

A COMPARISON OF SELECTED CHILD REARING
PRACTICES OF COOPERATIVE NURSERY SCHOOL
PARENTS BEFORE AND AFTER NURSERY SCHOOL
ATTENDANCE OF CHILD

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Vera D. Borosage
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By

Vera D. Borosage

AN ABSTRACT

Submitted to the College of Home Economics of Michigan
State University of Agriculture and Applied Science
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Bernice A. Anderson

ABSTRACT

The primary objective of this study was to examine, after parents' participation in a cooperative nursery school for two full quarters, the changes made in mothers' and fathers' child rearing practices in three areas: discipline, creative activities, and health practices in relation to the child.

The subjects for this study were:

Parents who were new to the nursery school situation.

Parents who would participate in the Spartan Nursery School parent program at least two full quarters.

The data were collected by the schedule-interview method. Two interviews were executed, one at the time the child was enrolled and the other after two full quarters of participation.

The schedule contained typical situations confronting parents in the three areas. (Three members of the Department of Home Management and Child Development assisted by reading the schedule and offering suggestions.) The schedule was then administered to a mother of three years' experience in the Spartan Nursery School and to a mother not connected in any way with the nursery school in order to check the schedule for content and clarity of wording. Revisions were made in accordance with suggestions received.

The data were analyzed as follows:

1. Parents' changes in child-rearing practices in all areas--discipline, creative activities, and health practices.

2. Parents' changes in child-rearing practices in selected situations in each area.

3. Parents' changes in child-rearing practices in each area, in relation to:

(a) Sex of child enrolled

(b) Age of child enrolled

In the three areas in this study mothers made more changes than fathers in the area of discipline and health practices, but fathers made more changes in the area of creative activities.

After participation in the nursery school both fathers and mothers made changes toward more permissive discipline practices than their changes in the direction of less permissiveness. Mothers made a greater percentage of change than fathers in the direction of more permissiveness, and less of change in the direction of less permissiveness. Both of these percentages were statistically significant.

In the area of creative activities the data tended to support the hypotheses that, after participation in a nursery school program, parents: (1) will provide a greater variety of creative activities, (2) will gain insight into importance of "process over product", and (3) will provide appropriate types of play materials.

In the area of health practices the data supported the hypothesis that parents will not make many changes in health practices in relation to children. These practices

tend to have been quite well established before a child enters nursery school. There was a great similarity between responses in both interviews.

The data were analyzed in relation to sex of the child enrolled. The results showed that sex of child was a slight factor in parents' changes in all areas, but not enough difference between parents of boys and parents of girls to be significant.

The data analyzed in relation to age of child enrolled indicated that age made slight difference in parents' changes in each area. When comparing parents of younger children with parents of older children, the latter tended to change toward permissiveness in discipline, tended to gain more insight into process over product in creative activities, and tended to change less in health practices for children. None of the differences between parents of younger and of older children was large enough to be statistically significant.

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CHAPTER I

INTRODUCTION

Authorities in the manifold disciplines that make up the eclectic field of child development -- psychology, psychiatry, sociology, anthropology, among others -- tend to be in agreement on the importance of the first five years of a child's life. Dr. John Bowlby, in his research for the World Health Organization, concludes:

What is believed to be essential for mental health is that the infant or young child should experience a warm, intimate, and continuous relationship with his mother....it is this complex, rich and rewarding relationshipvaried in countless ways by relations with the father and the siblings, that child psychiatrists and many others believe to underlie the development of character and of mental health.¹

A social anthropologist, J. S. Slotkin, though he feels the field of personality development is still in its infancy, is becoming increasingly convinced that the basic personality pattern is established in the first five years of life. He says:

It seems that by the time a child reaches the age of five years he has developed a set of general action patterns which tend to persist

¹Helen Leland Witmer, and Ruth Kotinsky, (eds.) Personality in the Making, The Fact-finding Midcentury White House Conference on Children and Youth, (New York: Harper & Brothers, 1952), p. 94.

throughout life. These constitute his basic action patterns. This statement does not contradict the proposition regarding the dynamic character of action patterns....as the situations confronting the individual vary, his action patterns change. Consequently, the more radical and violent the variability in such situations, the more sweeping the change in his action patterns. But now I am maintaining that it is the relatively specific action patterns which change in this way, and that their change takes place within the confines of the more general action patterns which remain fairly stable. In other words, early in life the individual specializes in his fundamental responses to his environment, and these individualized responses are retained throughout his life; it is his relatively superficial and detailed actions implementing these broad tendencies which change as the situations confronting him vary.²

✶ The parent-child interaction and relationship, these authorities believe, greatly influence the basic personality pattern the child will achieve. Louis Thorpe states:

The most important function of modern family life is psychological in nature....In the family situation are provided the setting, the stimulation and guidance which determine, very largely, whether the child shall develop into a personally well-adjusted and socially useful individual.³

Parents are being reinforced in their child-rearing task by newspapers, popular "ladies" magazines, radio and TV, and by other means of mass media which transmit much

²J. S. Slotkin, Personality Development, (New York: Harper & Brothers, 1952), p. 282.

³Louis Thorpe, Child Psychology and Development, (New York: The Ronald Press Company, 1946), p. 216.

information on child development. The nursery school with its opportunity to reach parents is helping to sensitize them to new insights and understanding of their children's behavior. It also plays a role in guiding parents to satisfy their children's basic needs of love, guidance, and sense of belongingness.

The cooperative nursery school has become a strong development because it is rooted in the belief that most young children need a good group experience, and in the faith of parents who, by combining family effort with professional educational direction, try to meet this need. //

In this chapter, the general and the specific purposes of the study are stated. A background history of the Spartan Nursery School, a parent cooperative nursery school at Michigan State University, is included as well as some approaches it uses in its parent education program to encourage friendly parent-child-teacher interaction.

The Study

General Purpose:

The purpose of this study was to examine child-rearing practices of parents before and after active participation in a cooperative nursery school for evidence of change in their parental practices involving the preschool child.

Specific Purpose:

The specific purpose of this study was to examine

selected child-rearing procedures of parents before and after their child had been in attendance and parents had participated ^atwo full quarters^u (from twenty-four to thirty-six hours depending on the number of days child attended ~~per week~~) in the Spartan Cooperative Nursery School at Michigan State University. The three selected areas considered were the discipline of children, provision for creative activities, and health practices in relation to children.

These three areas were chosen for the following reasons: parents in a cooperative nursery school often asked specific questions on the how and why of discipline; parents often were at a loss in providing creative activities for their children; the investigator wished to determine if health practices were relatively fixed before a child entered nursery school. If these practices were fixed, the number of changes conceivably could be few.

There were other areas of child-rearing practices that might have been fruitful for examination and review, but the schedule was limited both in scope of material and length of time involved in order to obtain a more effective interview.

The Spartan Nursery School

The Spartan Nursery School is located on the Michigan State University campus, East Lansing, Michigan. It is a parent cooperative nursery school jointly administered by the parents and the teachers. The latter are members of

the staff of the College of Home Economics of Michigan State University. The nursery school has been named "Spartan" for the university's mascot and for the Spartan Wives, an organization of married students' wives, which had an integral part in organizing the cooperative school.

History

In 1946 and 1947 Michigan State University, along with many other colleges in the nation, enrolled large numbers of World War II veterans who were resuming or beginning their higher education. The fact that many married veterans were accompanied by their wives and children presented new problems in housing. Play space for children was usually inadequate.

In 1946, the Spartan Wives made a survey of students' families living on campus to determine how many parents wished to become active participants in a cooperative nursery school program. About ninety per cent of the parents surveyed (chiefly mothers) were interested in contributing their time and energy to such a project.

In 1947, at Spring term registration of students, a count was made of the numbers of preschool children living with their parents in the married student housing on campus. The result of the survey indicated the need of a low-cost program of nursery education for these children.

In 1948 the Spartan Nursery School became a reality through the efforts of the Spartan Wives, the adult education

program at Michigan State University, with additional support of the W. K. Kellogg Foundation, and the American Legion Post Auxiliary of East Lansing, Michigan. The University erected the building now located at Birch and Willow Streets, conveniently located near the large group of housing units erected by Michigan State for its married veterans' families.

For the first two years the Kellogg Foundation assumed much of the financial responsibility. Parents also paid small fees as their own money contribution to the school's support. The Parent Council of the nursery school planned and executed fund-raising projects to provide extra funds for equipment and play materials for the children. Since 1950 it has been supported in part by Michigan State University, in part by fees from families enrolled, and in part by fund-raising projects.

The Spartan Nursery School differs from many parent cooperatives in that it is university-supported and renders service in training student teachers in Child Development for the College of Home Economics as well as providing observation and testing privileges for students in child psychology and child development.

The Staff

At present Spartan Nursery school has a staff consisting of two full-time and one part-time, professionally trained teachers, and a graduate assistant. All have masters' degrees in child development except the graduate

assistant who is a candidate for that degree. One of the full-time staff members also acts as director of the nursery school.

The staff have had years of teaching experience, and they are well qualified to guide the activities of little children and to operate cooperatively with parents. The teachers consistently plan and work with the parents to execute an organized parent education program. They also make informal visits to many of the children's homes and encourage parents to come into the school for individual conferences when they desire. Parents are the teaching assistants in each group. Mothers do most of the teaching, but occasionally a father acts as a teaching assistant.

The Parents

The parents of the children in the Spartan Nursery School represent a geographical cross section not only of the United States but of the world. On the Spartan roster in the 1958-59 school year, there were children attending whose parents were students from England, Sweden, Egypt, the Philippines, Brazil, and Mexico. In other years children of student families representing Hawaii, China, Yugoslavia, Thailand, Costa Rica and Puerto Rico were in attendance. The American parents are not, however, typical of the national average parent because at least one is a student at Michigan State, ranging from undergraduate sophomores to Ph.D. candidates. Their ages range from twenty-

three to forty-five. Most of them live in attractive, brick multiple-unit buildings built on the Michigan State University campus to house married students. The families range from one to four children.

These parents are concerned with the kind of guidance and education their children receive and, therefore, are enthusiastic members of the Spartan cooperative Nursery School. They apply months in advance for admission as there usually is a waiting list.

The Children

Between seventy-five and ninety children are enrolled at the Spartan Nursery School at any specified time. The current school year, 1958-59, has six groups of children in attendance under the direction of four staff teachers, assisted by two parents in each group.

The children are divided into six groups of twelve to fifteen children each. Three of the groups meet two days a week, either in the morning or the afternoon; three groups meet three times a week. The morning sessions run two and half hours; the afternoon sessions last two hours. There are no groups staying for lunch.

The children range from about two and half years to five years of age. No child is accepted under the age of two years and six months. Children may complete the school year during which they reach their fifth birthday. With few exceptions, the children live with their parents in married student housing on the university campus.

Parent Education at Spartan Nursery School

A general meeting for all the parents of the nursery school and the teachers is held each term. Also each term, the parents and teacher of the children in each of the six groups hold their own group meetings. The agenda at these meetings vary.

The program of the general meeting often presents professional people in related fields of child development who are invited to speak or appear on a panel for discussion. Sometimes members of the staff are asked to speak on specific child rearing problems interesting the parents. An officer of the Parents' Council conducts the general meeting.

The smaller individual group meetings each year begin by introducing new parents into the group. Problems of nursery school policy are clarified. At other group meetings during the school year problems relating to specific children in the group may be discussed, suggestions for field trips may be considered, and other questions that parents suggest may be explored further.

Each group of parents elects its own officers and sends a representative to the Parents' Council. This Council consists of a council chairman, a vice-chairman, a secretary, a treasurer, a social coordinator, a Work-Party Coordinator, a Library Coordinator (for the children's library), and three delegates to the Michigan Council of Cooperative Nurseries.

The Parents' Council usually meets twice a term or more often if special needs arise. At these meetings council members set up the calendar for the term including "work party" dates, social events, and special events of particular interest to parents. Often a member of the Spartan Staff is present to help with the calendar (See Appendix). The officers plan the topics to be discussed at group or general meetings. They invite speakers in the fields of child development, mental health, and other disciplines, if the council members agree on this type of meeting.

The Council members also plan any necessary money-raising projects. They discuss and select appropriate Christmas additions to the play equipment of the Spartan Nursery School.

Aside from dealing with the minutiae of business that accumulate, they also act as a governing board within the scope of the power allowed by the University. For example, if a parent is unwilling or unable to participate as a teaching parent, the subject is brought up at the council meeting for decision.

Such experiences in planning and group dynamics, says Katharine Whiteside Taylor, are the type that foster group interest and cordial group identification.⁴ Meetings

⁴Katharine Whiteside Taylor, Parent Cooperative Nursery Schools, (New York: Bureau of Publications, Teachers College, Columbia University, 1954), p. 204.

are held in the apartments of the council members where informality is the rule. Committees are appointed for various tasks, thus giving many parents an opportunity to exercise leadership and any specific talent they may possess. For example, after listening to mothers' concern over their children's speech habits, one father, earning a doctorate in speech pathology, offered to speak and lead a discussion on children's speech at a group meeting of parents.

A representative of the Parent Council helps to organize "work parties" for Dads, who come once a term* to paint, refurbish, renew, and generally keep the equipment attractive and functional. They also plan and build new toys, such as toy telephones, peg boards, gas stations, and other small play materials for the children.

Other equipment built at work parties includes convenient efficient aids for the administration and teaching of the school such as bulletin boards, pull-out shelves for orderly arrangement of appropriate pictures for the nursery, and storage facilities for small equipment. Mothers often join in the work parties too, by sewing new oilcloth aprons for the children to wear when painting at the easel, new oilcloth table covers to protect tables when clay and other art media are used and doll clothes for the many-sized dolls provided for play.

At intervals, the curtains at the numerous low windows

*Michigan State University's school year is divided into calendar quarters or "terms" of eleven or twelve weeks.

are taken home and washed, ironed and re-hung. Outdoor equipment, such as slides, storage buildings for wheel toys, jungle gyms are re-painted in the spring. Fathers who are students in the Michigan State University School of Veterinary Medicine check the health of pet animals -- the guinea pigs and occasional toads and turtles.

An important method of parent education at Spartan is through the parents' participation as teachers. Each family is required to teach a specified number of days per term. It may be the father or the mother who does the teaching, and Spartan Nursery School has had both sexes act as participating teachers. Before the parent begins his teaching days, a day of observation under the guidance of a trained teacher is required. She helps a few parents at a time learn how to observe: what to look for in children's behavior; why the teacher is handling a particular situation as she does; how the "teaching mothers" of the day are aiding the head teacher. Each family is provided with a booklet written by two Spartan Nursery School director-teachers to serve as a guide.⁵ This booklet not only describes the routine of Spartan Nursery School but also gives helpful hints to mothers in guiding the children in creative art activities, music and story activities, the workshop, etc. It is this

⁵Elizabeth Page, and Betty Garlick, Guides For Teaching in a Cooperative Nursery School, (East Lansing, Michigan: Michigan State University, 1953).

informal education the parents experience by actually doing and interacting with their child and the other children of the group that the teachers feel is the most important method of parent education. Taylor writes:

The increased competence and satisfaction in guiding their children which many parents derive from their cooperative experience do not evaporate when their children graduate but are a permanent foundation for continuing growth--and learning. The most important area where this takes place is, of course, in their own families. Their improved attitudes, practices, and insights continue to pay dividends.⁶

At the close of each teaching session, the teacher and the parent assistants of the day have a short conference without interruptions from the children (other provisions are made for them) to discuss any problems the parents may have, any specific behavior patterns evident that day which they didn't understand, and any other questions the teacher or parent may have. There is also a two-way sharing of comments about the children's activities in specific areas.

There are no formal classes for Spartan Nursery School parents at the present time. Because of the democratic nature of the cooperative, and the turnover of parents (few children stay longer than two years), a great deal of experimenting is done to meet group needs. During the winter of 1958, after giving favorable consideration to the idea of a series of seminars suggested by the school director, the Parents' Council

⁶Taylor, Op. cit., p. 237.

met to compile a list of topics they wished treated "in a professional manner". (See Appendix, p. 152.)

Teachers keep the parents' library equipped with materials on child study, chiefly pamphlets and books on child guidance. Most of these materials are on loan from the Michigan State Library. Some are donated by such agencies as the Michigan Department of Health, and private institutions like the Metropolitan Life Insurance Company. These pamphlets are usually available to all parents at no cost. Parents are encouraged to use the library simply by "signing out" a book for an unspecified time, according to need.

CHAPTER II

THE REVIEW OF LITERATURE

The shattering impact of the atomic age that descended upon the world during World War II has had its effect on education at all levels. With nations competing literally to reach the moon, a new age of uncertainty, of unknown potential is upon us.

Since the family does not exist in a vacuum, these technological changes are having a profound effect on a family's way of life.¹ There is more mobility, especially of young families, as breadwinners follow the trail of greater job opportunities.² Living arrangements are changing as housing shortages and greater costs are creating homes and apartments too small for growing children, especially prevalent in the constant trend to urbanization. Concomitant with this, Martha Seeling states that:

It is impossible to estimate the extent to which modern life limits the intellectual development of young children by limiting their firsthand experiences. They grow up in a world of technology, not understanding how things have come to be. Eggs come out of a carton; so does butter.

¹William F. Ogburn, and Meyer F. Nimkoff, Technology and the Changing Family, (Cambridge, Mass.: Houghton-Mifflin Co., 1955).

²Paul C. Glick, American Families, (New York: John Wiley & Sons, Inc., 1957).

Milk is delivered to their doorstep; clothing is purchased ready-made; baby food comes in small tin cans.³

The nursery school is designed to meet some of the special needs that limited social horizons pose for children. Social needs, however, are not the only *raison d'être* of the nursery school. America is entrusted to promote the optimum growth of the entire individual and regards its children as individuals in their own right with special needs of their own--social, emotional, physical, and intellectual.⁴ Foster and Mattson summarize how these needs are met in a nursery school situation:

Through the provision of interesting, varied, and stimulating play materials, the school assists in the unfolding of mental powers and the promotion of special interests. The presence of other children of approximately the same stage of development allows for much experimentation in the technique of social contacts. Always the ideal is a happy child who has plenty to do, accepts certain routines as inevitable, and in other activities feels free to follow the dictates of his own fancy; one who gets along acceptably with others without being wholly dependent upon them and in every way grows more mature as the year progresses.⁵

³Martha Seeling, "Education in a Democratic Society", Nursery-Kindergarten Education, Jerome Leavitt, Ed., (New York: McGraw-Hill Book Company, Inc., 1958), pp. 8-9.

⁴Ruth Benedict, Nursery Schools in Relation to American Culture Pattern, (Kingston, Rhode Island: M.A.N.E. Distribution Center, University of Rhode Island, 1948), p. 4.

⁵Josephine C. Foster, and Marion L. Mattson, Nursery School Education, (New York: Appleton-Century-Crofts, Inc., 1939), p. 4.

Nursery schools can become a strong influence in a democratic society where learning to respect the individuality of others is as important as cooperative effort in solving problems. As the world community draws closer together spatially, nursery school educators are increasingly aware of the implications for nursery schools:

To the extent that the nursery school group is composed of children who differ in nationality, race, religion and home background and to the extent that teacher guidance helps children to understand these differences, the nursery may become a potent influence in developing attitudes and behavior that will make for sound relationships among the people who make up the world community. People who, although they come from different cultural groups, have learned to live and work and play together as children are less likely to be susceptible to propaganda which emphasizes group differences in an attempt to pit members of these groups against each other.⁶

The roster of Spartan Nursery School has been well represented with children of many nations (see page 7), but it remains for future research to indicate how this parent cooperative school may have contributed to intercultural understanding.

History of Nursery Schools in America

Nursery schools in the United States had their beginning shortly after World War I. Two of the first schools

⁶ Gertrude Chittenden, et al., Essentials of Nursery Education, (Kingston, Rhode Island: M.A.N.E. Distribution Center, University of Rhode Island, 1957), p. 9.

were started by the Bureau of Educational Experiments in New York in 1919 and at Teachers College, Columbia University in 1921. Another well known school of the period was the one at 69 Bank Street in New York City under the direction of Harriet Johnson. (Interestingly enough, prior to this a group of faculty wives at the University of Chicago had begun a cooperative nursery school in 1916.)

In 1922 the Merrill-Palmer School in Detroit was founded; in 1924 the Iowa State College School opened; a year later Cornell University and Ohio State began their nursery schools. In the meantime, the Laura Spelman Rockefeller Memorial fund with Lawrence K. Frank as administrator, began giving grants to enable Child Development Centers to get under way. Through these grants, the University of Iowa, Minnesota, California, and Teachers College, Columbia University, "were enabled to make distinguished contributions to the understanding of child development."⁷

With this spurt of growth the number of nursery schools increased from three in 1920 to 262 in 1930, according to the United States Office of Education.⁸

The next rapid increase in number took place due to federal subsidy. In 1933, the Federal Emergency Relief

⁷Rose H. Alschuler, Ed., Children's Centers, National Commission for Young Children (New York: William Morrow & Co., 1942), p. 7.

⁸Chittenden, Op. Cit., p. 5.

Administration included many nursery schools as a part of a program to supply work for unemployed persons. By 1936, the number of nursery schools operating with federal aid rose to 1,650. As the country prospered, federal financial support was withdrawn; this forced many of the schools to close. With the advent of the war years (1941-1945), the Federal Works Administration program under the Lanham Act again subsidized nursery schools to take care of the children of working mothers needed in war plants. In the closing months of the war (1945), approximately sixty thousand children were enrolled in these nursery schools.⁹

Lanham funds were discontinued after the war, forcing many of these schools to close. However, the spreading interest and dissemination of knowledge regarding young children caught the attention of parents to the need of providing group experiences for their preschoolers.

The Growth of the Cooperative Nursery School Movement

The whole development of the cooperative nursery movement over the past twenty-five years illustrates what interested parents and the community can do to meet recognized needs not only of preschool children but parents as well.

Preschools, in most communities, are not a part

⁹Alschuler, Op. Cit., p. 8.

of local educational systems. Privately supported nursery schools are too expensive for the large group of middle-class parents who don't qualify for "welfare" day care centers.

To make nursery education available to middle income families, the cooperative nursery school movement has become vital. It undertakes the fundamental, dual responsibility of providing education for the child and his parents.

In 1916, a group of faculty wives of the University of Chicago started a parent cooperative to provide for group experiences for their children, and to gain a little free time for mothers to do Red Cross work. The desire for some free time away from the constant demands of young children is a bona-fide reason for mothers to send their children to a good nursery school. // ⁷⁻²⁹ Glenn Hawkes¹⁰ believes that nursery schools often "provide a needed recess for both parent and child." //

The Chicago experiment was followed by five others during the twenties. Three of these were located at Cambridge, Massachusetts; Schenectady, New York; and Berkeley, California. Two others were college sponsored at Smith College and the University of California (Los Angeles).

¹⁰Quoted from an address delivered at M.A.N.E. Conference on Nursery Education, Madison, Wisconsin, April 24, 1959.

The Berkeley School, begun by a group of mothers in the American Association of University Women, celebrated its twenty-fifth anniversary in 1953 by buying its own "home".¹¹

This school, now called the Children's Community, was so successful in showing the results of education for both children and parents through its close collaboration with the University of California and the Institute of Child Welfare that it encouraged public school systems in California and Washington to develop cooperative nursery schools as part of their parent education program.¹²

Some representative nursery schools of this type supported financially by parent education programs and educationally by specialists in childhood and parent education are located in Berkeley, San Francisco, and Long Beach, California. More cooperatives sprang up in Los Angeles and other California cities, notably Alhambra, Fresno, Sausalito, Sacramento, Santa Barbara, Sierra Madre. In 1954 there were eighty-four cooperative nursery schools recorded in California.)

In 1941, the Seattle Public Schools began a training program for parents to operate "play groups" as a part of the Family Life Education Program. This program was under the direction of a consultant who had had experience

¹¹Taylor, Op. Cit., p. 11.

in the Children's Community. Twelve years later, Seattle had eighty play groups, the largest number in any city. With this stimulation, at least fifteen others have been established in other cities in Washington.¹²

On the East Coast, cooperatives have been developed in and around New York City (about forty); the Potomac area lists around sixty in the District of Columbia and near-by areas of Maryland and Virginia. There are considerable numbers also in Michigan and New Jersey. In Michigan the cooperatives have founded a Michigan Council of Cooperative Nurseries in which the Spartan Nursery School has had a prominent role. //

The Directory of Nursery School and Child Care Centers in the United States, compiled by the Merrill-Palmer school in 1950, lists two hundred eighty-five cooperatives. Katharine Taylor claims many more have developed since that time, so a reasonable estimate would place the number of cooperatives at about five hundred.¹³

Attitudes Toward the Cooperative Nursery School

Educators have always stressed the importance of understanding the home and parents of the children they serve. The emphasis revolves around providing meaningful experiences for the whole child in a group situation.

¹²Ibid.

¹³Ibid.

However, "the school can't do this alone; home and school must cooperate. The nursery school works with parents in order to supplement and enrich the child's development."¹⁴ Service to parents is also emphasized by Howard W. Pillsbury when he says: "Not only is the nursery school important for its direct effect on the preschool child. It is also a most valuable laboratory for parent education....we do very little to prepare young people to become efficient parents."¹⁵

The basic interest of this study is parent education via the cooperative nursery school. The literature in this area is increasing along with the extensive spread of the parent cooperative nursery school, and the awareness of its influence as a tool for parent education. The review of literature will, therefore, be limited to attitudes expressed on the value of the cooperative nursery school as a vehicle of parent education and parent reinforcement. Of necessity, due to the recency of the growth spurt of cooperatives, professionally trained people in the field are not always able to support their findings with scientific research; however, the attitudes they express are sound within the limits of the information available to them. A true

¹⁴Chittenden, Op. Cit., p. 7.

¹⁵"Early Childhood Education", Forty-sixth Yearbook of the National Society for the Study of Education, Part II (Chicago, Illinois: University of Chicago Press, 1947), p. 56.

parent cooperative nursery school, in this context, means primarily those neighborhood schools formed by about twenty families, with the parents cooperating not only in the business and organizational end, but also in the educational processes of guiding the children.¹⁶

Elise Boulding writes: "The fact that the whole family thinks the preschooler is important enough to warrant their undertaking a joint project in the cooperative nursery solely on his behalf increases the small child's sense of worth."¹⁷ In Silver Spring, Maryland, the authors of the handbook for the school believe the cooperative nursery school has "vitality because it is an expression of a democratic way of living."¹⁸ They further state that the cooperative schools are providing developmental experience for both the child and his mother.¹⁹

A. Grey, who is president of the New Zealand Nursery Play Association, asserts:

It (the cooperative nursery school) links family and community together, and is, therefore, an essential part of education. When parents work together in a practical setting, education becomes

¹⁶Katharine Whiteside Taylor, "Cooperative Nursery Schools Educate Families," Teachers College Record, Teachers College, Columbia University, March, 1953, pp. 332-339.

¹⁷Elise Boulding, "The Cooperative Nursery and the Young Mother's Role Conflict," Marriage and Family Living, November, 1955, p. 305.

¹⁸Helen Makie Jones, Editor and Director, Our Cooperative Nursery School, (Silver Spring, Maryland: Silver Spring Nursery School, Inc., 1949), p. 13.

¹⁹Ibid.

for them a living experience....Children learn to know and trust other children, and other grown-ups who are not their parents. Thus a foundation of trust is built up, and this is the beginning of education.²⁰

As parents participate in the cooperative nursery school program they "gain objective understanding of their own children and a truer comprehension of the aims and methods of the school than they could possibly acquire in any other way."²¹

In many ways, cooperatives recapture for participating families some of the practical support that young parents used to find by membership in the extended family with affectionate help available from grandparents and relatives. As Dorothy Baruch states: "Helping parents gain a greater measure of security is the primary end and aim of parent education. It is far more important than helping them acquire facts concerning the bringing up of their children."²²

Few relationships demand more insight than parent-child relationships. Young parents often lack confidence in their ability to be good parents, and by participating in a cooperative nursery school, the mother especially, becomes "surer and more relaxed in her attitudes as she

²⁰Parent Cooperative Preschools of America Newsletter, Vol. I, No. 4, (Baltimore, Maryland), p. 2.

²¹Foster & Mattson, Op. Cit., p. 311.

²²Dorothy Baruch, Parents and Children Go to School, (Chicago: Scott, Foresman & Co., 1939), p. 33.

learns what children are really like at various ages."²³
 The World Health Organization of the United Nations affirmed this belief when it wrote: "These little groups (parent cooperative nursery schools) become a family of families, providing some of the emotional and even practical support formerly given by large families and in our era, by classmates and fellow workers."²⁴

Percival M. Symonds claims that considerable value has been found in permitting parents to observe in the nursery school with greater values accruing from actual participation in a nursery school program. He summarizes his beliefs as follows:

Parental observation and participation in nursery school programs have additional values. By observing a nursery school teacher, a mother can learn procedures and techniques which no amount of reading or discussion could quite get across. As an observer, a mother can attain a certain amount of detachment from her child's problems and thereby approach them more objectively when she takes up the responsibility for them again at home. By participation in the nursery school program, a mother can spread over several children the intensity of her feelings and through approaching problems of these children objectively she can learn to take a more objective attitude toward problems of her own child.²⁵

²³Jones, Ed., Op. Cit.

²⁴Reported in Parent Cooperative Preschools of America Newsletter, Vol. I No. 2, (Baltimore, Maryland, April, 1958), p. 1.

²⁵Percival M. Symonds, The Dynamics of Parent-Child Relationships, (New York: Bureau of Publications, Teachers College, Columbia University, 1949), p. 141.

There are, however, some problems that need to be faced and evaluated. Parents are often untrained in the guidance of preschool children; an even more serious drawback may be the sketchy training of some parent cooperative nursery school teachers. Cooperatives which seem to be performing to the best advantage for both parents and children are those in which the parents can work with a professional school and with parent education consultants. Katharine Read is one child development educator who questions the ability of the relatively untrained mother to be a teaching assistant in a cooperative nursery school; she also questions the readiness of the preschool child to share his mother with other children.²⁶


These objections need to be considered in working with parents, for as Read says: "The cooperative nursery schools will make a contribution only if they examine critically what they are doing and if they evaluate their results."²⁷

For this reason it is particularly important that the leadership in a cooperative nursery school be well educated and experienced for their task. The parent cooperative is still in its infancy, and perhaps should be allowed "growing pains". As evidence that these schools are expending effort

²⁶ Katherine H. Read, What About Cooperative Nursery Schools?, (Kingston, Rhode Island: M.A.N.E. Distribution Center, University of Rhode Island, 1950), pp. 3-6.

²⁷ Ibid.

in providing an acceptable program, most cooperatives have evolved systems of pre-service and in-service training to help the participating parents be effective as teachers.²⁸

It has also been the writer's experience that children as a whole are delighted to have their "moms" teaching and "helping". Many a child has come in the morning beaming as he importantly announces, "My mom is teaching today." The child is a unique individual in the process of dynamic growth and the cooperative recognizes that both the parents and teacher are growing in understanding along with the child. It is no accident that the triangle  of parent-teacher-child is used as a symbol for the Spartan Cooperative Nursery School. (See Appendix, p.146).

²⁸Taylor, Op. Cit., p. 95.

CHAPTER III

SCOPE AND PROCEDURE

This chapter states the definition of terms and the hypotheses tested in the study, explains preparation of the instrument, gives criteria for selection of the subjects, and describes the method of obtaining the data.

Definition of Terms:

All of the terms used are in the context of parent-child interaction in the nursery school and in the home.

Discipline: Discipline was defined as guidance (rather than punishment) of preschool children to accept standards of behavior necessary for people to live together in friendship and safety. Understanding the child's needs in accordance with the level of his maturation was considered more important than any specific technique used.

The Spartan Nursery School staff tend to agree with Read who states: ".....it becomes all the more important to remember that limits have a positive value if they are the right limits and wisely maintained."¹

In situation number one in the area of discipline in the schedule, (Appendix 139) if the parent checked only

¹Katherine Read, The Nursery School: A Human Relationships Laboratory, (Second edition; Philadelphia: W. B. Saunders Company, 1955), p. 197.

those practices positively (x) at (c) and (e), it was assumed his practices most nearly represented discipline characterized by permissiveness with necessary limits. Situation number one in the area of discipline as it appeared in the schedule was as follows:

1. If your child is hitting another child with his fists, would you:
 - (a) Spank your child.
 - (b) Scold your child severely and make him apologize.
 - (c) Hold him, and say, "You must not do that to Jimmy. It hurts."
 - (d) Separate the children and ignore the whole affair.
 - (e) Soothe the hurt child; start your child doing something else away from the other children for a short time.
 - (f) Other means (or comments) if any.

Creative Activities: Creative activities for the preschooler are varied. In this study, creative activities are those activities that promote in an individual the act of creative self-expression through the use of several media. They include use of art materials which give the child opportunities to manipulate, to see color and design, to feel texture and shape; they encompass music activities which allow the child to express his feelings in the joy of sound and the rhythm of dancing; they include stories and books which enlarge his horizons.

An important concern of parent educators is helping parents' to understand the creative process as their pre-school children are experiencing it and to differentiate it from unimaginative activity such as that demanded by coloring books and patterns.²

²Leavitt, Ed., Op. Cit., p. 190.

In the following situation page four of the schedule (Appendix A) if a parent answered only (b) and (d) positively, the parent is judged to have insight that to a preschooler process is more important than product and that realistic modeling sets arbitrary limits to the child's imagination. The situation reads as follows:

6. When your child plays with clay, do you
- (a) Show him realistic models to copy.
 - (b) Let him just play by manipulating it with his hands.
 - (c) Expect him to make something.
 - (d) Let him use his own ideas to make a product.
 - (e) Other

Health Practices: Many middle class parents in the American culture tend to feel strongly about matters pertaining to health habits and try to establish them early in childhood.³

Included in this section are those practices by which parents help to foster in children good general health habits as well as more specific habits of self-adequacy in dressing and in toileting. However, the researcher considered that certain habits of toileting and cleanliness can be reinforced without undue concern only as they wait for adequate maturation of the child.

Hypotheses

The general hypothesis tested in this study was as follows: In a cooperative nursery school where parents (usually mothers) are actively engaged in participation by

³Read, Op. Cit., p. 280.

teaching, attendance at group meetings, and other parent-child-teacher activities, their child-rearing practices will undergo change.

The specific hypotheses tested were:

1. Changes in discipline practices will be from less permissive to more permissive types.

2. Mothers, being more actively involved than fathers in direct contact with the children by teaching, will make more changes in their discipline practices than will fathers.

3. Parents will provide greater variety of creative activities for children.

4. Parents will gain insight into the importance of process over product for preschoolers.

5. Parents will provide more appropriate kinds of play materials for their children.

6. Parents will show slight change in practices which foster development of good health habits in their children.

Preparation of the Instrument

A schedule was formulated to use in this study in order to obtain information regarding child rearing practices that fathers and mothers followed in three selected areas: discipline of children; provision for children's creative activities; and health practices followed by parents in relation to their preschool children enrolled. Some of the

readings are listed which were used as a basis for formulating the statements concerning child behavior in the schedule. These statements are the substance of the three areas included in the schedule.

Several types of schedules were studied before embarking on the writing of the one used in this study. After reading in the disciplines of psychology, especially in personality development of young children, and in child development literature in the areas of discipline, creative activity for children, and parent-child interaction, the multiple response questions were formulated in three areas of child rearing: discipline, creative activities, and health practices. Some of the literature studied included: Read, Katharine, The Nursery School; Ridenour, Nina, "Some Special Problems of Children"; Jersild, A. T., Child Psychology; Cooperative Parents' Group of Palisades, California, The Challenge of Children; Green, M. M. and Woods, E. L., A Nursery School Handbook for Teachers and Parents; Landreth, Catherine, The Psychology of Early Childhood. These references, with others, are listed in more detail in the bibliography.

The researcher's teaching experience of one year in the Spartan Cooperative Nursery School with children and parents also helped as a guide in formulating situations. The number of situations described were limited in order to keep the schedule at a workable length.

Several members of the Home Management and Child Development department gave of their time and experience in helping to revise the schedule.⁴ They read the schedule for suitability of situations dealing with children at the preschool level and tested the responses against the philosophy and practices of nursery school education. The schedule was revised in accordance with their suggestions.

— The revised schedule was then administered to two mothers. One mother had been a Spartan Cooperative "mother" for three years. The other mother who consented to the interview had two children of preschool age not attending any nursery school. The interviewer explained the purpose of the study and asked the mothers to suggest revisions of responses and offer criticism of the wording of each response. They were asked specifically to judge the clarity of the multiple responses to each situation.

The experienced nursery school mother remarked that she wanted to qualify her answers to some of the statements made. The researcher thereupon added an optional "additional comment" at the end of the set of responses to many situations. Both mothers thought the situations described "realistic" and typical child-parent interactions.

⁴The members were Dr. Bernice Borgman, Associate Professor of Child Development; Miss Betty Garlick, Teacher-director of the Spartan Cooperative Nursery School; Miss Mariella Aikman, teacher at the Spartan Cooperative Nursery School. All are from the College of Home Economics, Michigan State University.

Minor changes of wording were accomplished, and the final schedule (See Appendix, p.138) was written to contain ten situations concerning discipline with a total of 41 responses; nine situations on creative activities with a total of 34 responses; ten situations on health practices with a total of 43 responses. Allowance was made at the end of each situation for additional comments if the parent so desired.

A face sheet was included which requested some background information of each parent: age, sex, years of schooling completed, number of children, and previous experience with preschool children.

Selection of Subjects

The sample of parents included in this study was chosen and limited by the following criteria:

1. Parents were new to the nursery school situation.
2. Parents were new to Spartan Cooperative Nursery School.
3. Parents had not had any of their children previously enrolled in a nursery school.
4. Parents had to enroll child and had to participate two full quarters. Required participation included teaching from nine to twelve hours per quarter for one parent and participation of fathers at two "work parties". Attendance at two group meetings per term for both parents was encouraged but was not compulsory.

Twenty-nine children from families having no previous experience in the Spartan Nursery School were added to the roster in September, 1958. Their parents, twenty-nine fathers and mothers, in separate interviews, answered the schedule of child rearing practices which had been prepared. (See Appendix, p.138). The interviews were held prior to parents' participation in any part of the nursery school program and were completed by the opening day of classes, Fall quarter, Michigan State University, September 29, 1958. At the time of scheduling the second interview five families did not meet Criteria 4. The remaining twenty-four sets of parents were interviewed for the second time with the schedule in the interval between Winter and Spring quarters at Michigan State University, from March 24th to April 6, 1959. These forty-eight parents comprise the subjects in this study.

Administering the Schedule

The interview method was used. Before beginning the first series of interviews, the researcher studied the suggestions for conducting home interviews written by Burchinal and Hawkes.⁵

The Fall term "welcoming letter" sent by the Spartan

⁵Lee G. Burchinal, and Glenn R. Hawkes, "Home Interviews with Families", Journal of Home Economics: Vol. 49, 1957, pp. 167-172.

Nursery School staff to its parents contained an item giving preliminary information concerning the writer's need to reach all parents new to the nursery school in order to arrange an interview. The parents, therefore, expected telephone calls to arrange specific times for interviews.

It was explained to the parents that interviews would be conducted separately for fathers and mothers in order to avoid any overt influence between spouses. The researcher also felt that explanatory information was needed as to the pattern of the schedule and the type of responses requested. This information would be easier to give individually in the interview situation.

The parents were very cooperative and willingly gave their time to be interviewed in their homes. In some cases where parents had irregular work and study hours, the interviews were conducted at the Spartan Nursery School.

The First Interview

The first interview was conducted before the child or parents had had any contact with Spartan Nursery School except to have the child accepted for enrollment. The researcher visited with the parents for a few minutes in order to gain rapport and comfortable interaction. The parents were told (separately) that there were no "right" answers versus "wrong" answers; only their reactions to the situations described were important. Each parent was encouraged to add comments to each situation if he or she so desired.

If a response was one the parent would often execute in the situation, he should mark it with a positive (x); if the response was seldom a part of the parent's child-rearing practices, he should mark it with a negative (o). Each parent was requested to check every response with a positive or negative symbol.

While the parent read silently, the interviewer read aloud the first four situations with choices of responses as a way of clarifying the procedure of checking responses in the schedule. Choices between positive and negative responses were not discussed with the parents; only the wording was interpreted if it seemed ambiguous to them. Time required to complete each interview was usually between 60 to 75 minutes.

Second Interview

Most of the follow-up interviews took place either at the homes of the parents or at the Spartan Nursery School during the interval between the close of Winter quarter, March 24, 1959 and the opening of Spring quarter classes, April 6, 1959. By this time the children had been enrolled two full quarters in the Spartan Nursery School, and the parents had participated as assistant teachers for nine to twelve hours per quarter, had attended two group meetings, and fathers had met to assist at two work parties.

All the parents were very cooperative in taking time for these interviews. They expressed interest in the study,

and especially after the follow-up interview, many inquired as to the possibility of being informed of "results" of the study.

CHAPTER IV

ANALYSIS OF THE DATA FOR CHANGE

BY ALL PARENTS IN ALL AREAS

The fathers' and mothers' answers to each situation in each of the two interviews were tabulated. The data on mothers' and fathers' practices were analyzed for:

1. Total changes in all areas--discipline, creative activities, and health practices.
2. Changes in each area.
3. Changes in each area in relation to
 - a. Age of child enrolled
 - b. Sex of child enrolled

2
581 This chapter presents the findings of the analysis of the data with interpretations of the changes recorded in:

1. Total changes in each area.
2. Specific changes in certain situations.
3. Specific changes in certain responses in these situations.

Additional comments volunteered by parents on each area are also included. The chi-square test was used to test the significance of the differences between mothers' practices in each area and in all areas before and after their participation in the parent cooperative nursery school. In like manner, the chi-square test was applied to data on fathers' practices.

will be
The chi-square test ~~was~~ also used to test the significance of differences between mothers' and fathers' changes on each area and in all areas.

All Areas

The total changes in mothers' and in fathers' responses for all the areas are shown in Tables I and II. In each area the possibility of change was mathematically calculated for mothers and for fathers. For each group of parents there were:

984 possible changes in discipline (24 x 41 responses)

816 possible changes in creative activities (24 x 34 responses)

1032 possible changes in health practices (24 x 43 responses)

2832 total possible changes in the three areas.

TABLE I

CHANGES IN 24 MOTHERS' CHILD REARING PRACTICES IN ALL AREAS

Area	Possible Changes	Mothers' Changes	Significance
Discipline 41 responses	984	194	n.s.
Creative Activities 34 responses	816	169	n.s.
Health Practices 43 responses	1032	182	n.s.
Total	2832	545	n.s.

Against these mathematically possible changes, the mothers had a total of 545 changes in the three areas. Discipline accounted for 194 changes, creative activities for 169

changes, and health practices for 182 changes. When tested by the chi-square formula none of these figures was significant at the five per cent level.

TABLE II
CHANGES IN 24 FATHERS' CHILD REARING PRACTICES IN ALL AREAS

Area	Possible Changes	Fathers' Changes	v Significance
Discipline 41 responses	984	183	n.s.
Creative Activities 34 responses	816	198	n.s.
Health Practices 43 responses	1032	178	n.s.
Total	2832	559	n.s.

Fathers had a total of 559 changes. Among fathers' changes, discipline accounted for 183 changes, creative activities for 198 changes, and health practices for 178 changes. None of these figures was significant at the five per cent level.

The difference between the mothers' total changes (545) and the fathers' total changes (559) was slight, and when tested by chi-square was not significant at the five per cent level. The test measured a 2.3 difference, but to be significant it should have been 5.99. Differences between mothers' and fathers' changes in each area were

found to be non-significant. The greatest number of changes in practices reported by mothers was in the area of discipline and by fathers, in the area of creative activities.

TABLE III
COMPARISON OF MOTHERS' AND FATHERS'
CHANGES IN ALL AREAS

Area	Mothers' Change	Fathers' Change	Significance of the Differences
Discipline 41 responses	194	183	n.s.
Creative Activities 34 responses	169	198	n.s.
Health Practices 43 responses	182	178	n.s.
Total	545	559	n.s.

Although the number of changes in mothers' and in fathers' practices in any area and in all areas between first and second interviews was not statistically significant, the researcher would like to point out that some change in parental practices did occur during the period of parents' and childrens' nursery school experience. In the group of subjects comprising this study, whose median year of education was four years of college for mothers and five years of college for fathers, it could be interpreted that there was no need to change. Perhaps parents' practices in the three selected areas were

already much like those taught by the nursery school. If this were true, the expected changes would be slight. Careful investigation of the responses seemed to verify this supposition. This will be elaborated further as each area is discussed.

It is interesting, also, to note how nearly parallel were the number of changes in the group of fathers and in the group of mothers. There appeared to be relationships between the thinking of the two groups of parents in the three areas. The relationships will be described more fully in each area.

CHAPTER V

ANALYSIS OF DATA IN AREA OF DISCIPLINE

Analysis of Changes Made by Fathers and Mothers

One of the hypotheses regarding discipline was that mothers would have more changes in their discipline practices than fathers. As shown in Table III, more mothers than fathers changed their responses in discipline practices between the first and second interviews. When tested by chi-square, no significant difference was found between the 194 changes among mothers and 183 changes among fathers.

Throughout the forty-one responses comprising discipline, fathers closely paralleled the mothers in number of changes made in the ten situations. This is shown in Table IV. The greatest number of changes made by both fathers and mothers was in situation one which read as follows:

1. If your child is hitting another child with his fists, would you:
 - (a) Spank your child.
 - (b) Scold your child severely and make him apologize.
 - (c) Hold him, and say, "You must not do that to Jimmy. It hurts."
 - (d) Separate the children and ignore the whole affair.
 - (e) Soothe the hurt child; start your child doing something else away from the other children for a short time.
 - (f) Other means (or comments) if any.

The mothers indicated 39 changes to the fathers' 33 changes. The difference between the fathers' and mothers' changes was not significant when tested by chi-square.

Sixteen mothers and eleven fathers used spanking in response (a) before the entrance of the child in the

TABLE IV
CHANGES IN 24 MOTHERS' AND 24 FATHERS'
PRACTICES IN DISCIPLINE

Discipline Situation	Possible Changes For Each Group	Mothers' Changes	Fathers' Changes
1. - 5 responses	120 ^{24 x 5}	39	33
2. - 4 responses	96 ^{24 x 4}	18	17
3. - 4 responses	96	16	18
4. - 4 responses	96	16	21
5. - 3 responses	72	13	13
6. - 3 responses	72	8	8
7. - 4 responses	96	28	32
8. - 6 responses	144	25	23
9. - 4 responses	96	12	14
10. - 4 responses	96	19	4
<hr/>			
Total			
41 responses	984	194	183

nursery school. Of these parents, nine mothers and five fathers changed to no-spanking response at the second interview after their experience in the nursery school.

If the ratios 16/9 and 11/5 were significantly different, then by chi-square test the expected number should be considerably different from observed value. In the case considered here the difference between the expected

and observed was so small it was unnecessary to run a chi-square test to prove that the difference between these ratios was not significant.

Eleven fathers and eight mothers gave no-spanking choices in both interviews, and two fathers changed from no-spanking to spanking responses.

In response (b) of situation number one, there appeared slight difference between number of mothers and fathers reporting scolding, both before and after the child had been in nursery school. Of 18 mothers and 16 fathers reporting scolding in the first interview, nine mothers and five fathers changed to a no-scolding response at the time of the second interview.

Five mothers and four fathers indicated in both interviews that they would not use scolding in this situation. Four other fathers changed from a non-scolding to a scolding response.

Analysis of Data in 12 Selected Responses in Discipline

Another hypothesis in the area of discipline was that parents would change their discipline practices in the direction of more permissiveness after nursery school participation.

To test this hypothesis, twelve selected responses were examined from the area of discipline in which changes from positive to negative could be interpreted as changes in the direction of greater permissiveness. These changes are shown in Table V for mothers and Table VI for fathers. For each

TABLE V

CHANGES TOWARD MORE PERMISSIVENESS BY MOTHERS
IN SPECIFIC RESPONSES IN DISCIPLINE

Situation	Response	Number of Non-Permissive Responses	No. of Changes to Permiss. Responses	Percent of Change
1	(a)	16	9	$\frac{9}{16} \times 100 \rightarrow 56.2$
	(b)	18	9	$\frac{9}{18} \times 100 \rightarrow 50.0$
2	(d)	1	1	100.0
3	(a)	15	7	46.6
	(b)	13	4	30.7
4	(a)	18	1	5.5
	(b)	5	2	40.0
5	(a)	5	5	100.0
6	(a)	15	5	33.3
7	(c)	13	6	46.1
9	(a)	4	3	75.0
10	(a)	4	4	100.0
Total		126	56	44.4

TABLE VI

CHANGES TOWARD MORE PERMISSIVENESS BY FATHERS IN
SPECIFIC RESPONSES IN AREA OF DISCIPLINE

Situation	Response	Possible Changes	No. of Changes to permiss.	Percent
1	(a)	11	5	$\frac{5}{11} \times 100 = 45.4$
	(b)	16	5	31.2
2	(d)	2	2	100.0
3	(a)	17	3	17.6
	(b)	14	3	21.4
4	(a)	17	3	17.6
	(b)	5	3	60.0
5	(a)	5	2	40.0
6	(a)	14	5	45.7
7	(c)	9	5	55.0
9	(a)	7	2	28.5
10	(a)	-	-	-
Total		117	38	$\frac{38}{117} \times 100 = 32.5$

response the number of mothers and of fathers who had reported the less permissive type of discipline in the first interview was tabulated and checked against the number of these parents who had changed their discipline practices as indicated in the second interview. Mothers and fathers who had used the more permissive type of discipline before the child entered nursery school and who then changed to less permissive practices after the nursery school experience are tabulated in Tables VII and VIII.

Responses (a) and (b) in Situation one were among the 12 selected responses for analysis of permissiveness in discipline. Situation one reads as follows:

1. If your child is hitting another child with his fists, would you:
 - (a) Spank your child.
 - (b) Scold your child severely and make him apologize.
 - (c) Hold him, and say, "You must not do that to Jimmy. It hurts."
 - (d) Separate the children and ignore the whole affair.
 - (e) Soothe the hurt child; start your child doing something else away from the other children for a short time.

In response (a), situation one, nine mothers out of 16 and five fathers out of 11 changed to a no-spanking response at the time of the second interview, indicating a shift to greater permissiveness.

Eight mothers and eleven fathers recorded in both interviews that they would not use spanking. There were no mothers in this response who shifted from no-spanking to the less permissive spanking. Two fathers, however, did change from no spanking to spanking at the time of the second interview.

TABLE VII

MOTHERS' CHANGES FROM PERMISSIVE RESPONSES TO LESS
PERMISSIVE RESPONSES IN DISCIPLINE

Situation	Response	Number of Permissive Responses	Number of Changes to Less Permiss. Responses	Percent of Change
1	(a)	8	0	-
	(b)	6	1	16.6
2	(d)	23	0	-
3	(a)	9	3	33.3
	(b)	11	2	18.1
4	(a)	6	1	16.6
	(b)	19	4	21.0
5	(a)	18	1	5.5
6	(a)	9	0	-
7	(c)	11	2	18.1
9	(a)	20	2	10.0
10	(a)	20	1	5.0
Total		160	17	10.6

TABLE VIII

FATHERS' CHANGES FROM PERMISSIVE RESPONSES TO LESS
PERMISSIVE RESPONSES IN DISCIPLINE

Situation	Response	Number of Permissive Responses	Number of Changes to Less Permissive	Percent
1	(a)	13	2	15.3
	(b)	8	4	50.0
2	(d)	22	2	9.0
3	(a)	7	0	-
	(b)	10	2	20.0
4	(a)	7	5	71.4
	(b)	19	4	21.0
5	(a)	19	1	5.2
6	(a)	10	3	30.0
7	(c)	15	4	26.6
9	(a)	17	3	17.6
10	(a)	24	0	-
Total		171	30	17.4

In response (b) of the same situation one a change from less permissive practices to more permissiveness is shown by the fact that of 18 mothers and 16 fathers reporting scolding at the first interview, nine mothers and five fathers changed to a no-scolding response at the time of the second interview.

Five mothers and four fathers reported no-scolding in both interviews. One mother and four fathers changed in the direction of less permissiveness by reporting a change to scolding at the second interview.

Situation two reads as follows:

2. If a child being hurt is your own, would you:
 - (a) Separate youngsters for the rest of the day.
 - (b) Separate them and explain: "Don't let Johnny do that to you." Encourage him to defend himself.
 - (c) Explain that Johnny was perhaps tired and suggest a new diversion that starts a new line of activity.
 - (d) Forbid him to play with that "rough boy."

In response (d) at the time of the first interview one mother and two fathers reported they would "forbid". All three parents changed to a negative response at the second interview indicating change in the direction of greater permissiveness. In this response, twenty-three mothers (95.8%) and twenty fathers (83.3%) did not believe in forbidding in either interview. However, there were two fathers who changed from non-forbidding to forbidding, apparently indicating a change to less permissiveness.

 Situation three reads as follows:

3. If your child is hurting another child by wielding an object or stick, would you:
- (a) Spank him.
 - (b) Isolate him and keep him indoors.
 - (c) Explain that if he uses any object to hurt another child, the object will be taken away from him. Explain why.
 - (d) Suggest a new activity incorporating the object used in a safe manner

Responses (a) and (b) were selected to analyze changes in permissiveness. In response (a) of sixteen mothers who indicated in the first interview ^{that} that they would spank, eight of them (50%) changed to non-spanking in the second interview. Fewer fathers changed. Of seventeen fathers who would have spanked at the time of the first interview, only three changed to a no-spanking response. Six mothers and seven fathers would not have spanked either before or after participation at nursery school as indicated in both interviews. In this response, there were three mothers who changed from non-spanking to spanking at the second interview, showing some change to less permissiveness.

In response (b) in situation three of 13 mothers and 13 fathers who would have isolated the child in the first interview, four mothers and three fathers changed to non-isolation at the second interview indicating change in the direction of greater permissiveness.

In this response, mothers and fathers closely paralleled their more permissive as well as their less permissive choices. Eight mothers and eight fathers did not approve of isolation in either interview. Nine mothers and ten fathers approved of isolation in both interviews. Two

mothers and two fathers changed to less permissiveness at the time of the second interview.

Situation four reads as follows:

4. Jimmy has been warned against playing "roughly" in the living room. He is throwing a ball and barely misses a fine lamp. Would you:
- (a) Take away his ball.
 - (b) Spank him and send him to his room.
 - (c) Remind him of the rules and suggest another place for him to play ball....the yard or basement.
 - (d) Suggest a quiet game instead.

Responses (a) and (b) were chosen to analyze for changes in permissiveness. In response (a), of eighteen mothers who would take away his ball, only one indicated she would not do so in the second interview. Of fifteen fathers, three changed and would not take the ball away. Seventeen mothers and twelve fathers approved of "taking away the ball" in both interviews.

In this response one mother and five fathers changed from a negative to a positive symbol indicating a shift to a less permissive practice.

This appeared to be a decision away from permissive discipline, but the parents apparently thought it more permissive than enforcing response (b). This appeared to be verified by choices made in response (b). Three of these fathers did not show spanking (b) in either interview; one father changed to the more permissive non-spanking at the second interview.

Response (b) also had few changes. Of five mothers and five fathers who would spank the child and send him to

his room in the first interview, two mothers and three fathers changed to no-spanking at the second interview. There was an apparent reluctance at the time of the first interview to spank for this type of behavior. Fifteen mothers and fifteen fathers did not indicate spanking in either interview. In this response also, four fathers and four mothers changed from no-spanking to spanking.

Situation five reads as follows:

5. Johnny puts his hand in the goldfish bowl, nearly upsetting it. Would you:
 - (a) Threaten to give the fish away.
 - (b) Put bowl down on floor and give him a chance to see and touch the goldfish.
 - (c) Explain how fish need to exist in water and let him feed them.

Response (a) was one of the twelve selected responses in the analysis of change in permissiveness. Of five mothers who would have used threatening at the time of the first interview all five changed their practices at the time of the second interview. Of five fathers, only two would use non-threatening at the second interview. This seemed to indicate that more mothers changed to permissiveness than fathers. (See Summary of discipline, page 59). However, in this response seventeen mothers and eighteen fathers indicated in both interviews they would not use threatening. There appeared high agreement between fathers and mothers in permissive practices in this response.

Situation six reads as follows:

6. Jimmy draws on the walls although having been warned against such behavior. Would you:

- (a) Spank him for disobeying.
- (b) Explain walls are not for drawing pictures and give him something on which he can draw, either a blackboard or large pieces of paper.
- (c) Buy him his own crayons and pad of paper for drawing.
- (d) Other means (or comments) if any.

In this situation the number of parents who gave like answers was nearly equal. Of fifteen mothers and fifteen fathers who had indicated spanking (a) at the time of the first interview, five mothers and six fathers changed to no-spanking showing a change to more permissiveness. In this situation also there were nine mothers and seven fathers who did not indicate spanking in either interview. There were three fathers, however, who changed to positive symbols at the second interview, indicating they would spank and, therefore, would be less permissive.

Situation seven reads as follows:

- 7. If Johnny is purposely destroying a toy belonging to a brother or sister, would you:
 - (a) Let the children fight it out.
 - (b) Give him something he can "destroy" or tear up, etc. and try to understand why he wants to destroy sibling's toy.
 - (c) Spank him and explain toy belongs to his brother.
 - (d) Try to give him a duplicate toy of his own to destroy if he wishes.

Response (c) was selected for analysis of permissiveness. Of fourteen mothers and nine fathers who had given spanking responses in the first interview, seven mothers and five fathers changed to no-spanking. Nine mothers and eleven fathers would not use spanking at the time of either interview. Although there were two mothers and four fathers

who changed to spanking at the second interview, the majority of changes were toward greater permissiveness.

Situation nine reads as follows:

9. Johnny, age 4, doesn't want to pick up small blocks that he has strewn on the floor. Would you:
- (a) Threaten him with punishment because "all four year old boys pick up their toys."
 - (b) Bribe him by offering a sweet if he picks them up.
 - (c) Get down and "help" him pick up blocks.
 - (d) Play a game and pretend they are something else to be picked up as for a trip, etc.

In response (a) of four mothers and seven fathers who had indicated threatening in the first interview, three of the mothers and two fathers had changed to non-threatening at the second interview. However, many parents, 18 mothers and 14 fathers, did not choose threatening punishment at either the first or the second interview. Generally, parents in this study did not use the threatening response in this type of situation. Two mothers and three fathers schanged from non-threatening to threatening, a less permissive practice.

Situation ten reads as follows:

10. Jimmy, age 4, insists on having the same teddy bear belonging to his sister. Do you:
- (a) Force his sister to give it to him.
 - (b) Find him a substitute animal toy to have as his own.
 - (c) Suggest that he offer a toy to his sister in exchange for using the teddy bear.
 - (d) Arrange an "exchange" of toys for one day.

In the selected response (a) there were four mothers who would use force in this response at the first interview. All four changed their practices to non-forcing at the second

interview. All twenty-four fathers and 19 mothers indicated in both interviews that they would not use force in this situation. There seemed to be a high level of agreement among parents against using force.

Summary--discipline

After participation in a parent cooperative nursery school it was found that both mothers and fathers changed their choices to responses in the total area of discipline. These figures are shown in Tables I and II, pages 41 and 42. Mothers tended to have more changes than fathers. When tested by chi-square, the difference was found to be non-significant. (See Table III, page 43).

Tables V and VI, pages 48-49, indicate that in specific responses where "spanking", "threatening", "isolating", "forbidding", etc. were considered to be discipline of a non-permissive type, the total changes made by both fathers and mothers toward greater permissiveness was less than 50 per cent in both cases. These figures were in relation to the total non-permissive responses made at the time of the first interviews. Out of 126 non-permissive responses, mothers had 56 changes (44.4%) toward greater permissiveness. Fathers had 38 changes (32.5%) toward greater permissiveness out of 117 non-permissive responses. The statistics indicated that mothers had a greater percentage of change toward more permissiveness than fathers. The difference between the changes of fathers and of mothers by the "t" test

applied to the percentage of changes toward permissiveness was barely significant ($t=1.9$) at the five per cent level.

In Tables VII and VIII, (pages 51-52), mothers' and fathers' changes toward less permissiveness were tabulated. These changes were less in number than the changes toward greater permissiveness in discipline. Out of 160 permissive responses, mothers made only 17 changes (10.6%) toward less permissive practices. Fathers, however, had 30 changes, (17.4%) toward less permissiveness out of 171 permissive responses. The difference between mothers and fathers in the change to less permissiveness was found to be statistically significant at the one per cent level. The "t" equalled 6.8 whereas 2.6 was significant at the one per cent level.

The results revealed that parents tended to change their discipline practices in the direction of more permissiveness, the mothers more than the fathers. The difference between mothers' and fathers' changes toward permissive discipline was found statistically significant (page 60).

Some mothers and some fathers changed in the direction of less permissiveness at the time of the second interview. The difference between fathers and mothers in this respect was highly significant, revealing that the fathers had more changes to less permissive practices than did the mothers.

However, it is necessary to note that after participation and experience in a parent cooperative nursery school, both mothers and fathers made changes to more permissive

practices which were greater than their changes in the direction of less permissiveness. The differences are shown in Table IX.

TABLE IX
COMPARISON OF PERCENTAGES OF MOTHERS' AND FATHERS'
TOTAL CHANGES IN 12 SELECTED RESPONSES

Change	Mothers	Fathers	Sig. of the Difference
Percent of change to more Permissiveness	44.5	32.5	Significant (t=1.9)*
Percent of change to less Permissiveness	10.6	17.4	Significant (t=6.8)**

*1.9 significant at 5% level.

**2.6 significant at 1% level.

The inconsistency, evident in the fact that some parents changed to more permissiveness and others to less permissiveness after experience in a cooperative nursery school, may be interpreted as part of the general confusion regarding discipline that exists. In less than a lifetime the attitude toward discipline has shifted from traditionally rigid with punishment and reward to the overly permissive discipline of the twenties and thirties. Then followed the revolt against "progressivism" and a return toward a more traditional type of discipline.

Parents were often caught in the middle of the arguments advanced by "authorities" in the field of child development and psychiatry.¹

¹Katherine M. Wolf, The Controversial Problem of

Spartan Nursery School parents, having access to educational materials, apparently integrate their readings with their own judgment and tentatively try to hold firm to their beliefs whether of a less permissive or more permissive type of discipline. This is shown in Table X where in the twelve selected responses regarding discipline of a non-permissive type, mothers had 215 and fathers 220 responses indicating no change between the first and second interview.

TABLE X

COMPARISON OF PERMISSIVE AND NON-PERMISSIVE RESPONSES OF PARENTS WHO DID NOT MAKE CHANGES IN DISCIPLINE

Subject	Possible Responses	No change responses in both interviews	No. of Permissive responses in both interviews	No. of Non-permissive responses in both interviews
24 Mothers	288	215	143	72
24 Fathers	288	220	141	79

In this group, mothers had almost twice as many permissive responses as non-permissive ones (143 to 72). Fathers nearly paralleled this finding by also having nearly twice as many more permissive responses as lesspermissive ones (141 to 79).

Discipline, (New York: The Child Study Association of America, 1953).

The permissive discipline choices of 143 by mothers and 141 by fathers are of the type that are practiced in the Spartan Nursery School. These permissive choices unchanged in both interviews when added to the changes made toward greater permissiveness at the time of the second interview (56 changes for mothers and 38 for fathers) confirmed the fact that many of the parents at Spartan Nursery School practiced more permissive discipline at the time of the second interview.

Comments by Parents

Many parents wrote comments reflecting their attitudes toward their experience in the nursery school and how it changed (or did not) some practices of discipline. Some of these comments are quoted below:

Father: Nursery school has helped me to have a little more patience with C----- and not expect so much from him.

Father: I find it much easier to converse with children and feel that I can talk to my son and hold his interest far better than formerly. Also I find that discipline is less of a problem than formerly and it seems that L----- can be talked out of things that might have required sterner discipline measures previously.

Mother: I feel my experience as a Nursery School teacher--mother has given me many ideas for play, ways of discipline (I feel I was too strict until I watched others accomplish the same thing in a milder manner) and was glad for the opportunity of seeing my son in comparison with others of the same age giving me an idea where he needs help and just what I can expect from him.

Mother: Help child get his feelings out in the open. I feel that there is a definite need for cooperative nursery school experience. Especially for the parent. The teaching and observing experience has given me a good deal of insight into child development. Good is no longer good. Nor bad, bad--

but the reasons for are more important--the reasons for the behavior without the labels of good and bad. Children grow. They need to be guarded from the consequences of some of their big feelings. But they need to know it is all right to have the big feelings and that they themselves are capable of controlling them in acceptable means--and that we love them none the less.

Mother: Nursery school has aided me in developing more permissiveness toward my child and shown the importance of overlooking minor squirmishes.

Father: Each child must be both disciplined and understood individually. Each child's character traits will differ from others.

Mother: I don't feel that I have changed my feelings about methods of child rearing--unless to more firmly believe that a child must have definite rules and regulations to follow and must be expected to behave within the limits of their regulations. Nursery school has helped D-- in that it has given him a new experience to add to his background. He now has confidence in this particular experience and I will be curious to see whether this experience will give him confidence in himself in kindergarten.

Mother: Our nursery school experience has been most rewarding. It has certainly reinforced my attitudes concerning permissive self-expression.

Mother: My ways of discipline have changed since the start of nursery school--I don't know if it is because of nursery school or because the child is older--my methods are less on the spanking side and more on the verbal and talking it over side. Have let the child do more things for himself and figure things out by self. I feel there is more understanding between myself and the child since the start of nursery school.

Mother: My ideas have changed due to nursery school in these areas. Letting M----- have more freedom in choosing his own play and the procedure. Also with the equipment he is furnished with. Discipline--fewer spankings, more talking. Also, I understand better what causes him to react like he does in many more circumstances.

Mother: I think I over disciplined before. Now I think it was unnecessary.

CHAPTER VI

ANALYSIS OF DATA IN AREA OF CREATIVE ACTIVITIES

The number of mothers' and fathers' changes in practices regarding creative activities is shown in Table XI. The total number of changes for the nine situations in creative activities was 169 for mothers and 198 for fathers out of a possible 816 responses for each group. Tested by inspection, there was no need to complete a chi-square test to find that there was no significant difference between the changes either of mothers or of fathers and the total changes that either group could have made.

TABLE XI
CHANGES IN 24 MOTHERS' AND 24 FATHERS'
PRACTICES IN CREATIVE ACTIVITIES

Situation	Changes Possible	Mothers' Changes	Fathers' Changes
1. - 4 responses	96	17	22
2. - 5 responses	120	19	20
3. - 2 responses	48	10	13
4. - 4 responses	96	59	51
5. - 3 responses	72	16	19
6. - 4 responses	96	10	21
7. - 4 responses	96	19	19
8. - 4 responses	96	10	19
9. - 4 responses	96	9	14
Total 34 responses	816	169	198

The area of creative activities was the only one of three areas in this study in which fathers had more changes than mothers after involvement in a cooperative nursery school program, as shown by the totals of 198 changes for fathers and 169 changes for mothers. Fathers had more changes than mothers in every situation except situation four. By inspection, it was obvious that the difference between the total changes of mothers' and of fathers' practices was statistically non-significant.

Provision of Greater Variety of Creative Activities

One hypothesis regarding creative activities stated that, after involvement in a parent cooperative nursery school program, parents will provide a greater variety of creative activities for children at home.

In situation 4 there occurred more changes for both groups of parents than in any other situation. Situation four reads as follows:

4. Has your child ever done any
 - (a) Fingerprinting.
 - (b) Easel painting.
 - (c) Spatter painting.
 - (d) Wet chalk painting.
 - (e) Other

Mothers had 59 changes and fathers 51 changes from negative to positive. Before participation in a parent cooperative nursery school ten parent couples had supplied fingerprinting activities for their children, only three parent couples had supplied easel painting (with tempera

paints), and no families had supplied spatter painting or wet chalk painting.

Of 24 parents who had not provided fingerpainting (a), 21 did so at the time of the second interview; in easel painting (b) all 36 parents who had not provided this media changed at the time of the second interview.

In spatter painting (c) and wet chalk painting (d) there were ~~23~~²⁵ positive changes from 45 negative responses for (c) and 27 changes from 42 negative responses for (d), indicating use of these materials. The numbers of change were slightly lower than for (a) and (b) and will be discussed further under "change according to age of child enrolled", page 109. Many children under three and a half did no spatter painting.

The substantial number of changes in this situation occurred in the parents who apparently saw the possibility of easy ways to adapt these creative activities to home use. There was almost complete change among parents who had not previously offered their children the opportunity for experimenting with fingerpainting (a) and easel painting (b).

Data from situations five and three also were examined for evidence to support the hypothesis that parents, after participation in a parent cooperative nursery school, will provide greater variety of creative activities for children at home. Situation five reads as follows:

5. Does your child play with dough at home?
- (a) Homemade type dough.
 - (b) Commercial play dough.
 - (c) Commercial type clay.
 - (d) Other.

Ten parent couples had supplied commercial dough, and fifteen parent couples had supplied commercial clay before and after participation in the nursery school. By the time of the second interview four more parent couples were supplying commercial dough, and three more parent couples were supplying commercial type clay at home. The reason for preference of the latter might have been that it was less expensive than play dough.

Situation three reads as follows:

3. Do you prefer toys advertised to "teach" a youngster or do you prefer to let them use appropriate articles available at home?
- (a) Advertised toys.
 - (b) Appropriate home articles.

In this situation the data indicated that the majority of parents (20 parent couples) supplied both types of play articles (a and b) and generally expressed no preference for either type. Consequently there were few changes in this situation.

The fewer changes in this situation resulted from the fact that parents were already supplying both types of articles at the time of the first interview. Most of the parents indicated orally that they thought their children enjoyed both kinds, and they (the parents) had little preference for either.

It may be concluded from the changes in situations

four and five that the nursery school provided parents with some ideas for activities in the home. The Guides for Teaching booklet given to the parents at the beginning of their experience in the nursery included recipes for making fingerpainting material and dough.¹ These recipes were used in the Spartan Nursery School, and many parents indicated they used them at home. The results in situations 4 and 5 lent support to the hypothesis that parents may provide a greater variety of creative activities for children after involvement in a cooperative nursery school.

The results in situations four and five were similar to the findings in Johnston's study, which revealed that "an important change was that parents provided for their children creative materials like those used in the nursery school".²

The Johnston study compared and contrasted the practices of mothers and of fathers in several areas of child guidance practices, one of which was "choice of play materials." Her subjects were 17 fathers and 17 mothers who had children enrolled at the Spartan Nursery School.

¹Page and Garlick, Op. Cit. p. 13.

²Norejane, Johnston, A Comparison of Mothers' and Fathers' Practices in Guiding Their Children in Regard to Independence, Choice of Play Materials, Self Assertion and Obedience, Unpublished Master's Thesis, Michigan State University, East Lansing, Michigan, 1951, p. 88.

Insight into Importance of Process Over Product

Another hypothesis in creative activities stated that after a cooperative nursery school experience, parents will gain insight in the importance of process over product in creative activities for preschoolers. Situations six, seven, and nine deal with this aspect of creative activities.

Situation six reads as follows:

6. When your child plays with clay, do you:
 - (a) Show him realistic models to copy.
 - (b) Let him just play by manipulating it with his hands.
 - (c) Expect him to make something.
 - (d) Let him use his own ideas to make a product.
 - (e) Other.

Mothers had 10 changes in situation six while fathers had more than double the number with 21. This difference led to the supposition that mothers might have previously acquired more information than fathers, and needed to make fewer changes.

Eight fathers and 17 mothers said in both interviews that they would not show their child realistic models to copy. At the time of the first interview, 16 fathers and 7 mothers would do so. Of these, ten fathers and six mothers changed from "patterning" to "non-patterning" at the time of the second interview indicating a trend in the direction of allowing "children's imagination to be free to experiment rather than cope with the limitations imposed by realistic modeling."³

³Read, Op. Cit., p. 259.

In response (c): "Do you expect him to make something?", 16 fathers and 22 mothers marked the response with a negative symbol in both interviews. Six more fathers changed to negative at the time of the second interview.

Thus the concept which states "process is more important than product" at the nursery school level was accepted by many parents on an intellectual level. However, parents may experience difficulty in internalizing this concept into behavior. It was the writer's experience that many of the teaching mothers needed subtle reminders against expecting children to make a "product" at the clay table.

To test further the hypothesis of "process over product" (page 70), the data from situation seven, responses (c) and (d) and situation nine were analyzed. Situation seven (c) and (d) reads as follows:

7. When your child is cutting, do you:
 - (c) Give him pictures to cut out.
 - (d) Give him blank sheets of newspaper to cut in any shape he wants.
 - (e) Other.

Sixteen mothers marked responses (c) and (d) positive in both interviews while (c) was marked with a positive symbol by 14 fathers and (d) by 19 fathers in both interviews. This data seemed to indicate that many parents already were following the practices of the nursery school with regard to situation seven.

In response (c) one mother and two fathers changed from positive to negative; in response (d) three mothers

and three fathers changed from negative to positive. These changes might have indicated a trend toward understanding more acceptable practices in "process over product", but the numbers of change were too small to arrive at broad generalizations.

Situation nine was the following:

9. Jimmy likes to listen to music on a record player.
Would you:
- (a) Start him on lessons either on piano or another instrument.
 - (b) Buy him children's records for listening.
 - (c) Teach him songs to sing.
 - (d) Buy him or make him simple rhythm instruments to play.
 - (e) Other.

Mothers and fathers made only nine and fourteen changes respectively in this situation. The data revealed that most mothers and fathers were already following the practices of the nursery school in this situation by their responses in (b) and (d). Twenty-three mothers and all 24 fathers indicated in both interviews that they would buy children records for listening. Twenty-two mothers and 18 fathers would follow the practice stated in (d) as marked in both interviews. At the time of the second interview two mothers and three fathers had changed to the more acceptable "buy him or make him simple rhythm instruments to play."

The results in situation six, seven, and nine revealed that the majority of parents' were aware of acceptable practices in these situations. The largest number of changes occurred in situation six which showed a trend to more insight gained in understanding the concept of "process over

product" in the area of a manipulative material like clay. In situation seven, dealing with cutting activities, and situation nine, dealing with music activities, the majority of parents were already following the acceptable practices in these media. Although there were a few changes, numbers were too small to establish a general trend in either direction.

Provision of Appropriate Types of Play Materials

The third hypothesis in this area stated that parents would provide more appropriate types of play materials for preschoolers as a result of their participation in a parent cooperative nursery school. To test this hypothesis the data from situations one, two, and eight were analyzed. Situation one reads as follows:

1. What kind of train would you buy your three-year-old?
 - (a) Wooden push-pull toy train.
 - (b) Metal wind-up train.
 - (c) Electric train.
 - (d) Paper board train.
 - (e) Other.

Mothers had seventeen and fathers twenty-two changes in situation one.

Twenty-two mothers and 20 fathers would not have purchased an electric train at the time of either interview. Of 18 fathers and 15 mothers who would have purchased a metal wind-up train before nursery school participation, seven fathers and four mothers changed to negative responses at the time of the second interview. However one father and

three mothers changed from negative to positive, or less appropriate choices. The next largest change was in response (d) where seven fathers and two mothers changed in favor of buying paper board trains. Two fathers and five mothers recorded a change at the time of the second interview in favor of supplying a wooden push-pull toy train.

The low number of changes in situation one seemed to support the previous supposition that these parents, having access to authoritative child rearing materials, already follow many nursery school practices before active participation in the nursery school program. However, most of the changes that did occur were in the direction of more appropriate types of trains for preschoolers.

Situation 2 reads as follows:

2. Do you supply your child with
 - (a) Commercial coloring books.
 - (b) Blank sheet of paper for coloring.
 - (c) Pencil size crayons ("Crayola" type).
 - (d) Half inch wide "kindergarten" crayons.
 - (e) Magazine pictures to color.
 - (f) Other.

The types of activities in this situation that were considered least creative were the coloring books and the magazine pictures to color. Coloring books are anathema to most nursery school teachers, but because they are so easily available, few mothers and fathers avoided giving them to their children. In fact, 18 mothers and 18 fathers responded in both interviews that they supplied coloring books for their children. Many parents commented that their children "liked" coloring books. For the same reasons

18 mothers and 21 fathers supplied thin "Crayola" type crayons (c). However, some changes were made that seemed to reflect the parents' experience in the nursery school. Six fathers and five mothers who had not supplied previously the larger type "kindergarten" crayon that is more suitable for preschoolers' use changed to positive responses as marked in the second interview. This was the largest change made in the direction of more appropriate materials in situation 2. Responses (b), (c), and (e) had few changes. In response (a) only two mothers and one father changed their response in favor of not supplying coloring books. In response (c) four mothers and two fathers had changed their responses to negative, indicating they would not buy pencil size crayons. In response (e) three mothers and two fathers changed their answers from positive to negative in the second interview.

Although these changes were in the direction of more acceptable practices, the majority of fathers and of mothers supplied the media described in situation two to their children both before and after nursery school experience with apparently no distinctions being made as to appropriateness for preschoolers.

Situation eight reads as follows:

8. Assuming he has none of the following which would you choose for your son's birthday?
 - (a) Latest outfit (Ex-Zorro, Lone Ranger, etc.)
 - (b) Set of building blocks.
 - (c) Book of Grim's Fairy Tales.
 - (d) A tricycle.
 - (e) Other.

All responses were considered appropriate for preschoolers except response (c). Fairy tales are usually confusing and often frightening to preschoolers because young children are not mature enough to differentiate imaginative situations from reality. It is better to limit young children's books to helping them understand the real world about them. X As Read states: "The real world is certainly sufficiently wonderful to stimulate the imagination of a preschool child."⁴

In response (c) 9 mothers and 4 fathers had marked a negative symbol in both interviews to indicate they would not buy Grim's Fairy Tales. However, of the 20 fathers and 15 mothers who had chosen this book in the first interview, 9 fathers and 4 mothers changed their responses after participation in the nursery school. Eleven fathers and 11 mothers gave positive answers to both interviews. Six were parent couples indicating some similarity in fathers' and mothers' practices. Any differences in parents' practice concerning the use of fairy tales according to age will be discussed on page 117.

In responses (a), (b), and (d) the majority of fathers and of mothers chose the acceptable answers in choice of playthings at the time of the first interview before nursery school participation.

Nine fathers and six mothers indicated they would buy

⁴Read, Op. Cit., p. 49.

"Zorro, etc." outfits (a) at the time of the first interview. The majority of fathers and mothers would not do so: 15 fathers and 18 mothers. Only one father and one mother changed to a negative response at the time of the second interview. Although the positive choice in this response was not especially inappropriate, the large number of fathers and mothers who would not buy this type of outfit might have been motivated by the relatively high cost of this kind of costume. This would be of consequence to the subjects of this study who were families with limited incomes.

In response (b) 19 fathers and 21 mothers indicated they would buy a set of building blocks as recorded in the first interview. Two fathers and 2 mothers changed their responses from negative to positive at the time of the second interview.

All the fathers and mothers (48) indicated they would buy a tricycle (d) at the time of the first interview. One mother changed her response to negative in the second interview.

The most obvious conclusion from the data in situations one, two, and eight was that many parents were already providing appropriate types of play materials. There was a tendency for parents, however, to change after involvement in the nursery school in the provision of more appropriate materials. Fathers made 27 changes and mothers 26 changes in that direction.

Summary of Changes in Creative Activities

Fathers made more changes (198) in practices in this area than in any other area in this study. Mothers, with 169 changes, had fewer changes in this area than in either of the other two included in this study. It should be repeated here that the sophistication and education of these parents prior to their experience in the nursery school may have made them quite aware of child development principles. Therefore, they may have had little need to change in their child-rearing practices. There were no substantial differences between mothers and fathers in this area. In most situations mothers and fathers had approximately equal number of changes. However, the direction of changes indicated that the cooperative nursery school gave parents ideas for use of creative materials at home. As one mother stated: "I gained a lot of ideas for simple things that the children could enjoy at home."

Typical comments made by parents were as follows:

Mother: The nursery school experience has taught me how to handle special problems with less fuss. Has given me new ideas on the type of toys and experiences that children need.

Father: I think that nursery school has given me a greater appreciation of the interest and the activities that my son participates in. Secondly, I have learned that a child does not need or require all the dime store toys that are on the market today and that many toys or activities can be engineered at home to a greater advantage.

Mother: In the child rearing practice I believe I have changed my mind in several ways. (1) You can learn to separate children or get them interested in other activities when they are quarreling. (2) I have learned that a three year old can be interested in so many things that I didn't think possible.

Mother: As far as pets go--it helped a lot how to handle animals--lot more freedom with pets. Helps you relax with your children when you see other children act the same. Helps to be with other children. Give you ideas how to handle children.

Mother: I have gained a lot of ideas for simple things to make that the kids have enjoyed at home.

These comments, together with the changes revealed in the analysis of the data, tended to support the hypotheses made in this area:

1. Parents will provide a variety of creative activities for their children after involvement in a cooperative nursery school. This was true especially in situation four.

2. Parents will gain insight into the importance of "process over product" for preschoolers through participation in a cooperative nursery school. This was especially true for fathers in situations six and nine.

3. Parents will provide more appropriate types of materials for their nursery school children.

CHAPTER VII

ANALYSIS OF DATA IN HEALTH PRACTICES

Analysis of Changes Made

According to Table I and Table II (pages 41 and 42), numbers of mothers' changes and fathers' changes were more nearly equal in the child-rearing health practices than in any other area of the study. With ten situations consisting of 43 responses each group of parents, 24 mothers and 24 fathers, could have had 1032 changes. (24×43) .

Mothers had a total of 182 changes and fathers, 178 changes between the first and second interviews. When tested by inspection, it was obvious that the number of changes of either group of parents was non-significant. Nor were there any significant differences between the number of mothers' and fathers' changes in the total area of health practices nor in any of the ten separate situations. These figures are shown in Table XII.

The hypothesis in this area predicted that parents would show slight change in health practices between the time they enrolled their children in the Spartan Nursery School and the time of the second interview.

Most of the practices included in the schedule were acceptable by child development standards. It was predicted that parents in this study would mark them with the x symbol. The few practices that were not acceptable had few positive responses as shown. The number of positive

TABLE XII

CHANGES IN 24 MOTHERS' AND 24 FATHERS'
PRACTICES IN HEALTH PRACTICES

Health Practices Situation	Possible Changes	Mothers' Changes	Fathers' Changes
1. - 4 responses	96	8	13
2. - 5 responses	120	12	15
3. - 4 responses	96	29	18
4. - 4 responses	96	21	26
5. - 4 responses	96	24	16
6. - 4 responses	96	20	21
7. - 5 responses	120	19	24
8. - 5 responses	120	24	17
9. - 4 responses	96	17	15
10. - 4 responses	96	8	15
Total 43 responses	1032	182	178

responses given in the first interview before any parent-child involvement in the Spartan Nursery School and the number of positive responses after participation in the nursery school were as follows:

1st Interview		2nd Interview		M=Mothers F=Fathers *	
M	F	M	F		
				1.	Does your child have:
24	23	22	23	(a)	A physical check-up at regular intervals.
10	12	10	16	(b)	A dental check-up at regular intervals.
23	24	22	23	(c)	A regular schedule for immunization shots.
2	4	2	4	(d)	A visit to the doctor in an emergency only.
				2.	Do you insist that your child
24	24	23	24	(a)	Usually wash his hands before eating.
20	15	23	19	(b)	Usually wash his hands after he has used the toilet.
21	18	23	21	(c)	Usually brush his teeth at least once a day.
18	21	22	22	(d)	Usually cover his mouth when he coughs.
24	24	24	24	(e)	Usually use a handkerchief or kleenex when necessary
				3.	How do you "check" on him (for the activities above in No. 2)?
20	23	21	22	(a)	Ask him.
17	19	19	19	(b)	Watch him to see that he does it.
23	23	23	23	(c)	Help him do it.
9	12	8	9	(d)	Do it for him.
				4.	After your child has been successfully toilet trained, do you
4	9	4	5	(a)	Help your child when he uses the toilet.
21	20	22	22	(b)	Help him only if he requests it.
17	17	13	15	(c)	Remind him to use the toilet.
20	22	21	22	(d)	Let him decide when he needs to go to the bathroom.

*Only positive symbols from both interviews are recorded.

1st Interview 2nd Interview

M=Mothers F=Fathers

M	F	M	F
---	---	---	---

- | M | F | M | F | |
|----|----|----|----|--|
| | | | | 5. Would you keep your child home from school if |
| 10 | 4 | 11 | 3 | (a) He has the first sign of a sniffle. |
| 23 | 23 | 22 | 24 | (b) The symptoms develop into a cold. |
| 14 | 12 | 17 | 11 | (c) He's listless and fatigued; otherwise appears all right. |
| 23 | 21 | 21 | 22 | (d) His throat looks unusually red. |
| | | | | 6. Do you put your child |
| 19 | 20 | 22 | 20 | (a) To bed at a regular time at night. |
| 17 | 18 | 12 | 13 | (b) To nap or rest at a regular time each day. |
| 7 | 5 | 9 | 11 | (c) To nap or rest only when he acts unusually tired. |
| 6 | 9 | 4 | 8 | (d) To bed at night when he becomes sleepy. |
| | | | | 7. If your child "snacks" between meals, does he have |
| 22 | 21 | 23 | 23 | (a) Fruit |
| 22 | 21 | 21 | 22 | (b) Milk |
| 9 | 17 | 6 | 11 | (c) Cake or sweets |
| 21 | 22 | 22 | 24 | (d) Cookies or crackers |
| 7 | 9 | 2 | 5 | (e) Soft drinks. |
| | | | | 8. In dressing your child do you usually |
| 13 | 12 | 6 | 5 | (a) Dress him almost entirely. |
| 21 | 19 | 23 | 23 | (b) Let him do some of it for himself. |
| 1 | 1 | 1 | 1 | (c) Insist that he do the entire job himself. |
| 21 | 22 | 23 | 24 | (d) Help him with difficult parts. |
| 24 | 24 | 22 | 24 | (e) Give him praise for honest effort. |
| | | | | 9. If four year old Johnny has an accident before he reaches the bathroom, do you |
| 1 | 2 | 0 | 0 | (a) Spank him and explain why. |
| 14 | 12 | 21 | 15 | (b) Simply clean up, and tell him that next time he'll probably get to the toilet on time. |
| 7 | 7 | 3 | 6 | (c) Warn him that you'll spank him "next time" if he's not more careful. |

1st Interview 2nd Interview

M=Mothers F=Fathers

M	F	M	F
---	---	---	---

21	24	22	23
----	----	----	----

(d) Help him clean up and suggest that the next time he should go the toilet as soon as he feels the need.

10. Four year old Johnny dislikes dressing himself. Would you

0	3	0	0
---	---	---	---

(a) Force him to dress himself while you stand and watch.

23	22	24	23
----	----	----	----

(b) Help him with the more difficult parts, but tell him you expect him to do the easier parts.

3	9	1	6
---	---	---	---

(c) Tell him he probably is not a four year old because he is acting like a three year old. Say no more.

23	24	23	24
----	----	----	----

(d) Praise him for dressing himself, meanwhile giving him more help if he's tired.

The data showed a close similarity between fathers' and mothers' answers both in the "accepted" practices and in the generally less desirable practices. These answers and the number of changes will be discussed in each situation.

In situation one, the total of eight changes made by mothers and thirteen by fathers were not statistically significant in comparison to the possible 96 changes each sex might have recorded. In (a) and (c) the parents were almost unanimous (24 mothers and 23 fathers) in having a regular schedule for physical check-ups and for immunization shots for their children. The one father who did not check a positive symbol for response (a) changed his answer in the second interview. Slight differences between mothers and

fathers might have been due to misinformation or chance at the time of the interviews.

In response (b) where most of the changes in Situation I occurred, five for mothers and six for fathers, many of the parents with children under four at the beginning of the study commented that they would have dental check-ups for their children as soon as the children were older.

In response (d) where a negative response was more acceptable to child-rearing practices, only two mothers and four fathers marked a positive symbol. One of these fathers changed to a negative answer at the second interview.

Six of the fathers commented that they changed their answer for (c) from positive to negative because by the time of the second interview their child had completed his immunization shots. In situation I the evidence seemed to favor strongly the study's hypothesis in this area. (See p. 80).

In situation two which listed five acceptable standards for child-rearing practices, parents at time of first interview were unanimous (24 parent couples) in two of them: (a) washing hands before eating, and (e) using a handkerchief or kleenex when necessary. One mother changed to negative at the second interview. This might have been due to chance. In (b) and (c) five sixths of the mothers and approximately five eighths of the fathers insisted on positive practices before participation in nursery school. In (b) 15 fathers

and 20 mothers had marked a positive symbol in first interview indicating their insistence on child washing hands after he had used the toilet. At the second interview an additional six fathers and four mothers had changed to a positive symbol.

In response (c) two mothers and three fathers had changed to the positive symbol at the time of the second interview.

In response (d) 18 mothers and 21 fathers marked a positive symbol at the first interview. After participation in the nursery school, mothers had four, and fathers one, additional positive answers. The evidence in situation two is heavily weighted in the positive direction in insistence on these child-rearing practices. A supposition may be made that these practices are important to middle class families and receive much attention in early childhood training. Davis and Havighurst are emphatic on this point: "In the middle-class culture, cleanliness and respect for property are the basic values. Middleclass parents, therefore, are anxious that their children learn this behavior well and early."¹ What the cost of this early stress in cleanliness training is to the personality of the child was beyond the scope of this study.

In situation three, mothers and fathers closely

¹W. Allison Davis and Robert J. Havighurst, Father of the Man, (Boston: Houghton Mifflin Co., 1947), p. 105.

paralleled each other in their answers, and for (a), (b), and (c) two thirds or more of mothers and of fathers had a positive symbol in the first interview. Responses (a) and (c) which were considered the most desirable had the largest number of positive answers. The changes made were also in the direction of agreement with the more desirable practices. Mothers and fathers had four changes each toward almost unanimous practices of the first three responses in situation three.

In response (d) in which a negative symbol was the more acceptable answer, only nine mothers and twelve fathers had positive symbols indicating they would "do it for him." At the second interview 15 fathers and 15 mothers had changed to the more desirable practice and would not "do it for him."

In situation four, approximately two thirds of the parents had already established their practices regarding childrens' use of the toilet as shown by their answers in (b), (c), and (d) in both interviews. In (c) the changes to fewer positive symbols (four) seemed to indicate that parents needed to do less "reminding" as the child grew older. Only four mothers and nine fathers would help a child when he used the toilet. Parents' child-rearing practices regarding toileting in relation to age and sex of child will be discussed later.

In situation five, response (a) ten of the mothers and only four of the fathers in first interview would keep youngster at home at the first sign of a sniffle. Five

additional mothers but no more fathers had decided by the time of the second interview to keep youngsters home with a sniffle. The other response that had "room" for change was (c): To keep the child home from school if "he's listless and fatigued; otherwise appears all right." Fourteen mothers and 12 fathers indicated they would at the time of the first interview. Only three mothers and one father had changed their practice by the time of the second interview. The data in this situation lent support to the hypothesis that parents would make few changes in the area of health practices.

In situation ~~six~~ most of the parents were following acceptable child rearing practices at the time of the first interview as indicated in (a) and (b). Three mothers did change from the less acceptable practices of (c) and (d) to (a) and (b) at the time of the second interview. No fathers changed.

In situation seven the majority of parents, especially mothers, were agreed that the more desirable between meals "snacks" for children should not have high sugar content. At the time of the first interview only nine mothers would give "cake or sweets" between meals, but seventeen fathers indicated they would. Six fathers and three mothers had changed this practice at the time of the second interview.

In situation eight the majority of parents indicated by positive responses in (b), (d), and (e) that at the time

of the first interview they were following the acceptable practices leading to self-help in dressing for children. Parents made few changes, six in (b) and 4 in (a) all in the direction of the more acceptable practice. In (e); "give him praise for honest effort," two mothers made the unexplainable change to a negative symbol at the time of the second interview.

The largest change was in (a), "dressing the child almost entirely." At the first interview 13 mothers and 12 fathers would, but seven mothers and seven fathers had changed at the time of the second interview in the direction of more self-help by children in dressing.

In situation nine 21 mothers and 24 fathers already were following the most acceptable practice at the time of the first interview: (d) "help him clean up and suggest that the next time he should go to the toilet as soon as he feels the need." The largest change occurred in (b) when eight mothers and three fathers changed to more willingness to "simply clean up, and tell him that next time he'll probably get to the toilet on time". Very few parents would punish or threaten to punish child for a toilet accident. This attitude prevailed both before and after participation in the nursery school program.

In situation ten almost all parents agreed on (b) and (d). Twenty-three mothers and 22 fathers would help a child with most difficult parts in dressing; 23 mothers and 24 fathers would "praise child for dressing himself,

meanwhile giving him more help if he's tired." Whereas few parents (3 mothers and 9 fathers) had marked a positive symbol in (c) at the time of the first interview, two mothers and three fathers had changed to negative at the time of the second interview in this moderately acceptable practice of telling the child "he is not a four year old because he is acting like a three year old", and saying "no more."

Summary--Health Practices

The results of the data in the area of health practices clearly supported the hypothesis that parents would make few changes in this area because the practices were "set" before the child entered nursery school. Parents made 329 changes in the total area of health practices to more acceptable responses, and made only 31 changes away from acceptable responses. It should be noted here that what changes did occur were usually in the direction of the more acceptable health practices, indicating that nursery school participation may have been influential.

CHAPTER VIII

PARENTS' CHILD REARING PRACTICES ANALYZED ACCORDING TO SEX OF CHILD

In the group of twenty-four children included in this study were 13 boys and 11 girls. Changes made by their parents in the areas of discipline, creative activities, and health practices were analyzed according to the sex of the child enrolled.

Changes in Discipline Practices, According to Sex of Child

Comparison of Mothers' and Fathers' Changes in Discipline.

In the total area of discipline mothers of 13 boys had 114 changes (21.3%), and fathers of boys had 98 changes (18.4%) out of a possible 533 responses for fathers and for mothers.

There was no substantial difference between number of changes made by mothers and by fathers of boys, but the findings indicated that mothers of boys made more changes than fathers.

In the total area of discipline mothers of 11 girls had 84 changes (18.6%) out of a possible 451 responses, and fathers of girls had 87 changes (19.2%) out of a possible 451. The data revealed that fathers of girls made a few more changes in discipline practices than mothers of girls. The hypothesis that mothers will make more changes in discipline practices than will fathers was not supported by the

data on parents of girls. The data on parents of boys showed a slight trend in favor of the hypothesis.

Changes Toward More Permissiveness or Toward Less Permissiveness

Changes in discipline practices of parents of girls and of parents of boys were analyzed to discover whether sex of child was a factor in parental change from less permissive to more permissive discipline and from more to less permissiveness. Twelve selected responses in discipline (see page 47) were used as a basis for testing the hypothesis that parents will change from less to more permissive discipline practices.

In the change from less permissive discipline practices to more permissive practices, 26 parents of boys made 49 changes (35.7%) out of 137 non-permissive responses in the direction of more permissiveness. Twenty-two parents of girls made 40 changes (41.2%) out of a possible 97 to more permissiveness.

In the change from more permissive to less permissive practices in the twelve selected responses, parents of boys made 23 changes (14.5%) out of a possible 159 in the direction of less permissiveness. Parents of girls made 15 changes (10.3%) out of a possible 146 to less permissiveness. The percentages compared as follows:

	Parents of Boys	Parents of Girls
Toward more permissiveness	35.7%	41.2%
Toward less permissiveness	14.5%	10.3%

There were no substantial differences between number of changes of parents of boys and parents of girls either in change toward more permissiveness or in the change to less permissiveness.

Both parents of boys and parents of girls made more changes in the direction of permissiveness than changes toward less permissiveness, thus showing a trend in favor of the hypothesis that parents will change their discipline practices in the direction of greater permissiveness after participation in the nursery school program. However, boys' parents made fewer changes to more permissiveness and more changes to less permissiveness than did girls' parents, thus indicating a slight difference in amount of parent permissiveness in relation to sex of child. Parents of girls tended to be slightly more permissive in disciplining girls than parents of boys were in disciplining boys.

Summary--Changes in Discipline Practices According to Sex of Child

The data revealed that sex of child made a slight difference in the changes made by mothers and by fathers. Mothers of boys made more changes than fathers of boys,

(2.13 and 18.4 per cent respectively) and showed a slight trend in favor of the hypothesis. Mothers of girls, however, made fewer changes than fathers of girls (18.6 and 19.2 per cent respectively), and this data did not support the hypothesis that mothers will make more changes in discipline practices than will fathers irrespective of sex of the child.

In the changes regarding nature of permissiveness, the data showed that

1. There were few differences between number of changes of parents of boys and parents of girls either in change toward more permissiveness or in the change to less permissiveness.

2. Both parents of boys and parents of girls made more changes in the direction of permissiveness than non-permissive discipline.

3. These facts showed a trend in favor of the hypothesis that parents will change their discipline practices to greater permissiveness after participation in a nursery school program.

4. Parents of girls made more changes in the direction of permissive discipline practices and less changes in direction on non-permissiveness indicating a slight difference of parent permissiveness in relation to the sex of the child.

Changes in Creative Activities According to Sex of Child

Parents' changes in the total area of creative activities were analyzed according to the sex of the child enrolled. Responses of parents of boys and parents of girls in situations 3, 4, and 5 (see Appendix, p.139) were analyzed to determine whether sex of child was a factor in parents' provision for greater variety of creative materials.

Responses in situations 6, 7, and 9 (See Appendix, p. 140) were analyzed to discover whether sex of child was a factor in the hypothesis that parents will gain insight on the importance of "process over product."

Responses in situations 1, 2, and 8 (See Appendix, p. 139) were analyzed to discover whether sex of child was a factor in the hypothesis that parents will provide more appropriate types of materials for their preschool children.

Changes in Provision of Greater Variety of Creative Materials

Situations 3, 4, and 5 read as follows:

3. Do you prefer toys advertised to "teach" a youngster or do you prefer to let them use appropriate articles available at home?
 - (a) Advertised toys.
 - (b) Appropriate home articles.
4. Has your child ever done any
 - (a) Fingerpainting.
 - (b) Easel painting.
 - (c) Spatter painting.
 - (d) Wet chalk painting.
 - (e) Other

5. Does your child play with dough at home?

- (a) Homemade type dough.
- (b) Commercial play dough.
- (c) Commercial type clay.
- (d) Other.

In the total changes recorded in the responses to these situations, boys' parents made 77 changes (32.5%) out of a possible 234 (26 x 9). Girls' parents made 60 changes (30.3%) out of a possible 198 responses (22 x 9). These changes were changes in the direction of parents' providing a greater variety of materials. By situation, the percentages of change were as follows:

	<u>Boys' Parents</u>	<u>Girls' Parents</u>
Situation 3	26.9	9.6
Situation 4	48.0	45.2
Situation 5	16.6	10.2
Total changes made	32.5	30.3

Both parents of boys and parents of girls made substantial changes in the direction of providing greater variety of materials for children at the time of the second interview. Situation four had the greatest number of changes for both groups of parents. Boys' parents made slightly more changes than did girls' parents.

Insight Into Importance of Process over Product

Responses of boys' parents and of girls' parents in situations 6, 7, and 9 were analyzed to reveal if sex of child were a factor in gaining understanding of "process over product". The situations read as follows:

6. When your child plays with clay, do you
 - (a) Show him realistic models to copy.
 - (b) Let him just play by manipulating it with his hands.
 - (c) Expect him to make something.
 - (d) Let him use his own ideas to make a product.
7. When your child is cutting, do you
 - (c) Give him pictures to cut out.
 - (d) Give him blank sheets of newspaper to cut in any shapes he wants.
9. Jimmy likes to listen to music on a record player.
Would you
 - (a) Start him on lessons either on piano or another instrument.
 - (b) Buy him children's records for listening.
 - (c) Teach him songs to sing.
 - (d) Buy or make him simple rhythm instruments to play.

Parents made few changes in these three situations. Apparently many were aware at the time of the first interview of acceptable child rearing practices in these situations.

In the second interview parents of boys made 13 changes out of 260 (5.0%) while parents of girls made 22 changes (10.0%) out of 220. By situation, the percentages of changes were as follows:

	<u>Boys' Parents</u>	<u>Girls' Parents</u>
Situation 6	3.8	12.5
Situation 7	7.6	13.6
Situation 9	4.8	5.5
Total changes made	5.0	10.0

All changes were in the direction of more understanding of "process over product". Parents of girls tended to gain more understanding of "process over product" than did parents of boys.

Provision of Appropriate Types of Play Materials

Responses of boys' parents and girls' parents in situations 1, 2, and 8 were analyzed to indicate any difference in the two groups of parents in their provision for more appropriate types of materials for their children.

Situations 1, 2, and 8 read as follows:

1. What kind of train would you buy your three year old?
 - (a) Wooden push-pull toy train.
 - (b) Metal wind-up train.
 - (c) Electric train.
 - (d) Paper board train.
2. Do you supply your child with
 - (a) Commercial coloring books.
 - (b) Blank sheet of paper for coloring.
 - (c) Pencil size crayons (Crayola" type).
 - (d) Half inch wide "kindergarten" crayons.
 - (e) Magazine pictures to color.
8. Assuming he has none of the following, which would you choose for your son's birthday?
 - (a) Latest outfit (Ex-Zorro, Lone Ranger, etc.)
 - (b) Set of building blocks.
 - (c) Book of Grim's Fairy Tales.
 - (d) A tricycle.

Parents of boys had 31 changes (9.1%) out of 338, and parents of girls had 29 changes (10.1%) out of 286 in the direction of providing more appropriate materials for their children. By situation, the percentage of changes were as follows:

	<u>Boys' Parents</u>	<u>Girls' Parents</u>
Situation 1	9.6	14.6
Situation 2	7.6	7.2
Situation 8	10.5	9.0
Total changes made	9.1	10.1

Summary--Creative Activities According to Sex of Child

The data showed that sex of child in this study made slight differences in the number of changes made by parents of each sex. Parents of boys had a slightly greater percentage of change than girls' parents (32.5% to 30.2% respectively) in providing greater variety of creative materials for their children.

In regard to gaining insight into importance of "process over product," girls' parents had a larger percentage of changes in direction of more insight than did boys' parents (10.0% and 5.0% respectively).

There was almost no difference between the percentage of changes of boys' parents and of girls' parents (9.1% and 10.1% respectively) in providing more appropriate types of creative materials for children.

Although the sex of the child in this study made some differences in the number of changes made by their parents in the direction of acceptable practices in creative activities, the differences were not substantial enough to be statistically significant.

Changes in Health Practices According to Sex of Child

Enrolled

It was hypothesized that parents will make few changes in health practices for children because these will have been quite well established by the time the

children are ready for nursery school.

In analyzing the data in relation to the sex of the child enrolled, it was shown that boys' parents made 184 changes (16.4%) out of a possible 1118 responses (26 x 43 responses). Girls' parents made 154 changes (16.3%) out of a possible 946 responses (22 x 43 responses).

Girls' parents and boys' parents made almost the same proportion of changes (16.3 and 16.4 per cent respectively), but in proportion to the total possible changes that could have been made, the number of changes were few, and therefore supported the hypothesis that parents will make few changes in health practices for their children regardless of the sex of the child.

CHAPTER IX

PARENTS' CHILD REARING PRACTICES IN THREE AREAS ANALYZED ACCORDING TO AGE OF CHILD

The 24 children in this study ranged from 2 years 6 months to 4 years, 11 months. For analysis of data according to age of child, the children were divided into two age categories: the younger group consisting of 12 children aged 2 years, 6 months to 3 years, 5 months, inclusive; and the older group, 12 children aged 3 years, 6 months to 4 years, 11 months, inclusive. These were the ages as of September 1, 1958, the beginning of the study. The age span in the younger group was one year. Although the older group had a range of 17 months, in effect, the span was slightly less than a year since only one child was aged 4 years 11 months, and the next oldest was 4 years, 4 months. This division gave two groups equal in size and of approximately equal spans in age. At the time of the second interview the younger group ranged from 3 years 1 month to 4 years, inclusive, and the older group 4 years, 1 month to 4 years, 11 months inclusive, with the exception of one child who was 5 years 6 months old.

The data supporting each hypothesis advanced in this study were analyzed according to age of children. In this chapter the two hypotheses regarding discipline will be discussed according to the two different age groups of children.

Changes in Discipline Practices According to Age of Child

Comparison of Mothers' and Fathers' Changes in Discipline.

The first hypothesis in discipline was that mothers will change their discipline practices more than will fathers. The data were analyzed for differences between changes of mothers and fathers of the younger children and of the older children.

The 12 mothers of the younger group had 107 changes in discipline (21.7%) and 12 fathers had 79 changes (16.0%) out of a possible 492 changes each.

The 12 mothers of the older group made 94 changes in discipline (19.1%), and the 12 fathers had 104 changes (21.1%) out of a possible 492 changes each. The percentages of changes were as follows:

	<u>Mothers</u>	<u>Fathers</u>
Younger children	21.7%	16.0%
Older children	19.1%	21.1%

These findings indicated that age of children tended to make a difference in the number of changes made. The hypothesis that mothers will change more than fathers received some support from the findings in the younger group, but in the older group the hypothesis was refuted when fathers had more changes than mothers. The difference between mothers' and fathers' changes was more substantial in the younger group (5.7%) than in the older group (2.0%).

Parents' Changes Toward More Permissiveness or Toward
Less Permissiveness

Another hypothesis in the area of discipline was that parents would change their discipline practices from a less permissive to a more permissive type after participation in a parent cooperative nursery school. To test this hypothesis according to the age level of the children involved, the same set of 12 selected responses from the area of discipline was used as in Chapter V. These responses were selected because they most clearly indicated degree of permissiveness or non-permissiveness practiced by parents. They are recapitulated below.

1. If your child is hitting another child with his fists, would you:
 - (a) Spank your child.
 - (b) Scold your child severely and make him apologize.
2. If a child being hurt is your own, would you:
 - (d) Forbid him to play with that "rough boy."
3. If your child is hurting another child by wielding an object or stick, would you:
 - (a) Spank him.
 - (b) Isolate him and keep him indoors.
4. Jimmy has been warned against playing "roughly" in the living room. He is throwing a ball and barely misses a fine lamp. Would you:
 - (a) Take away his ball.
 - (b) Spank him and send him to his room.
5. Johnny puts his hand in the goldfish bowl, nearly upsetting it. Would you:
 - (a) Threaten to give the fish away.
6. Jimmy draws on the walls although having been warned against such behavior. Would you:
 - (a) Spank him for disobeying.
7. If Johnny is purposely destroying a toy belonging to a brother or sister, would you:
 - (c) Spank him and explain toy belongs to his brother.

9. Johnny, age 4, doesn't want to pick up small blocks that he has strewn on the floor. Would you:
 - (a) Threaten him with punishment because "all four year old boys pick up their toys."
10. Jimmy, age 4, insists on having the same teddy bear belonging to his sister. Do you:
 - (a) Force his sister to give it to him.

Changes to More Permissive Discipline (Table XIII)

The total number of changes from less to more permissiveness made by parents according to age is as follows: Parents of the younger group gave 122 non-permissive responses for the twelve selected responses at the time of the first interview. Of these 122, parents of the younger group made 43 changes (35.2%) to more permissiveness. Parents of the older group of children originally gave 121 non-permissive responses to the twelve selected responses. Of these 121, parents of the older group made 48 changes (39.6%) to more permissiveness.

The differences between the parents of younger children and the parents of older children were very slight. The parents of the older children had a few more changes (5) to more permissiveness than the parents of the younger children.

The conclusion follows that there was no statistically significant evidence that age of child enrolled was a factor in the changes parents made to more permissiveness.

According to Table XIII, mothers made more changes than fathers toward more permissive discipline practices in both age groups. Mothers of younger and of older children made almost the same number of changes. Fathers of

TABLE XIII

FATHERS' AND MOTHERS' CHANGES TO MORE PERMISSIVE
DISCIPLINE PRACTICES, ACCORDING
TO AGE OF CHILD

	Younger Group 2 yr. 6 mo. - 3 yr. 5 mo.			Older Group 3 yr. 6 mo. - 4 yr. 11 mo.		
	Non Perm. Responses in 1st Interview	No. of Changes in 2nd Interview	Per Cent of Changes	Non Perm. Responses in 1st Interview	No. of Changes in 2nd Interview	Per Cent of Changes
Changes of Fathers to More Per- missive- ness	61	16	26.2	60	23	38.3
Changes of Mothers to More Per- missive- ness	61	27	44.2	61	25	40.9
Total	122	43	35.2	121	48	39.6

older children, however, made more changes than fathers of younger children.

Changes to Less Permissive Discipline (Table XIV)

Parents of the younger group marked 166 permissive symbols for the 12 selected responses at the time of the first interview. Of these, parents of the younger group had 28 changes (16.8%) to less permissiveness. Parents of the older group marked 167 permissive symbols for the 12 selected responses at the first interview. Of these, parents made 25 changes (14.9%) to less permissiveness.

The differences between the parents of younger children and parents of older children were not significant, but the parents of younger children showed a slightly greater

trend to less permissive practices than did the parents of the older group. There was no statistically significant evidence that age of child was a factor in the change parents made to less permissiveness.

TABLE XIV

FATHERS' AND MOTHERS' CHANGES TO LESS PERMISSIVE
DISCIPLINE PRACTICES ACCORDING
TO AGE OF CHILD

	Younger Group			Older Group		
	2 yr. 6mo. - 3 yr. 5 mo.			3 yr. 6 mo. - 4 yr. 11mo.		
	Permissive Responses in 1st Interview	No. of Changes in 2nd Interview	Per Cent of Changes	Permissive Responses in 1st Interview	No. of Changes in 2nd Interview	Per Cent of Changes
Total change of Fathers to Less Permissiveness	83	14	16.8	84	16	19.0
Total change of Mothers to Less Permissiveness	83	14	16.8	83	9	10.8
Total	166	28	16.8	167	25	14.9

Table XIV shows the difference between fathers' and mothers' changes from more permissiveness to less permissive practices according to the age groups of children. Fathers and mothers of the younger group of children made exactly the same number of changes (16.8%) to less permissiveness. The fathers and mothers of the older group, on the other hand, had a difference in percentage of changes made toward less permissiveness. Fathers had 19.0% changes

to the mothers' 10.8% toward less permissiveness. However, the data showed that age differences of a child did not necessarily affect the trend to less permissiveness of fathers and mothers except in the case of mothers of older children. These mothers were more permissive than mothers of younger children or fathers of either older or younger children.

Summary of Parents' Discipline Practices According to Age of Child

The data and changes in discipline, when analyzed according to the age of the child, showed that child's age was a factor in number of changes made by mothers and by fathers. Mothers of the younger group made more changes in discipline practices than did fathers. However, in the older group, fathers made more changes than mothers in discipline practices. Therefore, only in the younger group was there support for the hypothesis that mothers will make more changes than fathers.

The data analyzed also favored the hypothesis that parents will change from less permissive to more permissive practices after participation in the Spartan Nursery School, regardless of the age level of the child.

Changes in Creative Activities Analyzed According to Age of Child

Changes in parents' practices in the total area of creative activities were analyzed according to the age of

the child. The children were divided into two groups, the younger and the older (see Chapter 9, p.101). Situations 3, 4, and 5 (See Appendix, p.139) were analyzed to determine whether age of child was a factor in parents' change toward providing greater variety of creative materials for their children after involvement in a parent cooperative nursery school. Situations 6, 7, and 9 (Appendix, p.140) were analyzed to discover if parents' gain in insight in the importance of "process over product" was related to age of child. Situations 1, 2, and 8 (Appendix, p.139) were analyzed for evidence that parents will provide more appropriate types of play materials for preschoolers of different ages.

Changes in Total Area of Creative Activities

In the total area of creative activities parents of younger children had 166 changes (20.3%) out of a possible 816 responses, and parents of older children had 211 changes (25.7%) out of a possible 816 responses. Apparently age of child enrolled had slight effect on the changes made in creative activities, for parents of older children had 5.4 per cent more changes than the parents of younger children.

Changes Toward Providing Greater Variety of Creative Activities

The total changes to the responses in situations 3, 4, and 5 for parents of the younger children were 61 changes

out of 216 possible changes (28.2%) in the direction of providing greater variety of art materials at the time of the second interview.

Parents of the older children in response to the same situations 3, 4, and 5 made 69 changes (31.9%) out of a possible 216 also in the direction of providing greater variety of art materials. By inspection, there was no significant difference between the changes of the parents of younger children and parents of older children. In the three situations relating to the hypothesis that parents will provide greater variety of art materials after involvement in a nursery school, age of children enrolled had no impact on the number of changes made at the time of the second interview.

The largest change occurred in situation 4 in which parents of the younger children made 40 changes (41.6%) out of a possible 96 toward providing easel painting, fingerpainting, spatter painting, and wet chalk painting. The number of changes might have been larger, but some parents of younger children thought spatter painting too advanced for them, and therefore did not provide it. Parents of the older children made 50 changes (52.1%) in situation 4 out of 96 possible changes.

The large numbers of changes in situation four among parents of both the younger and older children tended to agree with the substantial number of changes in situation four for all parents irrespective of ages of children, discussed on page 66.

Changes Toward Greater Insight into the Importance of
Process Over Product

In situations 6, 7, and 9 (See Appendix, p 140), the changes made in parents' responses were analyzed according to the age of the child enrolled to determine whether age of child was a factor in parents' change toward greater insight into the importance of process over product.

The total changes in these three situations were 35 (12.1%) out of a possible 288 for parents of the younger group, and 50 changes (18.3%) out of a possible 288 for parents of the older group.

Situation six reads as follows:

6. When your child plays with clay, do you
 - (a) Show him realistic models to copy.
 - (b) Let him just play by manipulating it with his hands.
 - (c) Expect him to make something.
 - (d) Let him use his own ideas to make a product.
 - (e) Other

In situation 6, changes from positive to negative symbols in responses (a) and (c) indicated change from "patterning" to "non-patterning". Analysis of responses showed that between the first and second interviews, parents of the younger group had made in response (a) and (c) 8 changes to negative (61.5%) from 13 positives and the older group had made 13 changes to negative (81.8%) from 15 positives.

Percentage of parental change in the direction of less patterning increased with the age level of the child enrolled in Spartan Nursery School in clay modeling.

In spite of the relatively few changes, the percentages of change were high because the number of possible changes from positive to negative were few. The majority of parents were already following acceptable nursery school practices in this situation before participation in the nursery school. The negative responses in (a) and (c) given in both interviews were as follows: parents of the younger group had 33 negative responses (68.7%) out of 48, and parents of the older group had 32 (66.6%) out of 48, thus indicating some understanding of this concept. The changes that did take place were in the direction of gaining insight into "process over product", and may have been influenced by parents' involvement in the cooperative nursery school.

7. When your child is cutting, do you
 - (c) Give him pictures to cut out.
 - (d) Give him blank sheets of newspaper to cut in any shape he wants.

Situation seven, responses (c) and (d) followed the same pattern as in situation 6. Most of the few changes that parents made were in the direction of acceptable nursery school practices, but most parents had followed acceptable practices before entrance into as well as after participation in the cooperative nursery school.

Changes from positive to negative responses in (c) and changes from negative to positive responses in (d) indicated changes in the direction of less patterning expected in children's cutting activities. Percentage of changes in (c) and (d) combined were: for parents of younger children

23.8%, for parents of older children, 26.6 per cent.

The percentages of changes were so similar that they seemed to indicate that age of child was not a factor in change of parental practices toward expecting less patterning in children's cutting activities.

Comparison of responses made for (c) and (d), however, revealed an apparent inconsistency in the thinking of parents, (34 out of 48 with the younger children and 32 out of 48 with the older children), supplied their children with both pictures and blank sheets of paper as indicated in both interviews. However, the positive responses to (c) were qualified in many cases by parents' statements that they didn't expect the children to cut around the "lines" of a picture, but simply to cut at random the colors and shapes the picture might hold.

Situation nine, (Appendix, p. 140) deals with music activities. The data showed some understanding among parents as to the role of music in children's lives. In response (a)

9. Jimmy likes to listen to music on a record player. Would you:
 (a) Start him on lessons either on piano or another instrument.

there was almost unanimous agreement among parents with children at every age level in this study not to start a child on music lessons. Only two parents of younger children and one parent of the older children marked positive symbols at the first interview. They changed them to negative at the time of the second interview.

In response (d): Buy him or make him simple rhythm instruments to play, the majority of parents already appeared to know acceptable practices by positive responses at both interviews. One parent of a younger child and two parents of older children gave negative responses at the first interview. At the time of the second interview, the parent of the younger child had changed to positive.

The data from situations 6, 7, and 9 showed the change of parents toward more insight about "process over product" to be similar for parents of children in both the younger group and the older group, suggesting that age of child was not a factor in change except in situation 6.

However, it must be mentioned that the number of changes were too few to be significant according to age differential. The majority of parents apparently had a good understanding of this concept, especially in the specific areas of music, before involvement in a nursery school.

Changes Toward Providing Appropriate Materials for the Preschooler

In situations 1, 2, and 8 (see Appendix, p. 139), the changes made in parents' responses were analyzed according to age of child to determine if age were a factor in parents' change to provision of more appropriate play materials.

The total changes in these three situations were 42 (13.4%) out of a possible 312 for parents of the younger

group, and 66 changes (21.1%) out of a possible 312 for parents of the older group.

Situation 1 dealt with the purchase of toy trains. Response (a) and (d) were the most desirable, and changes from negative to positive would lend support to the hypothesis that parents will provide more appropriate materials for their children.

In responses (a) and (d) parents of the younger group at the time of the second interview had changed to 9 positive responses (50%) out of 18 negative responses given in the first interview. Parents of the older group had changed to 9 (56.2%) positive responses out of 16 negative responses given in the first interview.

In responses (b) metal wind-up train, and (c) electric train, changes from positive to negative were indicative of greater understanding of appropriateness of play materials. In this response the parents of the older group made more changes than parents of the younger group to more appropriate types of trains. In response (b), 3 out of 7 parents of younger children and 8 out of 12 parents of older children changed from positive to negative answers between the first and second interview.

In response (c) all 24 parents of the younger group and 20 parents of the older group gave negative responses in both interviews. Apparently these parents understood even before contact with a nursery school program that electric trains are too complicated for most preschoolers.

Two parents (fathers) of the two oldest boys in the older group did indicate in the second interview that they would purchase an electric train because the parents commented they thought these children were now old enough.

In situation 1 the majority of parents had a good understanding of what trains are appropriate for preschoolers. What changes were made, however, were generally in the direction of appropriateness lending support to the hypothesis.

Situation 2 (a) reads: "Do you supply your child with commercial coloring books." Most of the parents in both groups did supply coloring books as indicated in both interviews. There were very few changes indicated to this response at the time of the second interview: 1 change for parents of the younger group and two changes for parents of the older group in the direction of not supplying coloring books.

There was only one couple with a younger child and one mother of an older child who did not supply coloring books either before or after nursery school involvement. All the other parents did buy coloring books. On this response the majority of parents of either age group (21 parents of the younger group and 20 parents of the older group) did not budge even after nursery school involvement, and, therefore, age was no factor in the hypothesis.

In response (e) "magazine pictures to color", there were five changes toward more appropriateness: 1 change

in the parents of younger children and 4 in parents of the older children. However, there were more changes away from appropriateness in this response: 4 parents of the younger group and 4 parents of the older group indicated they would supply magazine pictures to color. Most of the parents made no changes after nursery school involvement: 7 parents of younger children and 9 parents of older children would not provide "magazine pictures to color", and 11 parents of younger children and 7 of older children would in both interviews. The data on neither age group gave support for the hypothesis that parents would provide more appropriate play materials. Of the few changes made, parents of younger children tended slightly in the direction of providing less appropriate materials.

In response (b) "blank sheet of paper for coloring" there was only one change (older group) in the acceptable direction of providing it. However, the other 47 parents provided this acceptable material both before and after nursery school involvement.

In response (c) "pencil size crayons" ("crayola" type), 17 parents of the younger group and 20 parents of the older group supplied them as indicated in both interviews. This was the majority of 48 parents; age differences of children apparently had little effect nor did involvement in the nursery school.

In response (d) "half-inch wide "kindergarten crayons" some negative responses were changed to positive.

Three parents of younger children out of 8 (37.5%) who had marked a negative symbol at the time of the first interview changed to positive at the second interview, and seven parents of older children out of 16 changed from negative to positive (43.7%) at the time of the second interview. By inspection, there were no significant differences between age groups in this response, but parents of older children made more changes than parents of younger children toward providing more appropriate crayons.

Situation eight presented several choices for an appropriate play object for a preschool child's birthday. Changes in response (c), Book of Grim's Fairy Tales seemed to indicate an understanding of the unsuitability of fairy tales for preschoolers.¹ They were not in the majority, however.

Four parents of young children out of 14 (28.5%) who had given positive responses changed to negative at the time of the second interview. Four parents of older children out of 16 (25.0%) who had given positive responses changed to negative at the time of the second interview. These few changes indicated that of the parents who would use fairy tales at the time of the first interview, few of them in either age group changed in the acceptable direction

¹See Chapter 6, p. 76.

of discontinuing their use.

In response (b) and (d) the majority of the parents originally accepted the suitability of building blocks (40 parents) and a tricycle (45 parents) for preschoolers. In (b) there were only 2 changes in parents of younger children and two changes in parents of older children, all in the direction of more appropriateness in the type of play equipment for preschool children.

In situations 1, 2, and 8 the great majority of parents originally accepted the suitability of the play materials in regard to types of trains and building blocks, but were also accepting of the non-desirable play materials like coloring books, fairy tales, and pencil size crayons. They made few changes in these three irrespective of age of child. Age of child was generally not a factor in parents' change to more appropriateness in play materials.

Summary--Creative Activities According to Age of Child Enrolled

There were no significant differences in the data showing the percentage of change in the direction of providing greater variety of art materials for children by age of the child enrolled in nursery school.

In situation 6,7, and 9 dealing with understanding the child development professional's feeling to the need to stress "process over product" there were no significant number of changes between parents of the younger and older

children. Most of them were already accepting nursery school practices before participation in the nursery school program.*

What changes there were in appropriateness of materials provided some support to the hypothesis that parents will provide more appropriate types of materials after nursery school involvement, but would do so irrespective of the age of the child enrolled.

The age of the child was not a factor in parents' providing more appropriate or greater variety of play materials nor in understanding the importance of process over product except in clay modeling. The few changes that occurred were in the direction of support of the three hypotheses advanced in this area.

Changes in Parents' Health Practices in Relation to Age of Child Enrolled in Nursery School

Data on health practices were analyzed according to the age of the child to determine whether child's age was a factor in number of changes in health practices. The children were divided into two groups, the younger and the older group (see Chapter 9, p. 101). The supposition was made that parents would have health practices in relation to preschoolers established before entrance to nursery school, and therefore, it was hypothesized that parents will show slight change in health practices for children.

The twenty-four parents of the younger group had 198

*See Chapter 6, p. 71 for discussion of the difficulty of internalizing behavior indicated by the symbols marked on the interview schedule.

changes (19.1%) out of a possible 1032 changes, while the twenty-four parents of the older group had 162 changes (15.7%) out of a possible 1032.

There was no significant difference between the two groups in percentage of change. When percentages of change in the two groups were compared, the data showed that as the child became older, there was a tendency for parents to make fewer changes in health practices. It might be interpreted that middle class parents are concerned with health practices and try to have them established as early as possible in the child's life. It would follow, therefore, that as the child became older, there were fewer practices that had not been established and hence fewer changes to be made.

Summary

The hypothesis that parents will show slight change was further supported by the findings in both groups of parents. There were only slight differences between number of changes in the two groups, the parents of older children tending to have fewer changes than parents of younger children. The conclusion was that age of child had only small effect on number of changes made in health practices, there being a slight trend toward less change as the child grew older.

CHAPTER X

SUMMARY AND CONCLUSIONS

This study was carried out with parents of children enrolled in the Spartan Cooperative Nursery School, located on the Michigan State University campus. The Spartan Nursery School is available to the children of married students of Michigan State University. Most of these students live in the married housing units built by Michigan State for its married student population.

The Problem

The primary objective of this study was to examine child-rearing practices of families before and after active participation in a cooperative nursery school for changes of parental practices in accordance with what professional teachers accept as desirable for a child's optimum development.

The specific objectives of this study were to examine child rearing practices of fathers and mothers in three selected areas: discipline, creative activities, and health practices in relation to children.

Subjects

Subjects in this study were 24 sets of parents of 24 children enrolled in Spartan Nursery School. One of the criteria for the subjects was that the parents be new to the nursery school situation. A second criteria was that the child be enrolled in the Spartan Cooperative Nursery School at least two full quarters.

Preparation of Schedule

The schedule contained situations of typical child rearing practices in three areas: 10 situations in discipline, 9 situations in creative activities, and 10 situations in health practices in relation to children. The schedule was given to three members of the department of Home Management and Child Development for evaluation and criticism. After it was revised, the schedule was administered to a mother of three years' nursery school experience as a participating mother, and a mother of young preschoolers not connected with any nursery school. The schedule was revised again in line with the suggestions they made.

Procedure

The data for this study were collected by the schedule-interview method before and after participation of parents in the parent education program of Spartan Nursery School for two full quarters. The first interviews took place during the month of September, 1958, and the second interviews took place between Winter and Spring quarter, March 1959.

Analysis of Data and Findings

The data were analyzed to determine the amount of change by all parents in all areas. Mothers made more changes than fathers in the area of discipline and health practices, but fathers made more changes in the area of creative activities. None of these changes was statistically significant when tested by the chi-square test.

This pattern of change might have been due to the fact that fathers' major participation in the nursery school was at the "work parties" at which time they often made new play materials as well as renewed the old ones. This experience may have contributed to better understanding of creative activities for preschoolers. Experience at the school in discipline and health practices for children was limited for fathers since most of them did not participate in the teaching program of the school. The mothers did assist in the teaching program.

The data were analyzed also to reveal parents' changes according to the hypotheses advanced in each area.

Changes in Discipline Practices

In the area of discipline the first hypothesis stated that mothers will make more changes than fathers in discipline practices. The data showed a trend in favor of the hypothesis although the difference was not statistically significant. The second hypothesis stated that parents will change from less permissiveness to more permissiveness in their discipline of young children. Twelve discipline practices were selected, the responses to which would indicate degree of permissiveness in the parents.

After participation in the Spartan Nursery School, both fathers and mothers made changes to more permissive practices which were greater than their changes in the direction of less permissiveness. The differences are shown in Table 7, p. 51.

In the change to more permissiveness mothers had a greater percentage of change than fathers. The difference in amount of change was statistically significant at the five per cent level. In the change to less permissiveness fathers had a greater percentage of change than mothers. This difference was significant at the one per cent level.

Change In Creative Activities Practices

In the area of creative activities, three hypotheses were advanced: that after participation in a cooperative nursery school program, (1) parents will provide a greater variety of creative activities for their children, (2) parents will gain insight into importance of "process over product for preschoolers, and (3) parents will provide more appropriate types of play materials.


The findings indicated that parents made changes between the first and second interview to show that they provided a greater variety of creative activities after involvement in a cooperative nursery school. This was especially true in situation four which had the largest number of parents' changes in the direction of providing creative materials like finger painting, easel painting, spatter painting and wet chalk painting.

The changes made in responses to situations six, seven, and nine were considered as evidence of gain in parents' understanding of the importance of the concept

of "process over product" for preschoolers. The data showed that many parents, especially in the area of music, were already following accepted practices. In situation six, and seven dealing with media like clay and cutting materials, parents tended to make changes in the direction of understanding the importance of "process over product", thus supporting the hypothesis.

In situations one, two, and eight, concerned with appropriate types of play materials, the data again showed that many parents were already providing appropriate play materials for their children. What changes that were made after participation in the nursery school were in the direction of providing more appropriate play materials, thus favoring the hypothesis.

The one exception in this category was coloring books. The majority of parents provided coloring books not only before the time of the first interview, but they did not change their responses even after nursery school involvement.

 The largest number of changes in the total area of creative activities was in situation 4, which dealt with provision of greater variety of creative activities, especially in fingerpainting, easel painting, spatter painting, and wet chalk painting.

Changes in Health Practices for Children

The hypothesis advanced in this area was that parents will make few changes in health practices for children. The

supposition was made that parents would already have established health practices in relation to their children before the child entered nursery school.

The data supported this hypothesis. Changes were few. Responses were similar in both interviews.

Analysis of Data According to Sex of Child

There were 13 boys and 11 girls in this study. The data were analyzed to discover if sex of child enrolled in the nursery school was a factor in the changes parents made in the three areas of child practices included in this study.

Parental Changes in Discipline According to Sex of Child

The hypothesis that mothers will make more changes in discipline practices was not supported by the data on parents of girls. The data on parents of boys showed a slight trend in favor of the hypothesis.

In support of the hypothesis that parents will change toward greater permissiveness in discipline, the data showed that parents of both boys and girls changed in the direction of more permissiveness, but that parents of girls tended to be more permissive than parents of boys.

Parental Changes in Creative Activities According to Sex of Child

The data indicated that sex of child in this study made only slight differences in the number of changes made by parents of each sex. Parents of boys had only slightly

greater percentage of change than girls' parents in providing greater variety of creative materials for their children.

In regard to gaining insight into understanding of the importance of "process over product", girls' parents had a larger percentage of changes in direction of more insight than did boys' parents.

There was almost no difference between parents of boys and parents of girls in the number of changes toward providing more appropriate play materials. Both groups tended to change in the direction of more appropriateness.

Although the sex of the child in this study made some differences in the number of changes made by their parents in the direction of acceptable practices in creative activities, the differences were not substantial enough to be significant.

Parental Differences in Health Practices for Children, According to Sex of Child

The data supported the hypothesis that parents will make few changes in health practices after involvement in a cooperative nursery school. Sex of child in this area made very little difference in the responses made by parents with boys' parents making only a slightly larger percentage of changes than girls' parents.

Analysis of Data According to Age of Child

The ages of children in this study ranged from 2 years 6 months to 4 years 11 months at the beginning of the study. They were divided in two groups of twelve children each with an almost equal age span of approximately one year. The data were analyzed in the three areas to discover if age of child were a factor in parents' changes.

Parental Changes in Discipline Practices According to Age of Child

The data on change in discipline practices showed child's age may have been a factor in number of changes made by parents. Mothers of the younger group made more changes than fathers, thus showing a trend in favor of the hypothesis that mothers will change their discipline practices more than fathers. In the older group, however, fathers made more changes than mothers.

In the second hypothesis regarding permissiveness in discipline practices there was no statistically significant evidence that age of child was a factor in changes parents made to more permissiveness or to less permissiveness. Difference between parents of younger and of older children were slight, with parents of older children showing a few more changes toward more permissiveness and fewer changes to less permissiveness than the parents of younger children. The data on both groups of parents favored the

hypothesis that parents will change from less to more permissive discipline practices after participation in a cooperative nursery school.

Parental Changes in Creative Activities According to Age of Child

In support of the hypothesis that parents will provide greater variety of creative activities after participation in a cooperative nursery school, the data showed that both parents of the older group and of the younger group changed in the direction of providing greater variety of materials to their children, irrespective of their ages.

In regard to gaining insight for the concept of "process over product", the data indicated that the majority of parents of both the younger and older children were already following acceptable practices, indicating their understanding of this concept at the time of the first interview. The changes that were made were toward more insight into process over product, but were similar for both parents of the younger group and parents of the older group suggesting age of child was not a factor except in situation six. In situation nine on music activities, age of child was again not a factor. The majority of parents had a good understanding of music activities for preschoolers, and few changes were made.

The data analyzed in situations 1, 2, and 8 toward provision of appropriate types of play materials indicated that a large majority of parents of younger and of older

children originally accepted the suitability of play materials in regard to types of trains and building blocks. Parents also accepted the use of the less desirable coloring books, fairy tales, and pencil size crayons. In these few changes were made irrespective of age of child.

The changes in the direction of providing appropriate play materials were very similar for parents of the younger group and parents of the older. Age was not a factor in parents' change except for parents of older children in regard to changing to the specific type of play material called "large kindergarten crayons".

Changes in Health Practices According to Age of Child

The data showed that parents made few changes in the area of health practices, and that parents' responses were very similar in both interviews. Parents of younger children, however, made more changes than parents of older children, thus indicating that age of child may have been a factor in parents' changes.

Conclusions

Participation in a cooperative nursery school tended to effect changes in parents' child-rearing practices in discipline and creative activities but not in health practices. Parents' experiences in the school tended to increase their permissiveness in discipline, provide greater variety and appropriateness of creative materials, and encourage better understanding of "process over product".

Health practices had been established earlier, and experience in the nursery school had almost no effect. Mothers' greater involvement through teaching tended to effect more changes in discipline for them than for fathers, particularly in the direction of becoming more permissive.

Fathers' involvement in "work parties" seemed to lead them to greater insight into variety, appropriateness, and use of creative play materials for children.

(The sex of the child was a slight factor in changes made in the three areas. Parents of boys changed less in the direction of permissiveness in disciplining boys than parents of girls did in disciplining girls. The parents in this study appeared to be more inclined to administer harsher punishment to boys than to girls.)

In creative activities the very slight difference between parents of boys and of girls indicated that parents were interested in providing creative materials for their children irrespective of their sex.

In the area of health practices little difference between parents' changes seemed to indicate that parents trained their boys and girls equally in health habits.

The age of the child may have been a factor in parents' changes in the areas of discipline, creative activities, and health practices for children. Apparently, as a child grew older, the parents could use reasoning and talking in discipline rather than a less permissive practice such as

physical punishment. Many parents expressed this view in their additional comments written on the schedule. The experiences in the nursery school offered a great many varieties of creative materials to children. Parents apparently adapted many of them to home use, especially for the older children who were more mature and could enjoy more complicated types of art materials. In the specific area of music, where age was not a factor in parents' change, the general availability of children's record players and inexpensive children's records may have favored their use since early childhood. The high educational level of the parents in this study may also have been a factor in general appreciation of providing music in the home.

In health practices the decreasing number of changes made by the parents of older children reflected the thinking of authorities of child development that middle class parents tend to establish health practices for their children in early childhood.

Suggestions For Future Study

1. The writer intended to analyze the data to discover if ordinal position of the child in the family were a factor in parents' changes to the responses in the three areas included in this study. However, of 24 children included in this study, 18 were first born, and the remaining six were second children. This uneven division of subjects did not warrant analysis according to ordinal

position of the child. It would be interesting in a future study with a sample adequate for the purpose to analyze the data to discover if ordinal position of child in a family were a factor in child-rearing practices of parents.

2. Another aspect to be included in a study using the type of data used in this study would be analysis in relation to the number of children in the family to discover if this would enter into parents' change in child-rearing practices.

3. Another analysis of data of this type that might yield significant findings would be the analysis of responses by families to discover the number of changes made by each family. Would certain families make most of the changes or would changes be scattered among all families? The characteristics of families who make the greatest and least change might then be investigated to discover what types of families profit most and least by experience in a cooperative nursery school program.

4. It was observed that teaching parents needed reminding in the importance of "process over product" at the clay tables, although their written responses indicated they understood this concept. A study of interest would be to check for differences between written responses made by parents to a schedule-interview and the actually observed behavior of parents participating in the nursery school program.

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APPENDIX A

Schedule and Cover Sheet Used
in This Study

General Information

Age of parent..... Sex of parent.....

How many years of schooling completed?.....Father.....Mother.....

Any other children in the family? Older.....Younger.....

Age of child to be entered in the Spartan Nursery School.....

What experiences have you had with pre-school children (ex. camps,
church activities, etc.)?

Have you taken any courses relating to child development?

Psychology.....	Child Development.....
Sociology.....	Education.....
Nursery School Education.....	Family Life courses.....
Other.....	

[illegible]

Discipline

Directions: Indicate by a cross () the practices you would follow; by zero (0) the ones you would not.

1. If your child is hitting another child with his fists, would you:
☐ (a) Spank your child.
☐ (b) Scold your child severely and make him apologize.
☐ (c) Hold him, and say, "You must not do that to Jimmy. It hurts."
☐ (d) Separate the children and ignore the whole affair.
☐ (e) Soothe the hurt child; start your child doing something else away from the other children for a short time.
☐ (f) Other means (or comments) if any.

2. If a child being hurt is your own, would you:
☐ (a) Separate youngsters for the rest of the day.
☐ (b) Separate them and explain: "Don't let Johnny do that to you." Encourage him to defend himself.
☐ (c) Explain that Johnny was perhaps tired and suggest a new diversion that starts a new line of activity.
☐ (d) Forbid him to play with that "rough boy."
☐ (e) Other means (or comments) if any.

3. If your child is hurting another child by wielding an object or stick, would you:
☐ (a) Spank him.
☐ (b) Isolate him and keep him indoors.
☐ (c) Explain that if he uses any object to hurt another child, the object will be taken away from him. Explain why.
☐ (d) Suggest a new activity incorporating the object used in a safe manner.
☐ (e) Other means (or comments) if any.

4. Jimmy has been warned against playing "roughly" in the living room. He is throwing a ball and barely misses a fine lamp. Would you:
☐ (a) Take away his ball.
☐ (b) Spank him and send him to his room.
☐ (c) Remind him of the rules and suggest another place for him to play ball.... the yard or basement.
☐ (d) Suggest a quiet game instead.
☐ (e) Other means (or comments) if any.

5. Johnny puts his hand in the goldfish bowl, nearly upsetting it.
Would you:
- ☐ (a) Threaten to give the fish away.
 - ☐ (b) Put bowl down on floor and give him a chance to see and touch the goldfish.
 - ☐ (c) Explain how fish need to exist in water and let him feed them.
 - ☐ (d) Other means (or comments) if any.
6. Jimmy draws on the walls although having been warned against such behavior. Would you:
- ☐ (a) Spank him for disobeying.
 - ☐ (b) Explain walls are not for drawing pictures and give him something on which he can draw, either a blackboard or large pieces of paper.
 - ☐ (c) Buy him his own crayons and pad of paper for drawing.
 - ☐ (d) Other means (or comments) if any.
7. If Johnny is purposely destroying a toy belonging to a brother or sister, would you:
- ☐ (a) Let the children fight it out.
 - ☐ (b) Give him something he can "destroy" or tear up, etc. and try to understand why he wants to destroy sibling's toy.
 - ☐ (c) Spank him and explain toy belongs to his brother.
 - ☐ (d) Try to give him a duplicate toy of his own to destroy if he wishes.
 - ☐ (e) Other means (or comments) if any.
8. What methods of discipline do you usually use?
- ☐ (a) Spanking the child when needed.
 - ☐ (b) Removal of privileges, such as watching a favorite TV program.
 - ☐ (c) Isolation in his room.
 - ☐ (d) Withdrawal of "loving him" until he learns "how to behave."
 - ☐ (e) Threaten the child with punishment if he repeats undesirable behavior.
 - ☐ (f) Scolding child.
 - ☐ (g) Other means (or comments) if any.
9. Johnny, age 4, doesn't want to pick up small blocks that he has strewn on the floor. Would you:
- ☐ (a) Threaten him with punishment because "all four year old boys pick up their toys."
 - ☐ (b) Bribe him by offering a sweet if he picks them up.

- ___(c) Get down and "help" him pick up blocks.
- ___(d) Play a game and pretend they are something else to be picked up as for a trip, etc.
- ___(e) Other means (or comments) if any.

10. Jimmy, age 4, insists on having the same teddy bear belonging to his sister. Do you:

- ___(a) Force his sister to give it to him.
- ___(b) Find him a substitute animal toy to have as his own.
- ___(c) Suggest that he offer a toy to his sister in exchange for using the teddy bear.
- ___(d) Arrange an "exchange" of toys for one day.
- ___(e) Other means (or comments) if any.

Additional Comments on Discipline

Creative Activities

Directions: Place a cross (X) to indicate a positive answer, a zero(0) to indicate a negative answer.

1. What kind of train would you buy your three year old?

- ☐ (a) Wooden push-pull toy train.
- ☐ (b) Metal wind-up train.
- ☐ (c) Electric train.
- ☐ (d) Paper board train.
- ☐ (e) Other.

2. Do you supply your child with

- ☐ (a) Commercial coloring books.
- ☐ (b) Blank sheet of paper for coloring.
- ☐ (c) Pencil size crayons ("Crayola" type).
- ☐ (d) Half inch wide "kindergarten crayons.
- ☐ (e) Magazine pictures to color.
- ☐ (f) Other

3. Do you prefer toys advertised to "teach" a youngster or do you prefer to let them use appropriate articles available at home?

- ☐ (a) Advertised toys.
- ☐ (b) Appropriate home articles.

4. Has your child ever done any

- ☐ (a) Fingerpainting
- ☐ (b) Easel painting.
- ☐ (c) Spatter painting.
- ☐ (d) Wet chalk painting.
- ☐ (e) Other

5. Does your child play with dough at home?

- ☐ (a) Homemade type dough.
- ☐ (b) Commercial play dough.
- ☐ (c) Commercial type clay.
- ☐ (d) Other.

6. When your child plays with clay, do you

- ☐ (a) Show him realistic models to copy.
- ☐ (b) Let him just play by manipulating it with his hands.
- ☐ (c) Expect him to make something.
- ☐ (d) Let him use his own ideas to make a product.
- ☐ (e) Other

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in financial matters. The text suggests that organizations should implement robust systems to track every aspect of their operations, from procurement to sales.

2. The second section focuses on the role of technology in modern business management. It highlights how digital tools can streamline processes, reduce errors, and improve overall efficiency. The author argues that embracing technology is not just a luxury but a necessity for staying competitive in today's market. Examples of various software solutions and their benefits are provided.

3. The third part of the document addresses the challenges of human resource management. It discusses the importance of recruiting the right talent and providing ongoing training and development. The text notes that a skilled and motivated workforce is the backbone of any successful organization. Strategies for employee retention and fostering a positive work culture are also explored.

4. The fourth section deals with financial management and budgeting. It stresses the need for careful planning and monitoring of expenses to ensure the organization remains financially sound. The author provides insights into how to allocate resources effectively and avoid unnecessary costs. The importance of regular financial reviews is also mentioned.

5. The final part of the document touches upon the importance of communication and collaboration within an organization. It states that clear communication channels and a collaborative spirit are vital for achieving common goals. The text encourages leaders to promote open dialogue and teamwork among all employees.

7. When your child is cutting, do you
____(a) Let him use only small blunt scissors.
____(b) Let him use any available scissors.
____(c) Give him pictures to cut out.
____(d) Give him blank sheets of newspaper to cut in any shapes he wants.
____(e) Other.
8. Assuming he has none, which would you choose for your son's birthday?
____(a) Latest outfit(Ex-Zorro, Lone Ranger, etc.)
____(b) Set of building blocks.
____(c) Book of Grim's Fairy Tales.
____(d) A tricycle.
____(e) Other.
9. Jimmy likes to listen to music on a record player. Would you
____(a) Start him on lessons either on piano or another instrument.
____(b) Buy him children's records for listening.
____(c) Teach him songs to sing.
____(d) Buy him or make him simple rhythm instruments to play.
____(e) Other.

Health Practices

Directions: Place a cross(X) for positive answers, a zero (0) for negative ones.

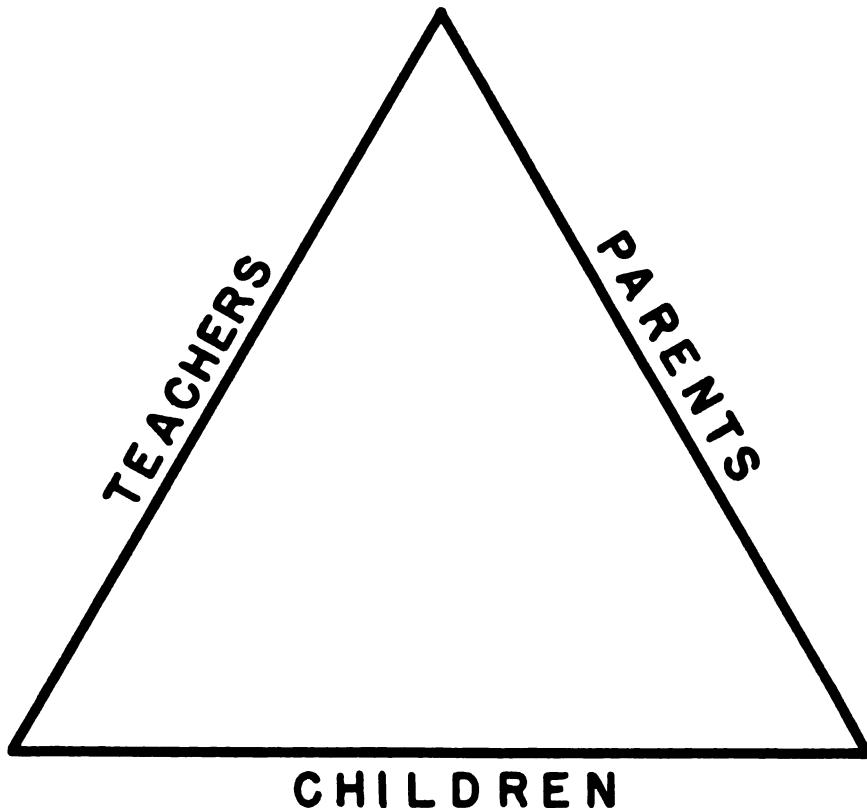
1. Does your child have
____(a) A physical check-up at regular intervals.
____(b) A dental check-up at regular intervals.
____(c) A regular schedule for immunization shots.
____(d) A visit to the doctor in an emergency only.
____(e) Other
2. Do you insist that your child
____(a) Usually wash his hands before eating.
____(b) Usually wash his hands after he has used the toilet.
____(c) Usually brush his teeth at least once a day.
____(d) Usually cover his mouth when he coughs.
____(e) Usually use a handkerchief or kleenex when necessary.
3. How do you "check" on him (for the activities above in No. 2)?
____(a) Ask him.
____(b) Watch him to see that he does it.
____(c) Help him do it.
____(d) Do it for him.
____(e) Other

4. After your child has been successfully toilet trained, do you
____ (a) Help your child when he uses the toilet.
____ (b) Help him only if he requests it.
____ (c) Remind him to use the toilet.
____ (d) Let him decide when he needs to go to the bathroom.
____ (e) Other.
5. Would you keep your child home from school if
____ (a) He has the first sign of a sniffle.
____ (b) The symptoms develop into a cold.
____ (c) He's listless and fatigued; otherwise appears all right.
____ (d) His throat looks unusually red.
____ (e) Other
6. Do you put your child
____ (a) To bed at a regular time at night.
____ (b) To nap or rest at a regular time each day.
____ (c) To nap or rest only when he acts unusually tired.
____ (d) To bed at night when he becomes sleepy.
7. If your child "snacks" between meals, does he have
____ (a) Fruit
____ (b) Milk
____ (c) Cake or sweets
____ (d) Cookies or crackers
____ (e) Soft drinks.
____ (f) Other
8. In dressing your child do you usually
____ (a) Dress him almost entirely.
____ (b) Let him do some of it for himself.
____ (c) Insist that he do the entire job himself.
____ (d) Help him with difficult parts.
____ (e) Give him praise for honest effort.
9. If four year old Johnny has an accident before he reaches the bathroom, do you
____ (a) Spank him and explain why.
____ (b) Simply clean up, and tell him that next time he'll probably get to the toilet on time.
____ (c) Warn him that you'll spank him "next time" if he's not more careful.
____ (d) Help him clean up and suggest that the next time he should go to the toilet as soon as he feels the need.
____ (e) Other.
10. Four year old Johnny dislikes dressing himself. Would you
____ (a) Force him to dress himself while you stand and watch.
____ (b) Help him with the more difficult parts, but tell him you expect him to do the easier parts.
____ (c) Tell him he probably is not a four year old because he is acting like a three year old. Say no more.
____ (d) Praise him for dressing himself, meanwhile giving him more help if he's tired.

APPENDIX B

Symbol of the Spartan Cooperative
School
Michigan State University

**PROGRAM AND POLICIES
OF THE
SPARTAN NURSERY SCHOOL
MICHIGAN STATE COLLEGE**



APPENDIX C

Newsletter Sent to Parents of
Spartan Cooperative Nursery School
Michigan State University

Dec. 6, 1957

148

Dear _____

Fall term has gone rapidly with many happy experiences for all and more fun ahead.

Work Parties have been fun and many worth while projects were completed along with the very necessary cleaning and repair jobs. We have several new shelves built and painted at work parties which will help to take care of our serious storage problem. Some good ideas for projects for future work parties have been suggested. Every family has contributed in some way to the up keep of the nursery school thus this very valuable work party time.

Our Social Function on Nov. 16th was a great success even if we did have to compete with a very interesting Notre-Dame - Oklahoma game. This time to visit with each other informally over very tasty hot chocolate and delicious home baked goodies made for a very special occasion.

We enjoyed them so much that some of our Mom's thought you'd like to "swap" some recipes, so enclosed are several recipes. Save them and share yours with us and perhaps we can compile a Spartan Nursery Recipe Book before too long.

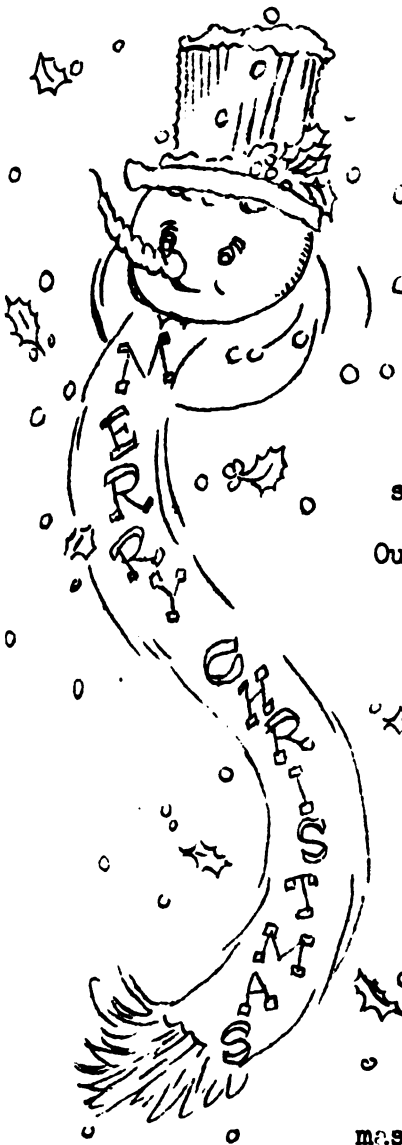
We are looking very Christmasy at S.N.S. these days. We hope you noticed how nice the locker rooms have looked. These decorations are things that can be made very easily at home. If you have any Christams ideas, or items please bring them over so others can see them too. All these items will, of course, be returned when school is out for Christmas Vacation. Carol Edwards and Dolores Niemczyk have arranged

this display with the help of many others sharing their ideas. The children have enjoyed these pretty "decorachums."

The Christmas Trees again have been fun to have to decorate. They again are gifts of the American Legion Auxiliary. Each year for many years, they have wanted us to have these trees for the children and have given us the money to buy our own trees. For the past several years we have taken the children to the home of Mr. and Mrs. Samuel Cardone, 4133 S. Hagadorn Rd. to select their trees. We took all groups this year and they enjoyed driving or walking down the lane and thru the field to the grove of pine trees and then the search to find the right tree, the conference and final decision to cut. Then with a rope tied on, the rope gang pulled the tree back to the cars. What fun! We appreciate Mrs. Cardone's patience as she went three times with 5 different groups to get three tree's. The third tree is for the birds - really. Group V is concentrating on things they can decorate it with so the birds can have a Christmas too.

We left many pretty trees out in the woods, so if you've been wondering where to find your tree, this may be the answer.

We appreciate the American Legion Auxiliary ladies doing this for us. They have done many things for us including purchasing some records for the children's use. We had a pleasant afternoon with them in November when many of them came with juice and cookies and had a "tea" with the children. It was a good way for them to see our program, and children in action and have a happy experience for all.



Since we are getting a Christmas spirit, we would like to have you come on the children's last day of Nursery School for this term and join in our fun. If morning groups come around 10:30, we would like you to have juice with the children. This is a time when we like families to be together so younger and older children are invited to our very simple party. Afternoon group come at 3:15.

Time for parties are as follows:

- Group I Friday, Dec. 13 - 10:30 a.m.
- Group II Friday, Dec. 13 - 10:30 a.m.
- Group III Thursday, Dec. 12 - 10:30 a.m.
- Group IV Thursday, Dec. 12 - 10:30 a.m.
- Group V Thursday, Dec. 12 - 3:15 p.m.

Your treasurer, Barb MacIntosh would like to remind you that we have our Toothbrush Kits, now on sale for 20¢. Several Mom's have suggested that they make nice little items to tuck in the Christmas stockings. Several children have enjoyed making the purchases.

Your Council would like to mention that a Rummage Sale has been scheduled for Mon. Feb. 10th. So when you're going thru your things, save items of clothing, toys, household goods, etc. for our rummage sale. You'll be hearing from your parent committee after the holiday about how you can help.

Your staff will be at school on Dec. 16 and 17 to work together. If you would like to plan a time to visit with your child's teacher about his N.S. experience, please set a time so we'll be sure to be free.

We are giving out fee cards for next term in compliance with a request from the Comptroller's office. They have asked us to ask you, to please pay this by the second week of Nursery School.

School Re-opens:

Your staff will be back in East Lansing on Jan. 2 but will be attending a Workshop for staff members in the College of Home Economics. We will be back at the Nursery School on Mon. and Tues. Jan. 6 and 7. Children will return on Wed. and Thurs., Jan. 8 and 9.

Participation schedules are up for next term so sign up now for your teaching days. Please try to get the first few days signed in - it helps us so much.

Students:

The many fine students who have been helping us this term will not be with us after next week. We shall miss them. We know you and your children will. We know you join us in wishing them success in their future University work and their professional and personal lives.

We really have appreciated the many ways they have helped us and know that as your regular teacher and two parents are struggling to get 15 pairs of boots on next term, we'll especially appreciate what they contributed.

We all join in wishing Happy Holidays for you and your families.

Betty Garlick
Mariella Aikman
Priscilla Bevans
Vera Borosage
Sally Svec



APPENDIX D

Typical Calendar Arranged by
Spartan Nursery School's Parent Council
and Teachers

Spartan Nursery School

Calender for Spring Term 1959

- Mar. 3 Teachers return to Nursery School.
- Apr. 3 Groups begin.
- Apr. 5 Dad's and children's party. Sunday 2:00-4:00 p.m.
- Apr. 6 Seminar in Child Development 8:15 - 10:00 p.m.
- Apr. 15 Group Meetings 8:00 - 10:00 p.m. at Spartan Nursery
Groups I and II Monday School
- Apr. 15 Groups III and IV Wednesday
- Apr. 20 Seminar in Child Development 8:51 - 10:00 p.m.
- Apr. 21 Area III M.C.C.N. Meeting in Jackson, Michigan.
Tuesday evening.
- Apr. 23-25 Midwestern Association for Nursery Education Con-
ference in Madison, Wisconsin. Staff attending -
Students in charge.
- Apr. 27 Group Meeting - Groups V and VI
- May 1 Work Party. Friday 7-9 p.m.
- May 4 Seminar in Child Development 8:15 - 10:00 p.m.
- May 5 Combined Coffee Hour for new and old Spartan
Nursery School Council Officers
- May 9 Work Party. Saturday 9-11 a.m.
- May 11-12 M.C.C.N. Meeting at Kellogg Center, M.S.U. No
school for children.
- May 18 Seminar in Child Development 8:15 - 10:00 p.m.
- May 23 Work Party. Saturday. 9-11 a.m.
- May 25 Rummage Sale. Monday. Nursery School will be held for
children of parents working at the sale.
- June 1 Seminar in Child Development 8:15 - 10:00 p.m.
- June 10 Family Picnic for Groups I, III and IV
- June 11 Family Picnic for Groups II, V and VI

APPENDIX E

Topics for Parent Seminar

As Requested by Parents

TOPICS FOR STUDY BY SEMINAR

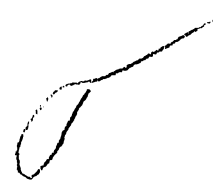
1. Settling disputes (How much adult intervention?)
2. Permissiveness - defining limits - consistency - rules asking permission - Making and enforcing rules.
3. Effect of various disciplines on personality development - permissiveness vs. rigid training.
4. Stimulating children's thinking (problem solving)
5. Crying - How to treat whining - when not a part of a physical hurt.
6. Sibling relationship - how to promote friendship.
7. How much rearranging of the household do you do for children?
8. Explaining death and birth to children.
9. Eating - enjoyment - selection - manners.
10. Cartoons - TV - Fairy Stories.
11. Protection from strangers without fear.

Dates for Topics to be discussed.
(by number)

April 20	(3-2)
May 4	(11-10)
May 18	(1-5-6)
June 1	(4-8)

APPENDIX F
Formulas for the Chi-square test
and the "t" test

Formula for the Chi-square test:¹

$$\chi^2 = \frac{\sum (o - e)^2}{e}$$


Formula for the "t" test:²

$$t = \frac{p^1 - p^2}{\sigma(p^1 - p^2)}$$

¹Edwards, Allen L., Statistical Analysis, New York: Rinehart and Company, Inc., 1946, p. 204.

²Ibid, p. 182.

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