Anderson, 84-95 Strain, "New Patterns in Sex Teaching, 133-160	Strang, 508-540	Same as above
25.Adoles- cent Outward Picture	Reynolds, 245-259 Strang, 583-604	Fisher and Gruenberg, 155-168 Goodenough, 463-478	Reynolds, 245-259 Strang, 583-604	Observation XIX Adolescence

Lesson	Control Group		Experimental Group	
	Required Reading	Additional Req. Reading	Required Reading	Observations
26. Adolescent Emotional and Social Growth	Strang, 604-620 Anderson, 168-186	Cole, 33-92 101-134	Strang, 604-620 Anderson, 168-186	Same as above
27. Adolescent Special Problems	Reynolds, 259-285 Strang, 620-647	Fisher and Gruenberg, 237-244 Anderson, 187- 204	Reynolds, 259-285 Strang, 620-647	
28. Seeing relationships of growth from infant to adolescent				
29. Pictures of Nursery School, projected and discussed				
30. Review				
31. Review				
32. Examination				

Reference List ForCourse of Study

<u>Author</u>	<u>Title</u>	<u>Date</u>
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4. Biber, Barbara	Children's Drawings	1934
5. Cole, Luella	Psychology of Adolescence	1936
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11. Foster, Josephine	Busy Childhood	1933
12. Freeman and Freeman	The Child and His Picture Book	1935
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14. Johnson, Harriett	The Art of Block Building	1933
15. Johnson, Harriett	Children in Nursery School	1928
16. Kavin, Ethel	Wise Choice of Toys	1934
17. Kenyon, Josephine	Healthy Babies are Happy Babies	1936
18. Mitchell, L. S.	Another Here and Now Story Book	1937
19. Rand, Sweeney and Vincent	Growth and Development of the Young Child	1930
20. Reynolds, Martha	Children from Seeds to Saplings	1939
21. Strain, Francis	Being Born	1936
22. Strain, Francis	New Patterns in Sex Teaching	1934
23. Strang, Ruth	Introduction to Child Study	1939

### Observing in the Nursery School Laboratories

In order to avoid overstimulating the children and breaking into their activities, as well as to provide visitors a typical picture of nursery school procedures, all visitors and students are requested to observe the following suggestions:

1. Visitors are to observe in the booths provided unless they are given permission by the staff to observe in the laboratories. At certain times a few advanced students or parents may be permitted to observe in the laboratories. Special directions will be given for such observations.
2. The following suggestions will make the observer as inconspicuous as possible:
  - (a) Be sure the shades are drawn in the office immediately upon entering.
  - (b) Move as little as possible while sitting or standing behind the screens.
  - (c) Refrain from talking to each other.
  - (d) Do not laugh at the activities of the children.
  - (e) If, when passing through the halls, the children initiate conversation, answer them if it seems natural to do so, but make the answer brief. A visitor or student should not initiate conversation or encourage one which the children initiated.
  - (f) An observer should not enter into the activities of the children.
3. Questions which come to the minds of observers may be brought to the supervisor or a member of the teaching staff when not on duty. An appointment may be made for this purpose. Due to individual differences among children, and the attempt of the staff to meet the needs of each, observers should not expect uniformity in methods of guidance. Neither should the observer expect to understand all methods used by observing short periods. The nursery school staff welcomes the opportunity to discuss the program with visitors.

4. It is being found most advisable not to admit children as visitors in the nursery school rooms unless special arrangements are made previously. In this case the child will be given the regular health inspection by the nurse.



Observation I

IDENTIFICATION OF CHILDREN

Name	Age	Physical Characteristics
Group I (Teacher		
Group II (Teacher		

Name	Age	Physical Characteristics
Group III (Teacher		
Group IV (Teacher		

## Observation II

## MEDICAL EXAMINATION OF INFANT

1. What enables the doctor to have a successful observation?

a. Doctor's attitude

b. Means of securing child's cooperation

c. Means of keeping child's cooperation

2. What did the doctor look at?

What did the doctor look for?

3. Comments: (Write on back of page, if necessary.)



## Observation IV

## MOVIE

Stages of development as shown by Dr. Gesell

## I. Stages of posture and locomotion (film 1.).

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

## II. Stages in hand development (films 2 and 3).

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

## III. Types of response in social behavior (film 4).

## IV. Comments:



## Observation V

## OUTWARD PICTURE OF THE PRESCHOOL CHILD

1. Observe a Group I child for 15 minutes.  
Observe a Group III child for 15 minutes.  
Record an incident on one of the following: walking, running,  
balancing, jumping, climbing.

## Group I Child

Name \_\_\_\_\_  
Actual age \_\_\_\_\_

## Group III Child

Name \_\_\_\_\_  
Actual age \_\_\_\_\_

## Analysis

1. Was it smooth, jerky, graceful, or awkward?
2. Which child participated in more different activities during the fifteen minutes?

## Analysis

1. Was it smooth, jerky, graceful, or awkward?
2. Which child participated in more different activities during the fifteen minutes?

2. Observe a Group II child and a Group IV child.  
Make an accurate record of language used by each during a five minute period.

## Group II Child

Name \_\_\_\_\_  
Actual age \_\_\_\_\_

## Analysis

Number of different words used.

Sentence structure.

Correct use of pronouns.

## Group IV Child

Name \_\_\_\_\_  
Actual age \_\_\_\_\_

## Analysis

Number of different words used.

Sentence structure.

Correct use of pronouns.

## Observation VI

## USE OF IDEAS IN PRESCHOOL

1. Observe one group for an hour. Record at least three incidents to illustrate at least three of the following. Tell which point each incident illustrates.
  - a. A child has an idea and expresses it in some way.
  - b. A child meets and solves a problem.
  - c. A child shows his conception of number (may be right or wrong).
  - d. A child attempts by experience or questions to clarify some concept.
  - e. A child shows ability to remember and carry out a series of commands or suggestions.
  - f. A child shows alert interest or curiosity concerning his immediate environment.

## Observation VII

## SOCIAL AND EMOTIONAL BEHAVIOR OF PRESCHOOL CHILDREN

I. Observe 20 minutes in Groups I or II and 20 minutes in Groups III or IV.

1. Record one incident in each group which shows a social conflict and how it was solved.

2. Record one incident in each group to show one of the following: Understanding of property rights, acceptable social approach, aggressive behavior, sympathetic behavior. Indicate which one is shown.

3. Record one incident in each group to show one of the following: Anger, fear, love, or affection, jealousy, evading reality, curiosity about sex. Indicate which one is shown.

## Observation VIII

## PLAY INTERESTS OF CHILDREN

1. Select 2 children for observation, one from Group I and one from Group III, or one from Group II and one from Group IV. Observe each child for thirty minutes. Record in Situation I an instance in which the child's play is alone. Give name of child and a detailed account of the activity. Quote language, if any is used. In Situation II record incidents in which the child's attitude toward other children is obvious. In Situation III record contacts that the child has with an adult.

Situation I -- Play Alone

Group I  
or  
Group II

Group III  
or  
Group IV



## Situation II -- Play With Other Children

Group I  
or  
Group II

Group III  
or  
Group IV

## Situation III -- Contact With or Attitude Toward Adult

Group I  
or  
Group II

Group III  
or  
Group IV

Observation IX  
BOOKS AND STORIES

I. Observe the story period in Groups I and III or Groups II and IV.

1. What is the seating arrangement?

Group I

Group II

Group III

Group IV

2. How does the teacher hold the interest of the children?

3. List the stories that were read.

4. Record children's comments.

5. Select one of the stories the teacher used during your observation and list the qualities that made it especially good for the group. If, for some reason, you feel that it wasn't a good selection, list your objections, also.

## Observation X

## MUSIC

Observe and record an incident in each group that shows an interest in music. Analyze according to the following:

Group I	Kind of Music	Type of Participation	Length of Time of Interest	Number in Group Interested
Group II				

	Kind of Music	Type of Participation	Length of Time of Interest	Number in Group Interested
Group III				
Group IV				

**Observation XI****PICTURES**

**I. How are the pictures used in:**

Group I

Group II

Group III

Group IV

**II. What is subject matter of the pictures used?**

**III. Record comments made by children.**

Group I

Group II

Group III

Group IV

## Observation XII

## USE OF MATERIALS

1. What is a typical activity or product of the following:

	2 yr. old	3 yr. old	4 yr. old	5 yr. old
Paints				
Clay				
Wood				
Blocks				
Cutting				

2. What natural science experiences are children given in nursery school?

3. What social science experiences are children given in nursery school?

Observation XIII  
NURSERY SCHOOL LUNCH

I. Observe at the noon hour in the nursery school. Record:

1. Approximate amount served on a plate for a:

2 yr. old	3 yr. old	4 or 5 yr. old
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First Serving

Second Serving

2. Any differences observed in the eating habits of the children.

3. Approximate time to finish entire lunch.

2 yr. old	3 yr. old	4 or 5 yr. old
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4. Comments on Dining Room situation.



## Observation XIV

## NURSERY SCHOOL REST

I. Observe in Group III 30 minutes. Observe in Groups I, II, IV ten minutes each.

1. In Group III, record which children are:

Asleep

Resting

Restless

Time

2. In all groups, list what arrangements of the environment are made to encourage good sleeping habits.

3. List three different types of response to the resting situation in Group I, Group II, and Group IV.

## Observation XV

## BATHROOM FACILITIES AND DRESSING

I. Observe in the bathroom when the children are not in it. Note:

1. Size of equipment

2. Arrangements for adapting adult-size equipment for children's use.

3. Availability of towels, washcloths, soap, mirror, etc.

4. Location of medicine chest.

II. Observe in Group I or II and Group III or IV when children are putting on or removing wraps or clothing. Note:

Group I or II	Group III or IV
1. Interest in the process .	1. Interest in the process.
2. Help needed or given.	2. Help needed or given.
3. Time necessary.	3. Time necessary.

Observation XVI  
PLANNING OF PARTY FOR  
7 - 8 - 9 YEAR OLDS

I. Organization of class into committees.

II. Invitation Committee

1. Selecting of Children
2. Making and Mailing of Invitations

III. Entertainment Committee

1. Planning for Games In and Out of Doors
2. Stories - Songs

IV. Refreshment Committee

1. Choose and Prepare Food

Observation XVII  
OBSERVATION OF PARTY  
FOR  
7 - 8 - 9 YEAR OLDS

1. Record language of two children. Be as exact in recording as possible.
2. Give three incidents that indicate play interests of this group.

## Observation XVIII

## THE SOCIAL DEVELOPMENT OF SCHOOL AGE CHILDREN

Observe at one elementary school, junior high school, and high school.  
 Much of your observation can be done as students arrive and leave school.  
 Record and analyze.

	Elementary School (Name)	Junior High (Name)	High School (Name)
1. Social Groupings			
a. Number in groups			
2. Sex of companions in groups			

	Elementary School (Name)	Junior High (Name)	High School (Name)
3. Obvious interests			
a. Conversa- tions			
b. Activities			

Comments:

## Observation XLX

## ADOLESCENCE

- I. Choose incidents from among your own normal adolescent companions. Do not give names, but give each one a number (1, 2, 3, etc.) Record three ways of solving a normal conflict which might be due to the individual's attempt to gain independence.

- 1.

- 2.

- 3.



II. Describe typically adolescent characteristics of three different types of individuals.

1.

2.

3.

## KNOWLEDGE TEST

1. Child Development is a study of
  1. guidance principles used with preschool children
  2. how the child grows
  3. emotional patterns underlying all phases of development
  4. how the child learns
  5. physical care of children
  
2. The book entitled "Growth and Development of the Young Child" was written by
  1. Lovisa Wagoner
  2. Stoddard and Wellman
  3. Harriet Johnson
  4. Rand, Sweeney and Vincent
  5. Dorothy Canfield Fisher
  
3. The book entitled "New Patterns in Sex Teaching" was written by
  1. Frances Bruce Strain
  2. Ruth May Strang
  3. Carl de Schweinitz
  4. Sidonie M. Gruenberg
  5. Barbara Biber
  
4. Ethel Kavin is a name we associate with
  1. play material
  2. physical measurements
  3. emotional development
  4. sex education
  5. intelligence testing
  
5. "Happy Childhood" was written by
  1. William Blatz
  2. Harold Anderson
  3. John Anderson
  4. Arthur Jersild
  5. Josephine Foster
  
6. "Healthy Babies are Happy Babies" was written by
  1. L. S. Mitchell
  2. Josephine Kenyon
  3. Ethel Kavin
  4. Josephine Foster
  5. Martha Reynolds
  
7. Ruth Strang is the author of
  1. Developmental Psychology
  2. Growth and Development of the Young Child
  3. Being Born
  4. Introduction to Child Study
  5. Children from Seeds to Saplings

8. To "see children objectively" means to
  1. love them in spite of their faults
  2. recognize their good points
  3. recognize their faults
  4. be able to punish them when they need it
  5. see all factors without being influenced by your own emotion
  
9. A true statement about child development is
  1. everyone should have an intense liking for children
  2. children are easy to understand
  3. children should be classified into types
  4. a good guidance technique will work with all children
  5. there are individual differences at all age levels
  
10. Directed observation is valuable because
  1. it saves the student's time
  2. it keeps the teachers alert
  3. it helps the students see stages of development
  4. it is less stimulating to children than undirected observation
  5. it gives the students an opportunity to assist the children
  
11. It is important for children to go through each stage of development
  1. as quickly as possible
  2. completely
  3. without outward manifestations
  4. at the correct chronological age
  5. according to the standards of the social group
  
12. Many parents would be more successful in child training if they would
  1. keep the child with them constantly
  2. give in to persistent demands of the child
  3. treat the child more consistently
  4. keep looking for faults of their child
  5. let the child know they are hurt by his actions
  
13. The most desirable type of relationship between teacher and child is
  1. a strong love, and intense interest
  2. a strong dislike
  3. an indifferent attitude
  4. friendly and interested attitude
  5. impersonal, cool, and withdrawing
  
14. Supplementary reading in fiction which deals with young children is valuable because
  1. it gives the student insight into the characteristics of childhood
  2. it points out problem children

3. students like it
  4. it gives people emotional satisfaction
  5. everybody loves children
15. Much work which points to the fact that the I. Q. can be changed has been done by
1. Binet
  2. Terman
  3. Wegener
  4. Wellman
  5. Alschuler
16. An important factor in learning self-reliance is
1. direction by the parent
  2. low cupboards and shelves
  3. physical help in difficult situations
  4. adult standards
  5. direction by many different adults
17. One of the most important factors in habit formation is
1. simplicity
  2. regularity
  3. frequent changes in routine
  4. punishment for lapses
  5. explaining the reasons
18. Social development means
1. increasing ability to get cooperation of others
  2. increasing ability to defend property rights
  3. increasing understanding of self in relation to others
  4. increasing understanding of rules of social etiquette
  5. increasing ability to dominate
19. The major objective of discipline is
1. to obtain obedience
  2. to teach increasing control of emotions
  3. to teach increasing self direction
  4. to teach respect for the person in authority
  5. to teach morals
20. One of the bases for a feeling of security in the child is
1. feeling wanted
  2. having his own way
  3. giving absolute obedience to his parents
  4. a shifting environment
  5. a sense of moral responsibility
21. The most important factor in good discipline is
1. consistent treatment
  2. make the child do right
  3. have lots of toys
  4. keep an eye on the child all the time
  5. rewarding for good behavior

22. One of the most important factors in obtaining obedience is
1. to give much practice in obeying commands
  2. never repeat commands
  3. not expect the child to obey every time
  4. to give as few commands as possible
  5. give rewards for obedience
23. Intelligence is
1. 80% inherited and 20% environmental
  2. 20% inherited and 80% environmental
  3. totally inherited
  4. influenced in unknown amounts by environment and inheritance
  5. totally environmental
24. The third step in problem solving is
1. choosing the solution that seems best
  2. trying the solution
  3. defining the problem
  4. surveying possible solutions
  5. discarding wrong solutions
25. To secure happy cooperation from a child we need to
1. be consistent in demands
  2. demand obedience
  3. insist on respect for adults
  4. allow child to do as he wishes
  5. feel we always know best
26. A strong emotion generally
1. improves accuracy and judgment
  2. makes learning more efficient
  3. affects learning unfavorably
  4. is best method to stimulate child's effort
  5. needs to be cultivated
27. Strang says that most children have their complete set of temporary teeth by
1. 2 years
  2. 3 years
  3. 4 years
  4. 5 years
  5. 6 years
28. By the third month the human fetus
1. resembles a fish
  2. could not be distinguished from a chicken embryo
  3. resembles a human being
  4. has fingers and toes
  5. has facial characteristics

29. The correct proportion for a newborn baby's body is
1. the trunk is short
  2. the shoulder circumference is greater than head circumference
  3. the abdomen circumference is less than chest circumference
  4. the arms and legs are long
  5. the head is as large as the shoulders
30. The greatest influence a mother has on her pre-natal body is
1. nutritional
  2. intellectual
  3. emotional
  4. economic
  5. psychological
31. Knowing the laws of heredity
1. it is impossible to predict with any degree of certainty what the offspring of any couple will be like
  2. it is possible to predict accurately the body build of offspring of a couple
  3. it is possible to predict accurately the nervous structure of offspring of a couple
  4. it is possible to predict accurately the emotional stability of offspring of a couple
  5. it is possible to predict accurately the hair and eye color of offspring of a couple
32. The stomach capacity of the newborn is approximately
1. 1-2 ounces
  2. 3-4 ounces
  3. 5-6 ounces
  4. 1 cup
  5. 2 cups
33. Permanent teeth are formed by the
1. seventeenth week of fetal life
  2. seventh month of fetal life
  3. second month after birth
  4. second year after birth
  5. fourth year after birth
34. The first tooth erupts between
1. second and fourth month
  2. fourth and sixth month
  3. sixth and eighth month
  4. eighth and tenth month
  5. tenth and twelfth month
35. A child should double his birth weight by
1. six months
  2. four months

3. nine months
  4. eight months
  5. three months
36. The average weight of a new born child is
1. 5-5 $\frac{1}{2}$  lbs.
  2. 5 $\frac{1}{2}$ -6 lbs.
  3. 6-6 $\frac{1}{2}$  lbs.
  4. 6 $\frac{1}{2}$ -7 lbs.
  5. 7-7 $\frac{1}{2}$  lbs.
37. A two year old can be expected to have a vocabulary of about
1. 5 words
  2. 65 words
  3. 270 words
  4. 1500 words
  5. 2000 words
38. A child learns to talk most quickly who
1. has his wants anticipated
  2. plays by himself almost entirely
  3. hears little adult conversation
  4. plays much with older children
  5. meets few problems
39. The size of the average 4 year old's vocabulary is approximately
1. 270
  2. 1500
  3. 2000
  4. 3000
  5. 5000
40. A routine health examination is recommended for preschool children
1. every 6 weeks
  2. every 6 months
  3. every 2 years
  4. whenever he is sick
  5. a month after illness
41. With young children, it is important to develop
1. an anxious attitude toward health
  2. a casual attitude toward health
  3. fear of danger situations
  4. disregard for health
  5. understanding of food needs
42. With young children, it is important to develop
1. knowledge concerning good health
  2. interest in sickness of others
  3. interest in own sicknesses
  4. present good health
  5. disdain of sickness



43. With young children, it is important to develop ability to
  1. accept the doctor's examination casually
  2. disinfect their own cuts
  3. endure pain without crying
  4. doctor their own colds
  5. accept medicine from their mother only
44. In a nursery school, the 2 year old children could be expected to
  1. play with each other most of the time
  2. use materials creatively
  3. use materials manipulatively
  4. ignore each other
  5. play with one toy for at least 20 minutes
45. In nursery school, the 3 year old children could be expected to
  1. play in groups of 5 or 6
  2. build constructively with blocks
  3. learn skipping games
  4. paint landscapes
  5. work at a task for 30 minutes
46. In nursery school the 4 year old children could be expected to do
  1. dramatic play
  2. organized play
  3. manipulative play
  4. group building in carpentry
  5. creative story telling
47. In nursery school 5 year old children can be expected to
  1. do simple reading
  2. write their own name
  3. do group project activities
  4. keep accurate time to music
  5. present dramatized stories
48. Children can be expected to enter into shifting-group cooperative play by the age of
  1. one year
  2. two years
  3. four years
  4. six years
  5. eight years
49. Most children under 2 years can be expected to engage in
  1. cooperative play
  2. group activities
  3. individualistic play
  4. dramatic play
  5. shifting group play

50. Parallel play is most characteristic of
1. one to two year olds
  2. two to three year olds
  3. four to six year olds
  4. six to eight year olds
  5. eight to ten year olds
51. To be educationally valuable an activity should
1. keep him amused and happy for a while
  2. be difficult, so he will meet failure often
  3. train the will and memory in general
  4. add to child's growth and appeal to him to work at it even if he meets failure
  5. always include others
52. A good comparison for a child's height and weight is
1. general height-weight charts
  2. height and weight of brothers and sisters
  3. neighborhood children
  4. school grade mates
  5. own previous height and weight
53. Check the type of illustration most enjoyed by children according to the Freemans
1. photographs
  2. naturalistic
  3. decorative design
  4. silhouettes
  5. pastels
54. One of the best known illustrators of children's books is
1. Leslie Brooke
  2. Dorothy Baruch
  3. A. A. Milne
  4. Harriett Johnson
  5. Alice Dalgleish
55. Most three year olds need
1. mostly fairy stories
  2. mostly everyday experience stories
  3. mostly imaginative stories
  4. no imaginative stories
  5. mostly rhymes
56. A good book for three year olds would be
1. Told Under the Blue Umbrella
  2. Hans Anderson's Fairy Tales
  3. Pinocchio
  4. Grimm's Fairy Tales
  5. Peppi The Duck

57. In a story situation most two year olds would be expected to have an attention span of about
1. 5 to 10 minutes
  2. 10 to 15 minutes
  3. 15 to 20 minutes
  4. 20 to 30 minutes
  5. 30 to 40 minutes
58. In a story situation most four year olds would be expected to have an attention span of about
1. 5 to 10 minutes
  2. 10 to 15 minutes
  3. 15 to 20 minutes
  4. 20 to 30 minutes
  5. 30 to 40 minutes
59. "Realms of Gold" is concerned with
1. child psychology
  2. children's music
  3. planning a preschool
  4. children's literature
  5. art for children
60. Which most nearly characterizes a good story for a three year old?
1. story without pictures
  2. imaginative
  3. factual
  4. within the child's experience
  5. informative
61. An important factor in developing good motor control is
1. space
  2. discipline
  3. example
  4. regularity
  5. mechanized equipment
62. Typical motor learning for a two year old would be
1. to walk up or down an incline
  2. to stand alone
  3. to swing by his knees from the trapeze
  4. to skip with both feet
  5. to hop 10 steps
63. Between 3 and 5 years a child should be ready to learn to
1. cart sand
  2. ride a tricycle
  3. dig
  4. go upstairs
  5. skip

64. Typical motor learning for a five year old would be
1. to walk up or down an incline
  2. to stand alone
  3. to swing by his knees from the trapeze
  4. to skip with both feet
  5. to climb a ladder
65. Height for five year olds varies from about
1. twenty to twenty-five inches
  2. thirty to thirty-five inches
  3. forty to forty-five inches
  4. fifty to fifty-five inches
  5. sixty to sixty-five inches
66. One of the signs of a healthy child is
1. constant activity
  2. placid acceptance of events
  3. a chubby body
  4. increase in height
  5. firm flesh
67. The first stage of development in learning to use creative material is
1. manipulative
  2. symbolic
  3. representative
  4. experimental
  5. imaginative
68. With children under 5, it is important to develop the ability to
1. make satisfying block structures
  2. handle blocks easily
  3. put all blocks away without help
  4. stack 3 blocks
  5. copy a picture of a building
69. The average three year old's achievement in the use of carpentry tools can be best characterized by
1. finishing what he starts
  2. finding pleasure in the act rather than in the product
  3. naming what he has made
  4. playing with what he has made
  5. following a definite plan of work
70. Blocks for young children should be
1. the same size
  2. multiples of one size, accurately cut
  3. mill ends
  4. alphabet or picture blocks
  5. heavy

71. In block building, making hollow squares roofed over usually comes before
1. paving
  2. making buildings for dramatic play
  3. stacking
  4. making roads
  5. carrying
72. With children under 5, it is important to develop skill in
1. making clay animals
  2. coloring within outlines
  3. weaving mats
  4. manipulating materials
  5. cutting on a line
73. The best crayons for two year olds are
1. round, one-fourth inch diameter
  2. hexagonal, one-fourth inch diameter
  3. hexagonal, five-eighths inch diameter
  4. round, five-eighths inch diameter
  5. cut to one-inch lengths
74. Good size water color brushes for two to four year olds are
1. one-sixteenth inch diameter
  2. one-fourth inch diameter
  3. three-fourths inch diameter
  4. two inches diameter
  5. three inches
75. A two year old can be expected to
1. copy a circle
  2. build a high block tower
  3. pile 4 or 5 blocks
  4. wipe dishes
  5. put away all toys
76. Representative drawing usually appears about
1. one to two years
  2. two to four years
  3. four to six years
  4. six to eight years
  5. eight to ten years
77. Patterns should not be set for preschool age children because
1. it inhibits creative activity
  2. they get bored with the same thing all the time
  3. it encourages them to disregard authority
  4. it makes them show off
  5. it hinders motor development
78. Three year old children need paper for painting or drawing which is about
1. 6"x10"

2. 8"x14"
3. 10"x15"
4. 18"x24"
5. 24"x36"

79. The two year old in using blocks

1. represents real structures
2. names structure and plays with completed form
3. stacks - makes simple towers
4. builds bridges and enclosures
5. builds animal pens

80. According to the Gesell movie of children's behavior with blocks, grasping 2 blocks comes before

1. coralling
2. exploiting
3. contacting
4. random movement
5. grasping one block

81. Creeping usually precedes

1. pivoting
2. turning over
3. cruising
4. sitting alone
5. kicking

82. Cruising means

1. scooting backwards on hands and knees
2. crawling
3. scooting with weight on back of head, pushing with feet
4. creeping on hands and one foot with weight supported on other foot
5. walking from one support to another, holding on

83. The baby's early squirmings and kickings help develop

1. fine muscle coordination
2. eye-hand coordination
3. planter reflex
4. large muscle coordination
5. sense perception

84. A child's interest is centered in locomotion at the age of

1. 3-6 months
2. 6-9 months
3. 9-18 months
4. 18-24 months
5. 24-36 months

85. It is important to establish toileting habits
1. early
  2. by one year of age
  3. according to the maturity of the child
  4. by two years of age
  5. according to the equipment at hand
86. With young children, it is important to develop the habit of
1. rubbing bumps with witch hazel
  2. remembering to brush teeth
  3. washing hands after toilet
  4. bandaging every cut
  5. kissing bumps to make them well
87. Responsibility for conscious control of toilet functions can be expected at about
1. 8 years
  2. 2 years
  3. 6 years
  4. 4 years
  5. 5 years
88. Arnold Gesell is a name we connect with
1. anthropometric measurements
  2. adolescent psychology
  3. infant development
  4. sex education
  5. number concept
89. The mother should feed the young child until
1. he is able to feed himself without spilling
  2. she is sure he has his food requirements for that meal
  3. the child wants to feed himself
  4. the child is two years old
  5. the child is four years old
90. A new food should be served when
1. little exercise has been taken
  2. the child is fatigued
  3. the child is ready for dessert
  4. the child has another food that he likes
  5. the child is starved hungry
91. After food habits are established, a requirement for the continuance of good appetite is
1. serve the foods the child likes best
  2. an abundance of fresh air and exercise
  3. keep children at the family table until dessert has been finished by all
  4. require the child's plate to be cleaned every time no matter what excuse he offers
  5. always eat with adults



92. In routines, it is important to develop an attitude of
1. duty to perform
  2. casual acceptance
  3. fun
  4. competition
  5. distaste
93. Children can be expected to drop out the afternoon nap some time between
1. two and three
  2. three and four
  3. four and six
  4. six and eight
  5. eight and ten
94. If a child cries at night, the best thing to do is
1. rock him to sleep
  2. give him something to eat
  3. stay away from him and let him cry it out
  4. find the cause and re-assure, if necessary
  5. give him a soothing medicine
95. Sex education should be begun by
1. first year
  2. second year
  3. fifth year
  4. tenth year
  5. fifteenth year
96. Sex education for the child begins with
1. accurate information
  2. attitude of the parents
  3. seeing body formation of other children
  4. asking questions
  5. reading books
97. One of the major objectives of sex education is to teach
1. complete frankness
  2. a wholesome attitude
  3. the facts of life
  4. preparation for marriage
  5. health
98. One of the first sex questions asked by little children is likely to be
1. Where do babies come from?
  2. How do babies get inside their mothers?
  3. Why are little boys different from little girls?
  4. Why do children have daddies?
  5. Can daddies have babies?

99. The essential facts of sex should be talked over with most children by the time they reach
1. first grade
  2. third grade
  3. fifth grade
  4. junior high
  5. high school
100. The most nearly adult way of meeting and expressing anger is
1. verbal explosion
  2. walk it off
  3. constructive attack on problem
  4. gesticulate
  5. physical attack
101. One of the bases for a feeling of security in the child is
1. being held to a strict moral code
  2. having many authorities in the home
  3. having consistent treatment
  4. outspoken frankness of the parents
  5. good social position of the family
102. The usual emotional mature pattern for a four-year old in anger situation would be
1. kicking, biting, screaming
  2. hitting at the cause of his anger
  3. suppressing all expression of emotion
  4. talking about the problem
  5. working to solve the problem
103. One of the most common fears of children is
1. being punished
  2. doctors
  3. things that fly
  4. speed
  5. high places
104. Expecting too high a level of creative activity causes
1. emotional tension
  2. retarded development in all phases
  3. advanced development in all phases
  4. stuttering
  5. maturity in emotional expression
105. Children are most likely to develop and repeat the emotional patterns of
1. the prevailing type of family in the community
  2. their school teachers
  3. their own parents
  4. parents of their playmates
  5. their book heroes

106. The mental ability of children grows
1. at a fairly constant rate
  2. by spurts
  3. evenly in all fields
  4. regardless of environment
  5. more rapidly in adolescence
107. When a child has done something that is undesirable it is important to make the child feel
1. that he needs punishment
  2. that he is naughty
  3. ashamed of what he has done
  4. that the act is undesirable
  5. that his parents are hurt by his actions
108. Language ability at the primary age depends upon
1. the child's ability to write familiar words
  2. eye and hand coordination of the child
  3. the general physical condition of the child
  4. background of experiences
  5. the child's ability to count
109. Children are ready for fine muscle coordination
1. by 4 years
  2. by 7 years
  3. after developing large muscle coordination
  4. after a year in nursery school
  5. when they express a desire
110. The chief value of handwork is
1. enjoyment of the activity
  2. skill
  3. the finished product
  4. methods of construction
  5. provides occupation
111. Most of the physical defects of primary children
1. will be overcome in later years
  2. are not serious and need not cause alarm
  3. should be corrected early
  4. are common to almost all children of this age
  5. can be corrected by the parents
112. During the primary period children are likely to
1. manifest another growth "spurt"
  2. gain much in height, but slowly in weight
  3. have poor muscle tonus
  4. grow more slowly than previously
  5. increase in body weight

113. Being well adjusted socially for the 5, 6, or 7 year old depends upon
1. social standing of his home
  2. his ability to "give in"
  3. his ability to dominate
  4. the child's self confidence in the group
  5. his regular attendance at Sunday School
114. School success, in writing and constructive work during the primary period depends largely upon
1. the child's liking for these particular subjects
  2. motor coordination
  3. his teacher
  4. what his companions like to do
  5. his mental ability
115. Piaget states the three stages of social development are
1. egocentric, child makes an effort to enter social situation, and there is reciprocity
  2. individualistic, parallel, and cooperative
  3. solitary, individual, and parallel play
  4. passed through by every child
  5. experienced by all children
116. The preferred play of the primary children is usually
1. alone
  2. with one good chum for a long time
  3. dramatic play with several children for some time
  4. dramatic play closely supervised
  5. quiet, indoor games
117. The primary child who has many fears should be
1. ignored entirely
  2. given much attention in overcoming it
  3. reconditioned with a pleasant experience
  4. reasoned with seriously
  5. protected carefully
118. At the primary level answers to sex questions should be
1. ignored until he is older
  2. answered with lengthy discussions
  3. passed over lightly
  4. answered frankly and matter-of-factly
  5. taken very seriously
119. A child who has high intelligence will probably
1. be physically weak
  2. have criminal tendencies
  3. cause trouble in a well planned class
  4. do well in reading, arithmetic, and abstract thinking
  5. be socially unadjusted

120. When children continually fail in their school work
1. they try harder
  2. they realize importance of school
  3. they receive good moral training
  4. something is wrong with curriculum or method of teaching
  5. they should stop school
121. A good way to help primary children form desirable social habits is
1. talking about good deeds
  2. by having desirable acts satisfying
  3. by fearing punishment
  4. by reading stories with moral meanings
  5. teaching ideals to them
122. The intellectual interests of 8 year olds include mostly
1. everyday experiences
  2. people and things far away
  3. situations that are here and now
  4. neighborhood and community problems
  5. project that can be carried through quickly
123. Eight year old children have
1. a renewed interest in sex
  2. an intense curiosity about sex
  3. a tendency toward exhibitionism
  4. no interest in sex at all
  5. a passing interest in sex
124. The physical conditions of normal 8 year olds need
1. watching very closely
  2. much medical attention
  3. at least one annual medical examination
  4. very little, if any, attention
  5. at least three physical examinations a year
125. The most helpful sources of information about 8 year olds are
1. good books
  2. current literature
  3. study of one child
  4. case studies
  5. teachers and children themselves
126. The kind of problems that worries most parents and teachers is
1. aggressive behavior
  2. quiet, dignified behavior
  3. inattention due to day dreams
  4. oversensitiveness
  5. bashfulness

127. Clinical workers are more concerned with the child that is
1. aggressive
  2. careless
  3. talking loudly and out of turn
  4. shy and withdrawing
  5. disobedience and respect
128. Sex antagonism seems to reach its peak at about
1. 14-16
  2. 4-6
  3. 6-8
  4. 9-12
  5. 12-14
129. The ability to define abstract words begins to develop at
1. 4-6
  2. 6-9
  3. 2-4
  4. 9-12
  5. 12-15
130. Differences in play interests between boys and girls are greater at
1. 2-5
  2. 6-8
  3. 8-10
  4. 10-13
  5. 14-16
131. Play interests of a child depend upon
1. his chronological age
  2. motor coordination
  3. number of siblings
  4. mental ability of parents
  5. opportunities for play in the child's environment
132. The attitude toward adults for most 9, 10, and 11 year olds is
1. a great liking and respect
  2. almost complete indifference
  3. one of fear and mistrust
  4. intense interest in activities of adults
  5. one of dependability
133. The goal for emotional development during pre-adolescent period is
1. elimination of most emotions
  2. the ability to control one's temper
  3. suppress all undesirable emotions
  4. to have an emotional fixation
  5. modification of the emotion

134. One characteristic of children who study efficiently is
1. they never take their eyes off their books
  2. they read assignments over until "they know it by heart"
  3. they stop working promptly at end of period
  4. they take part in class discussion and ask questions
  5. they enter into discussion whether they know anything about it or not
135. If you could develop only one of the following characteristics of a child, which would you choose?
1. unflinching, prompt obedience to adults
  2. meeting difficulties squarely
  3. acknowledging defeat readily
  4. docility
  5. politeness and reserve
136. The best way to deal with a maladjusted individual is to
1. classify difficulty as a type
  2. tell him the solution to his problem
  3. tell him of your own childhood troubles
  4. study the facts and cooperate in working out solution
  5. feel he will outgrow it
137. Two diseases most common in adolescence are
1. pneumonia and heart trouble
  2. measles and scarlet fever
  3. scarlet fever and mumps
  4. cancer and flu
  5. tuberculosis and heart trouble
138. One of the strong characteristics of adolescence is
1. leaning upon adults for guidance
  2. seeking independence
  3. not caring for social etiquette
  4. lack of interest in opposite sex
  5. their gracefulness of carriage
139. The characteristic behavior of adolescents in public is
1. retiring
  2. thoughtful of others
  3. conspicuous
  4. quiet
  5. dignified
140. It is important that a "psychological weaning" reaches its peak at the age of
1. preschool
  2. adolescence
  3. junior high
  4. primary
  5. eight year olds



141. When an adolescent wants to go out evenings, without giving information about any of it, parents should
1. realize he is growing up
  2. become more strict
  3. consult a psychiatrist
  4. try to make family activities more intriguing
  5. allow him to go where he wishes
142. Making a child ashamed of some habitual behavior is most likely to have the effect of
1. eliminating the undesirable habit without harmful results
  2. adding a deep sense of guilt to misbehavior
  3. causing open rebellion
  4. temporary improvement in conduct
  5. correcting habit, but causing conflict
143. A fundamental principle of mental hygiene is
1. giving wholehearted attention to present situations
  2. habitually forecasting the future
  3. restraining the impulses of the moment
  4. working exclusively for distant goals
  5. straighten out every detail with serious thought
144. The essential characteristic of the normal mind is
1. a static condition
  2. a conflict
  3. integration
  4. simplicity of mental processes
  5. interest
145. The central fact in the study of adolescent development is
1. storm and stress of the period
  2. new birth of capacities
  3. approach toward maturity
  4. establishing homosexual relationships
  5. gradual physical change and its effects



## KEY TO KNOWLEDGE TEST

1. 2	26. 3	51. 4	76. 3	101. 3	126. 1
2. 4	27. 2	52. 5	77. 1	102. 4	127. 4
3. 1	28. 3	53. 3	78. 4	103. 2	128. 4
4. 1	29. 5	54. 1	79. 3	104. 1	129. 4
5. 3	30. 1	55. 2	80. 2	105. 3	130. 3
6. 2	31. 1	56. 1	81. 3	106. 1	131. 5
7. 4	32. 1	57. 1	82. 5	107. 4	132. 2
8. 5	33. 1	58. 3	83. 4	108. 4	133. 5
9. 5	34. 2	59. 4	84. 3	109. 3	134. 4
10. 3	35. 1	60. 4	85. 5	110. 1	135. 2
11. 2	36. 5	61. 1	86. 3	111. 3	136. 4
12. 3	37. 3	62. 1	87. 4	112. 4	137. 5
13. 4	38. 4	63. 5	88. 3	113. 4	138. 2
14. 1	39. 2	64. 4	89. 3	114. 2	139. 3
15. 4	40. 2	65. 3	90. 4	115. 1	140. 2
16. 2	41. 2	66. 5	91. 2	116. 5	141. 4
17. 2	42. 4	67. 1	92. 2	117. 3	142. 2
18. 3	43. 1	68. 1	93. 5	118. 4	143. 1
19. 3	44. 3	69. 2	94. 4	119. 4	144. 3
20. 1	45. 2	70. 2	95. 1	120. 4	145. 3
21. 1	46. 1	71. 2	96. 2	121. 2	
22. 4	47. 3	72. 4	97. 2	122. 2	
23. 4	48. 3	73. 3	98. 1	123. 5	
24. 1	49. 5	74. 3	99. 3	124. 3	
25. 1	50. 2	75. 3	100. 3	125. 5	

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