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THE ATTITUDES AND PRACTICES
OF PARENTS IN RELATION TO THEIR
CHILDREN OF PRESCHOOL AGE

Thesis for the Degree of M. A.
MICHIGAN STATE COLLEGE
Carrie McLain
1943



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THE ATTITUDES AND PRACTICES OF PARENTS IN RELATION
TO THEIR CHILDREN OF PRESCHOOL AGE

by

Carrie McLain

A THESIS

Submitted to the Graduate School of Michigan
State College of Agriculture and Applied
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Chapter I

BACKGROUND AND PURPOSES OF THE STUDY

With statistical proof and concrete evidence all around of the need for women in industry, and the knowledge that many of these women will come from homes with children, it becomes ever more important that plans be put into effect swiftly to protect the home life of children. In peace time 300,000 women a year enter the labor force in the United States. (32) Industry, trade, transportation; almost universally there is need for more employees. Increasingly large numbers of workers must be women. The Census Bureau estimated in January of 1943, that 15 million women were gainfully employed. (31) This number is an increase of about 20 per cent since December of 1941, and 35 per cent since the spring of 1940. Still we have not reached the peak. More women will have to go to work to replace men as the war advances. By the beginning of 1944, it is estimated there will be an additional 2,750,000 to 5,000,000 women employed in this country. (14,32)

So far there has been no need to conscript woman power for industry in this country, though in several manufacturing areas in the New England states and in Michigan, enrollment campaigns have been carried out to secure registration of women for war work. (21) These local endeavors have

been the result of labor shortages plus the difficulties of transporting workers from other sections of the country and making more complicated the already difficult housing conditions.

There are no exact national figures which give the number of employed women who are married. Because of financial and patriotic reasons, many such women must work even though they have young children. Such figures as are established on the gainful employment of married women show that there has been a gradual rise in the proportion since 1890, when 4.6 per cent of married women were employed. By 1930, this figure had raised to 11.7 per cent, by 1940, 35.5 per cent of all married women. These figures are based on reports from 36 states. (16)

This seeming jump is less spectacular and more readily understood if it is viewed in the light of the per cent of married women among the gainfully employed. This gives a more gradual increase in the course of time than can be seen by looking at the per cent of gainful employment among married women. Here we find that in 1890, 13.9 per cent of all employed women were married. Through the succeeding decades the figures have increased fairly consistently, the last figure being through coincidence identical with the proportion of married women gainfully employed in 1940.

1890-----	13.9 %
1900-----	15.4 %
1910-----	24.7 %
1920-----	23.0 %
1930-----	28.9 %
1940-----	35.5 %

These changes in employment trends necessitate equally large changes in present day patterns of living. As mothers leave home for jobs in factories, plans must be perfected and acted upon quickly to care for their children and preserve the security of American home life.

The Situation in England:

The English faced this problem and came to at least a partial solution before the war had involved the United States. They have had the serious difficulty of caring for children physically, mentally, and emotionally in four years of war. Fortunately, the British government had made a thorough study of the needs of young children and the facilities for meeting these needs long before the war appeared imminent to the general public.

The Consultative Committee of the Board of Education in England (12) began a series of investigative studies in the 1920's as a basis for reports on public school education in England. Originally they intended to study only the educational needs of the adolescent. As they finished the report it became clear that it was necessary to survey the primary schools in order to have an understanding of the

background of the older group. The second study led to the third, the report on Infant and Nursery Schools, which was published in November of 1933. All the phases of child development in effect in England for children up to the age of seven years were studied.

The report first set up the aims and purposes of the nursery school, saying that

"The fundamental purpose of the nursery school or class is to reproduce the healthy conditions of a good nursery school in a well managed home, and thus to provide an environment in which the health of the young child, physical, mental, and moral, can be safeguarded. The training of the nursery stage must be a natural training, not an artificial one. Its aim is not so much to implant the knowledge and habits which civilized adults consider useful, as to aid and supplement the natural growth of the normal child."

When this report was read before Parliament and subsequently published, it created a wide spread interest throughout the country in schools for the nation's youngest. It also became the framework for the child care program which has developed since the war began for England in 1939.

Because Britain has almost every available man in the armed services and at the same time is running an enormous number of war plants at maximum production rates, there has been the necessity of registering all women between the ages of 18 and 65 years for employment outside the home. Sixteen million women in this age group were registered. (14) Ten million of them are already gainfully employed.

Women with children less than 14 years old are required to register, but are not being recruited for employment outside the home. In July of 1942, there were only 383,000 mothers with children under 14 who were working full time. (17) Lady Simon in her report on working mothers in England, estimated the number of mothers working full time would not grow appreciably because every effort is being made to employ these women on the part time basis.

To care for England's 2 to 3 million children who are under 5 years of age, there are now 1500 whole time war nurseries. (19) These have a combined capacity of 60,000 to 76,000 children. These nurseries are equipped and maintained by the Ministry of Health at a cost to the mothers of only 20 to 30 cents a day. The staff of such a school is made up of a nurse who is in charge, assistants who have had training comparable to our nurses' aids, and whenever possible a teacher is employed for the 4 and 5 year old children. Even this simple set up is difficult to maintain. It will be virtually impossible to expand the program to any extent because of the shortage of building facilities and of personnel to staff the schools.

Plans for Day Care in the United States:

The United States recognized the importance of the problems of children and the necessity of having some fed-

eral policy for handling these problems before the first World War. In 1909, President Theodore Roosevelt called the first White House Conference on Children. Never before had such a subject been considered by the government of this country.

One of the recommendations of that conference was that a special commission or bureau be established in the federal government to formulate policies and handle the problems of children as they arose. (5) The Children's Bureau of the Department of Labor was the direct answer to that recommendation. Since its inception in 1912, it has promoted three other conferences in the White House. In January of 1940, the latest one was called to discuss the needs of children and to adopt a report on essentials of a program for child care and protection. The conference recognized fully that the well-being of the children of the United States would inevitably be affected by world conditions and that there was greater need than ever before to safeguard the heritage of freedom and opportunity which is the birth-right of the children of this country. They planned a long range program to cover a period of 10 years and perhaps longer. These plans depended largely on the states themselves for effectiveness. Since that conference, 26 states in this nation have established White House Conference Committees with the sanction of the governor of the state. (13)

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They represent all agencies, public and private, working for the protection of children. Many of their members are interested volunteers.

The key note of the unified program of each of these committees has been its slogan, "Our Concern--Every Child". With the aid of the National Conference Committee they have set up definite objectives for the nation, the state and the local community.

Then came our participation in the war itself. The need became dramatic, even emotional. As communities tried to speed up the needed service planning there was much talk, a great deal of garbled activity, and very little worthy action. Those cities which had had the basis of good child care organizations and recreational planning already, expanded and made plans for valuable service in this new area. Such cities as Philadelphia, Pennsylvania (20); Cleveland, Ohio (7,10); Seattle, Washington (15); and Springfield, Massachusetts (1) have all accelerated their programs so that the situation is being met constructively. Each of these cities still has unmet needs, but the program is sound.

Into this picture came federal planning and money to aid local communities in facing their problems. First came the President's Emergency Fund (27) of \$400,000.00, "to be used for administrative services necessary for ascer-

taining such programs on the state and local levels". The money is dispersed through the Children's Bureau only, to states which have submitted plans showing that there are no state or local funds available for such a program. The funds do not pay the cost of establishing or maintaining day care units, but may only be used for promoting and coordinating programs. By March 15, 1943, 23 State Welfare Departments (25) had established plans for day care programs, working with money from the President's Fund and from state finances.

In June of 1941, the Lanham Act was passed by Congress. (22,23) This came as a result of a study by the National Resources Planning Board who discovered that federal money was necessary to relieve the pressure on communities due to vast population shifts that have arisen with the war. The Lanham Act and its amendments make available \$300,000,000.00 to provide for both the construction and provision or operation of local facilities and services needed to further the war effort in communities unable themselves to provide these essentials without resorting to excessive taxation or incurring an excessive volume of debt. There are only two restrictions placed on Lanham Act money. (11) These are that it may not be used to finance facilities which may compete with private interests and that no money may be used for relief or welfare. Hence, money may be appropriated

for the establishing and equipping of day care centers and for salaries of the staff, but cannot be used for buying food for such schools or for paying social workers connected with them. All projects must be certified as necessary by a federal agency having special knowledge of the purposes to be served. For example, approval by the United States Department of Education is necessary before day care centers can be established.

The President must pass his opinion on each project as to whether it is in an area in which "an acute shortage of public works...necessary to the health, safety, or welfare of persons engaged in national defense activities exists or impends which would impede national defense activities". Day care projects have fitted only recently into the picture. By January of 1943, 70 day care centers had been approved in 7 states by administrators of Lanham Act money. At the same time there were still in operation, 1500 nursery schools and 1250 preschool play groups under the Works Progress Administration. Many of these have been closed since the Works Progress Administration was discontinued. Others are now operating under local funds or under the Lanham Act.

Another bill has been considered by Congress. The Thomas-Hill Bill was proposed as the Educational Finance Act of 1943, by the Senate Education and Labor Committee.

(26,28) It was scheduled to be heard in Congress in the spring of 1943, and as written "authorizes \$300,000,000.00 for 1944 and each fiscal year thereafter which shall be apportioned by the United States Commission of Education to States, Territories, and possessions qualifying by proper legislative acceptance with this act for use in, first, providing equal educational opportunities through public elementary schools through out the United States, and, second, meeting emergencies in financing public elementary and secondary schools". This differs from the Lanham Act in that it is to be used only for financing school programs, paying of salaries, and expanding the curriculum to include nursery schools and the extended school program for school aged boys and girls during this emergency.

In recent governmental revisions, the Commission on Day Care of Children has been made a part of the Community War Services. (29) Under these auspices, a bill has been drafted for the express purpose of financing day care programs and extended school services for children of women in war work. The proposal was, in May of 1943, with the Senate Committee on Education and Labor of which Senator Thomas of Utah was chairman. It proposed that each state would draw up its own plans of handling child care needs and clear them through the Children's Bureau and the Office of Education. Federal funds would be handled by the Community

War Services and would pay half the cost of the approved projects. The bill will probably ask for \$20,000,000.00. It is scheduled to be heard in Congress in the early summer of 1943.

Purpose of This Study:

With world conditions in a crescendo of rapid change, it is impossible for social planning to evolve naturally. The war will not wait until we work out a scheme for preserving the essential qualities of American home life and have the opportunity to carry them out. It is necessary for the government and social agencies to determine our needs for us with as much fore-sight as is humanly possible, and to take all necessary steps in helping local communities make these plans function.

The best of plans fail miserably if they are out of focus with the level of thinking of the people for whom they were intended. Child care is a service to children and their parents in this time of war and mothers working. It has value only as it is accepted, understood, and used by the mothers and fathers of our country. The extent of this acceptance and understanding may be ascertained by either trying the plan or by interviewing the people for whom it is intended in order to discover their practices in caring for young children, and their attitudes toward the proposed

method of day care.

It was the purpose of this study, therefore, to investigate the attitudes of parents toward the care of children of preschool age as shown in their own practices in the home and in their attitudes toward nursery schools.

Subordinate to this main purpose was the desire to talk with parents, giving them information as to the aims and functions of nursery education so that they might be able to respond more intelligently to the day care program for preschool children when it should become a reality.

Chapter II

REVIEW OF LITERATURE

Care of Children in the Home:

The home life of the child has long been recognized as an important area of influence in the child's development. For most children the first five years are spent in the relatively small group comprised of parents, relatives, and siblings. It is natural, then, that students of child development have considered the family as the basis for gaining an understanding of the child's individual pattern of behavior.

While this outlook has been appreciated by those interested in children and their development, comparatively few studies have been made of parental practices in the home. The work of Buhler and others (2) of the University of Vienna was based on observations of parent-child relationships in six families for a prolonged period of time, three and a half to six months. It was their conclusion that "The basic structure of family life is sensed by the child in emotional contacts, and in the incentives and guidance which he receives...The incentives may be manifold, numerous, and adjusted to the child, or they may be few in number and ill adapted to him...The difference between favorable and unfavorable family structures was especially clear".

Hattwick (9) and Grant (6) worked with factors in the home environment as related to nursery school children's behavior patterns and personality traits. In this way they obtained an objective view of the child's responses outside the home environment to compare with knowledge gained of the parent's home practices through interviews and tests. Though the groups were widely separated and the exact methodology differed, their results were similar. Both found that over-protected children tended to withdraw from the group of children their own age and exhibited infantile behavior. Children who were rejected at home or who received inadequate attention showed aggressive behavior and tended to be sadistic. Home environments encouraging "development and expression of ideas" through providing the child with a sufficient variety of play materials and by objective co-operation with the child in his play, tended to correlate significantly with self reliance, responsibility, resourcefulness, and perseverance on the part of the child. On the whole, a calm, happy home life was of great value in securing co-operative behavior and good emotional adjustments. A home of tension and friction tended instead to produce nervous habits and sadistic behavior in the child.

Coast (3) studied the problems of home environment of preschool aged children by studying the knowledge and attitudes of 166 of their parents on such subjects as preschool

education, corporal punishment, praise as a means of control, and others. The purpose of her study was to evaluate parents' attitudes toward preschool children by comparing them with those representing the currently favored standards of child development as evinced by eight judges. The greatest difference between attitudes of the judges and the parents was on the subject of corporal punishment. Here parents were found to be much more favorable to this type of discipline than the judges. Coast found both parents and judges favorable toward preschool education and toward the use of praise as a means of control.

The present study differs from those mentioned chiefly in its motivation and method. The above studies were an endeavor to develop a sound basis for a curriculum for child study groups and parent education classes. The one now under consideration was primarily concerned with discovering parents' practices in caring for preschool children in the home and determining parents' attitudes toward nursery schools as a means of care for these children outside the home, with the expectation that the city's present plans for day care of young children might subtly be aided by the conscious attempts of the interviewer to direct parents' thinking on these lines.

The effort to inform parents of the value of nursery school care for the preschool child was impelled by the re-

port of the study of day care needs in the city of Lansing.

(8) The research of the committee making this report was basically fact-finding. The conclusions of the report raised many questions in the mind of the present writer as to the knowledge of parents within the area surveyed on the subject of nursery schools and their attitudes toward these schools.

A Study of the Need for Day Care in Lansing, Michigan:

The Ingham County Council of Social Welfare and the Ingham County Defense Council organized a special committee to investigate the needs for day care of the children of working mothers in the city of Lansing. (8) The purposes of the investigation were,

"To discover the number of working mothers with young children in the city

To find how these mothers were actually taking care of their children at the time and to learn their need for new services

To canvass the extent of existing resources for congregate care and appraise their adequacy for day care for children of defense workers, and finally

To determine what additional facilities for day care, if any, needed to be provided by the community."

This undertaking was begun in June of 1942. Several methods of gaining names of working mothers and of surveying the community were used. Air raid wardens, the United

States Employment Service, the Lansing Suboffice of the Detroit Ordnance District all supplied names. Volunteers were recruited to take the interviews and 16 women were given some training for the work. Social agencies co-operated by filing schedules for those of their own clientele. Personnel managers of the various defense plants aided in distributing simplified questionnaires to their employees.

Of the reports which came in, 351 were usable. It was estimated by the committee that this sample represented 20 to 23 per cent of the total number of working mothers with children between the ages of 2 and 14 years in the city. The actual number of such mothers when the survey was completed in the fall of 1942, would probably have reached 1500. At that time many defense plants were hesitant to employ women workers. As the manpower shortage became greater, this figure undoubtedly rose.

These reports consisting of 200 interview schedules and 151 questionnaires, covered 597 children. The families were found to be scattered through out Lansing and in the smaller communities surrounding Lansing, the most distant one being 43 miles away.

Twenty per cent of the children in the families contacted fell in the preschool bracket. The largest proportion of the families reporting the need of assistance in caring for their children came in this group. One third of

the parents of preschool children reported that the present method of care was unsatisfactory.

Although the women reporting represented widely flung areas in Lansing and the surrounding communities, there was a definite clustering of families reporting that the present care of the children was unsatisfactory. This area was the east central section of the city, bounded on the north by Grand River Avenue, on the south by the Pere Marquette Railroad tracks, on the east by the city limits, and on the west by Pennsylvania Avenue. This represented about two square miles of residential district.

Chapter III

THE METHOD OF THE PRESENT STUDY

General Procedure:

It was decided that a schedule should be used to investigate the attitudes of parents toward the care of children of preschool age as shown in their own practices in the home and in their attitudes toward nursery schools. The area outlined by the Ingham County Committee on Day Care (8) as being the area of concentration of working mothers needing care for their children was chosen for the survey. From this territory, 50 mothers were contacted on the basis of their having children in the preschool group. The area was marked off by blocks into series of threes, each block having a number. From each number 3 block[#], one home was selected by canvassing the block until a mother of a child 2 to 5 years old was found at home.

This factor controlled the sample somewhat. Only daytime hours were used and the mother herself was the one to be contacted. For this reason the number of employed mothers interviewed was smaller than it might otherwise have been. In two instances the grandmother was interviewed but only because the child was permanently in her care.

[#]Number 3 was drawn by lot.

The Schedule:

The objectives of nursery education were used as a basis for planning and grouping questions. These classifications were arbitrarily determined and the questions were framed to give parents' practices in these fields of child life. They are as follows:

Social opportunities afforded the child by having other children within two years of his age in the household or neighborhood, and the parents' practices in arranging play with these children

Play: provision of play materials made by the parents and use of the material by the child

Nutrition

Rest: both daytime rest and sleeping habits at night

Emotional responses of the child in regard to his play and care of his play equipment

Self help: concerning his ability to dress and care for himself

It cannot be assumed that all people will be unanimous in their appreciation of nursery schools and of nursery education. A preliminary study was made of 6 parents in the college nursery school group to discover what personal criticisms they had of nursery schools in general and to find the criticisms expressed by their friends toward nursery education. The mothers were most co-operative in their assistance. From their list of comments, questions were formulated to obtain parents' attitudes toward the

fields of activity subject to criticism. Typical comments, though not related to an specific nursery school, were:

Home influence is of greater importance to the young child than group experience.

Nutrition is not as good in most nursery schools as it is when mother plans and prepares the meals.

Nursery school is an infection center.

Children sleep better in their own beds.

Children are allowed to "run wild" in nursery school and receive no discipline.

Children's activities are regimented in Nursery schools and there is too much routine.

Nursery school experience lessens the child's pleasure in kindergarten.

Nursery school fails to provide an opportunity for parents to discuss child problems with the teachers.

Nursery school is often a storage place for children whose parents do not wish to be bothered.

At the close of the schedule three direct questions were included as to the mothers' personal responses to sending their children to nursery school, and whether they would prefer the school to be privately or publically controlled.

Method of Scoring:

In indicating answers the numbers 1, 2, and 3 were used through out the schedule. For the questions based on values of nursery education these figures represented an-

swers of "yes", "sometimes or occasionally", and "no", respectively. For the questions based on criticisms of nursery schools they stand for "yes", "doesn't know" or an intermediate answer described in detail on the schedule, and "no".

Types of Homes Visited:

No questions were included to indicate type of employment of the father, age of parents or amount of education, or income level. It was felt by the interviewer that in a single contact with the parent for a duration of 45 minutes to an hour and a half, rapport could more easily be gained by avoiding very personal questions that could have only an indirect bearing on the practices and attitudes of the parents in caring for their children of preschool age.

Therefore, only general observations could be made as to the economic and social levels of the homes visited. An impressionistic record was kept of the size of house, facilities visible for care of the child, the general cleanliness and neatness in which the home was kept, and the appearance and manner of the mother herself.

Chapter IV

THE FINDINGS OF THE STUDY

General Information:

The 50 homes entered represented a total of 50 children of preschool age, 2 to 5 years old, and their mothers. All the families contacted belonged to the white race with the exception of one negro family who lived in the extreme south eastern section of the area, near the railroad tracks. See table 1.

TABLE 1

Composition of Group by Age and Sex

Sex	Years				Total	
	2-3	3-4	4-5	5-6	Number	Per cent
Boys	7	10	8	2	27	54
Girls	13	3	5	2	23	46
Total	20	13	13	4	50	100

Most of the homes visited could be classified as lower middle class, small but with the necessities and some of the comforts of life. Four homes were exceedingly poor and ill kept, indicating poverty and a lack of interest. These were scattered through out the district. Three homes in the northeast corner of the territory were decidedly high comfort level. There were maids and pretentious houses. Many of the women in this area, however, worked for various

reasons. One mother said she planned to work in the spring because "You don't get so bored when you have something to do."

With the exception of the 4 poor homes already mentioned, the mothers were pleasant and gracious about grant-int the interview. They were poised and interested in discussing their children and their ideas. Only one woman was ill at ease and apparently worried for fear she might not say the right thing. One family had just moved to Lansing from a farm in Arkansas. The mother's answers reflected a distrust for anything she termed "city ideas". This definitely included nursery schools. One other mother who proved an exception to the rule was apathetic to such a degree that she could answer the questions on her practices with the child in the home, but would not venture an opinion on nursery schools. For this reason there are only 49 answers recorded on many of the questions on nursery schools.

The majority of the mothers were house wives having no plans for employment unless their husbands should be drafted. This was a possibility almost universally expressed. Eight mothers were employed at the time of the interview. Five others were expecting to take employment within the next few months. Factory work was the most common type of employment with 6 women working or expecting to work in defense plants. See table 2.

TABLE 2

Mothers Employed or Expecting Employment
According to Type of Work

Type of Employment	Total			Per cent (50 cases)
	Employed	Expecting Employment	Number	
Professional	2	0	2	4
Office	0	1	1	2
Factory	3	3	6	12
Domestic and Personal	2	0	2	4
Sales	1	0	1	2
No Definite Answer	0	1	1	2
Total Number	8	5	13	26

The most common way of caring for children during the mothers' working hours was by having a relative keep the child. Six mothers used this plan. A housekeeper or a girl hired by the hour was the solution for 5 women. Two who were planning to go to work had no plan at the time of the interview. Several were using more than one means such as sharing responsibility for children with a neighbor and hiring a girl by the hour when necessary. Three mothers used nursery schools in town and relied on some other means of care for additional hours when care was needed.

Practices of Parents in Caring for Preschool Children

By means of a schedule the interviews with the mothers were used to find home practices in several fields of activity. These included social opportunities provided for the children, toys and other play equipment, books and music. Questions on food habits, rest, both daytime and at night, and health of the children gave mothers' practices in caring for the children's physical development. Other questions pertained to children's emotional development and degree of stability, and the mothers' practices in training the children in habits of self help.

Social Opportunities Provided:

The value of supervised play opportunities for young children has been a recognized essential of nursery education. One of the first inquiries of the schedule was what provision was made for play contacts with other children when at home. Approximately two-thirds of the group contacted had no brothers or sisters within two years of their own age with whom they could play. The neighborhood offered greater opportunities. About three-fourths of the children had one or more playmates in the immediate vicinity.

There were few arrangements made for social contacts among the children. The trend was to put the children out doors and any contact with other children was casual and

for the most part unsupervised. Often another child lived across the street but children were not allowed to cross because of traffic. Several mothers indicated that they considered it unimportant to plan for play with other children when the children were "so young". Others objected because of disapproval of the type of children in the neighborhood. One mother said, "I never let a neighbor kid in my house. If you start it just gets to be a nuisance." A few mentioned that it was much easier to "keep track" of children if they were kept to themselves.

The mothers were rather evenly divided on their attitudes of encouraging play with other children outside the family. They fell into 3 groups as follows:

	Number of Mothers
Definitely encouraged play	18
Occasionally encouraged play	17
Never encouraged play	15

Consciously made arrangements for social contacts between children were indicated in only 15 cases. Nine of these made arrangements once or twice a week; the other six made plans for special occasions such as birthdays, summer outings, and the like. The findings were as follows:

	Number of Mothers	Per cent of Group
Never make arrangements	13	26
Casual, outdoor play	22	44
Once or twice a week	9	18
<u>On special occasions</u>	<u>6</u>	<u>12</u>
Total	50	100

Toys Provided for Play:

The mothers were asked what two toys the children preferred, for use either indoors or outdoors. The type selected with greatest frequency for one or both preferences was the motor activity variety such as wagons, kiddie kars, tricycles, and sleds. Seventeen of the girls placed dolls on the list. This was true for only 2 of the boys. Twelve boys chose push and pull toys in contrast to one girl having this type for a favorite. See tables 3 and 4.

The lack of war toys was interesting. In most of the families visited, mention was made about some relative in service, or one or both parents working in defense industries. Only 5 children, all of them boys, selected guns or other war toys as a first choice.

Creative Materials Provided for Play:

Mothers were asked, "Does your child enjoy making and building things?" Two-thirds of them promptly answered "no".

TABLE 3
Children's Preferences for Toys--by Age

Type of Toy	Age of Children in Years				Total
	2-3	3-4	4-5	5-6	
Motor Activity	9	10	6	1	26
Housekeeping and Dolls	9	3	3	3	18
War Toys	0	1	3	1	5
Costuming and "Dress-up"	0	1	1	1	3
Push and Pull	6	3	3	1	13
Stuffed Animals	1	2	1	0	4

TABLE 4

Children's Preferences for Toys--by Sex

Type of Toy	Boys 2-5 (27 boys)	Girls 2-5 (23 girls)	Total
Motor Activity	15	11	26
Housekeeping and Dolls	2	16	18
War Toys	5	0	5
Costuming and "Dress-up"	1	2	3
Push and Pull	12	1	13
Stuffed Animals	2	2	4

Sixteen replied that they were interested to some degree. When materials for construction were discussed, blocks were most frequently mentioned, being named by 17 mothers. See table 5. The blocks used were for the most part, small sets of one or two inch cubes. Two mothers displayed larger, assorted blocks designed on the unit basis. Tinker Toys came next in frequency of use, 9 mothers naming them. In most instances, however, the children having Tinker Toys were classified by their mothers as having little or no interest in making and building things. The only comment was that they supposed the children were not old enough to use them.

TABLE 5

Children Who Like to Make and Build Things

Likes to Make and Build	Age of Children in Years				Total	
	2-3	3-4	4-5	5-6	Number	Per cent
Yes	5	3	5	3	16	32
No	15	10	8	1	34	68
Total	20	13	13	4	50	100

Other construction media mentioned were clay or plasticine, paper and scissors, blackboard, paint, Lincoln Logs and Tinker Toys, and carpenter tools. These ranged in frequency of use from one for paint up to six for scissors and

paper. See table 6.

TABLE 6
Types of Creative Materials Used

Material Used	Age of Children in Years				Total
	2-3	3-4	4-5	5-6	
Blocks	7	5	4	1	17
Clay or Plasticine	0	1	1	1	3
Paper and Scissors	0	1	3	2	6
Blackboard	3	1	1	0	5
Paint	0	0	1	0	1
Lincoln Logs Tinker Toys	2	4	4	2	12
Carpenter Tools	1	1	2	0	4
No Material	8	5	4	0	17

Mothers were encouraged to mention any and all of the construction materials used by their children. Some reported the use of as many as three different types. For many there was no mention of activity of this sort. For the 50 children discussed, there was a total of 48 uses of creative material. The two to three year old group had the smallest number of materials of this type, thirteen instances of use being mentioned for twenty children. At the three to four

year level thirteen children were recorded as having thirteen uses of creative materials. The proportion remains essentially the same for the four year and the five year old groups.

Books and Stories for Children:

Almost all children like pictures and stories. Mothers responded readily to questions about what type of literature their children liked. All but 7 children were interested in some form of story. Animal and fairy stories were the first choice, being selected by 31 preschool children. This classification included old favorites such as "Peter Rabbit", "The Little Red Hen", and many others. Nursery rhymes came next in popularity with picture books, chiefly of animals, being third. The liking for comic books crept into the preschool group as the choice of 3 children. Poetry such as "The Child's Garden of Verses" by Stevenson, adult magazines, and listening to the parent tell stories were mentioned. See table 7.

Music for Children:

When questioned about the children's interest in music, family taste was usually mentioned by the mother. Several said immediately that neither they nor the fathers were musically inclined and that the children seemed to have no

TABLE 7
Children's Choices in Literature

Type of Literature	Age of Children in Years				Total
	2-3	3-4	4-5	5-6	
No Interest	4	1	2	0	7
Picture Books	4	4	2	0	10
Nursery Rhymes	6	2	2	1	11
Animal and Fairy Stories	11	7	9	4	31
Poetry	0	1	2	0	3
Comic Books	0	1	2	0	3
Adult Magazines	0	2	0	0	2
Parent tells story	1	1	1	0	3
Children's Magazines	0	0	1	0	1

interest. The radio was the chief source of music in the home and 22 mothers said their children enjoyed listening. See table 8. In 4 homes the victrola was the children's preference and in each case they were allowed to operate the machine themselves. Twenty-one mothers said their children liked to sing, usually with the radio. Several said the children liked music and danced whenever the radio was turned on. One little girl's favorite amusement was dancing with her father when he was home in the evenings.

TABLE 8

Children's Interests in Singing and Listening to Music

Children's Interests	Age of Children in Years				Total
	2-3	3-4	4-5	5-6	
Likes to Sing	9	4	5	3	21
Listens to Music	16	6	7	3	32
No Interest in Music	2	7	4	1	14
Prefers Radio	12	4	5	1	22
Prefers Victrola	0	1	2	1	4

Popular music had the largest number of listeners. Nursery tunes, including lullabies, and martial music were listed second and third. Three children liked hill billy music, "string music", one mother from Arkansas called it.

One little boy preferred opera and classical music much to the amusement of his mother whose taste did not coincide with his. See table 9.

TABLE 9
Music Preferences of Children

Type of Music	Age of Children in Years				Total
	2-3	3-4	4-5	5-6	
Popular	9	2	3	1	15
Martial	4	1	0	1	6
Old Songs	1	0	2	0	3
Nursery Tunes	3	2	2	1	8
Semi-classics	1	0	1	0	2
Orchestrations	0	0	1	0	1
Hill Billy	1	1	1	0	3

Children's Food Habits and Mothers' Practices:

Mothers of 25 of the children contacted experienced no difficulty with the children's appetites and eating habits. Of the remaining half of the children, the major problem was lack of appetite and dawdling over the meal. Nineteen mothers expressed concern over this habit as a continual problem. The remaining 6 gave it as an occasional difficulty.

All but 6 of the children ate with the family, chiefly

because it was easier to manage meal time in that fashion rather than feeding the children separately. Several mothers expressed dissatisfaction with the meal time because of family tension due to the children's poor eating habits. Two mothers mentioned bribing the children to eat with either candy or money, but found both unsatisfactory. Five mothers stated that the children's dawdling, or in one case, refusing to come to the table, led to punishment by the fathers.

On the whole, the diets of the children were fair to good. The average child was fond of candy but seldom ate it. He drank milk 3 times a day and ate 2 to 3 servings of vegetable other than potato. He ate 5 to 7 eggs a week, and had 5 to 7 servings of both citrus and non citrus fruit in the same length of time.

Vegetables were his strongest dislike. Twenty-four mothers attempted to explain the dislike by saying that the fathers or themselves did not like vegetables and the children got the dislike from them. Four mothers mentioned that the children would eat vegetables in the form of canned baby food, but would not touch them otherwise. In these instances the children were either two or three years old, and were still eating strained baby food.

The mothers were quite sensitive to the children's nutrition in most instances. There was a tendency to consider

the problem more lightly in the case of older children. As one mother said of her 4 year old boy who would not eat, "I never say anything, he had all those vegetables when he was a baby." Two mothers said there was no need to worry now that the children had passed their second summers.

Forty-four of the children drank milk 3 or more times a day. Mothers tended to be more sensitive to this nutritional need of childhood than any other. Several remarked that the children disliked eggs and vegetables but finished by saying, "but I always see that he drinks his milk." Only one mother said that she could not blame her child for not liking milk, she did not like it either. The child was 2 and drank coffee for breakfast.

Another irregularity was the negro mother who used orangeade purchased from the dairy as the source of citrus fruit for her little girl, aged 4.

All save 5 children in the group had had cod liver oil, all or part of the time, since early infancy. Twenty-three of them had had it continuously. Thirteen had taken it for the first year or year and a half, and the remaining 9 took it only during the winter months.

Rest:

Rest is essential for normal growth and development. Most mothers gave evidence of knowledge of this need through

their practices with their young children in the home. Forty-two of the children had a regular bed time. The common practice was to have them in bed between 7:30 and 8:30 in the evening, though the hours the mothers set ranged from 5:30 to 9:30 p.m. There seemed to be no relationship between the age of the children and their bed time. Seven children of all ages went to bed as late as 9:30, usually because the fathers worked at night and it was more convenient to place the children on a routine that made them sleep later in the morning. See table 10.

TABLE 10

Mothers' Practices in Establishing
Bed Time Hours for Children

<u>Hour</u>	<u>Number of Children</u>
No regular bed time	8
5:30 to 6:30 p.m.	1
6:30 to 7:30 p.m.	14
7:30 to 8:30 p.m.	20
8:30 to 9:30 p.m.	7
<u>Total</u>	<u>50</u>

There was little fussing among the 50 children about going to bed. Thirty-eight accepted the mothers' edict without complaint. It was interesting to note that 6 of the 8 children who had no regular bed time were listed by

their mothers as fussing about going to bed. No information was gained that would show whether this correlation was due to lack of habit, over fatigue, or some other explanation.

Thirty-one of the children took naps or at least rested every afternoon. Thirteen never napped and 6 did only occasionally. Mothers of the 19 who seldom or never rested during the day tried to make up for this lack of rest by putting children to bed early in the evening. Only two children in this group went to bed later than 8:30. Most were asleep by 7:30. One child who did not rest in the daytime had no regular bed time.

Health:

The type of medical care of the child was not asked on the schedule. So many mothers volunteered the information that it was recorded in those instances as a matter of interest. Fifteen mothers offered the information that the children were taken regularly to a pediatrician. Many of these same mothers expressed concern because their doctor had been called into service. Fourteen relied on the family doctor only in case of sickness or emergency. Six took their children to the family doctor for regular check-ups once or twice a year.

Mothers were asked how many colds the children had had during the winter. The answers were skewed by the length of time that elapsed between the first and the last inter-

view taken. This period of two and a half months between the last of January and the first of April would possibly make several changes in answers obtained. According to the record, 9 children had had no colds at the time of the interview, while 34 had had only one or two. The remaining group had had several. The tendency was for colds to disappear quickly. Over half the mothers said the children's colds did not hang on. One-fifth of the mothers said that the children's colds lasted almost a month. Four of this group expected to have the children's tonsils removed within the next few months.

Few mothers knew both the height and weight of their children. Most of them, 38 mothers, had no idea how tall the children were and only 28 knew how much they weighed at any time within the previous two months.

Emotional Stability and Development:

The children had pleasant, even dispositions, according to their mothers. Thirty-two were classed as never being cross and irritable. Fifteen were only occasionally so behaved and at those times the mothers usually attributed this to fatigue. Three children were continually crying and cross.

To many children crying is a satisfactory way of getting what they want. They learn early that that is a device

that brings response in a hurry. Twenty-seven mothers admitted more or less unwillingly that the children used this technique to a large extent. There was no relationship between crying to gain wants and only children or children who were younger by several years than the other children in the family.

Mothers were proud of the way the children were self sufficient in their play. Forty-two children were quite willing to amuse themselves alone. Mothers were free to go about their housework, paying a minimum of attention to the children and their play. Of the remaining 10 children, 4 wanted their mothers or children several years older than themselves to play with them continually. Six would play by themselves but teased much of the time to have the mothers play with them.

There were very few toys for use indoors in evidence in any of the homes entered. Few of the children who were present at the time of the interview had any visible material for play. Where did they keep their toys? According to mothers who answered, all but 9 of the children had a place set aside where they could keep their play equipment. Facilities arranged for the children were as follows:

	Number of Children
Section of a room	20
Under the bed	3
Child's own room or that shared with a sibling	12
Play room	3
No provision	9
No toys	1
No answer	2
Total	50

About half the group had a section of a room, usually the dining room. The facilities provided varied from a small cardboard carton to a whole corner of the room where there was a generous set of shelves, a blackboard, and a table with two chairs all scaled to children's sizes.

Over two-thirds of the children had learned to respect property, both their own and the families. Mothers stated that they were not destructive and had only occasionally broken or torn playthings even by accident. Seven mothers expressed concern for their children's destructive tendencies which they said always accompanied violent outbursts of temper. The other 8 mothers had noticed the children willfully breaking things on only rare occasions.

Self Help Practices:

As could be expected, children's abilities to dress themselves were directly related to age. The 2 year olds were interested in the process but could not manage successfully by themselves such tasks as lacing shoes and button-

ing clothing. The 3 year olds in this group were very little better. At 4 to 5 years the majority of them were proficient in both tasks. By 5 to 6 years they all managed to dress themselves.

Several mothers said that it was a full time job to teach children to pick up their toys and to keep them put away when not in use. They all agreed that it was well worth the effort it took. Thirty-one children did this themselves on the suggestion of the mothers. Eleven were sometimes reliable and 7 never picked up their toys. In this last group, 3 mothers said they made the older children do it because it was so much quicker than bothering to help the young children. As a check, mothers were asked whether it was simpler to pick the children's toys up for them. Slightly less than half the mothers said "no". The others were divided, 11 saying it was much easier and 16 saying that occasionally it was simpler, particularly if they were in a hurry. One mother had no answer as her little boy had no toys except for the few things he carefully hoarded in his pockets.

Mothers' Attitudes toward Questions Based on
Criticisms of Nursery Schools in General

Importance of Home Influence:

Many sentimental articles and stories have been written about a child's first day in public school and the feeling of his mother as he leaves home. This would seem to indicate a tendency on the part of mothers to over-protect their children and regard them as infants long after they should be making contacts outside the home.

The 50 mothers in this study did not seem to feel the desire to regard their children as infants any longer than necessary. When asked whether they felt home influence was more important for a child from 2 to 5 years than experience with a group of other children outside the home, the typical answer did not stress the importance of the home. About an equal number of mothers fell in both groups. The deciding factor was the group of 15 mothers who felt they could give no definite answer because it would depend entirely upon the group of children and its supervision. They had no compunction about putting the children in a well sponsored group. The distribution was as follows:

	Number of Mothers
Home influence more important	17
Depends on the group	15
Home influence not more important	<u>18</u>
Total	50

The mothers believed that children may be as well cared for in a nursery school as at home. Several of the 34 women who held this opinion said they thought they would probably get better physical care in a school where that was "all the teacher had to do". Fourteen women "didn't know" what they thought about the care in a nursery school. Probably they would be well cared for, but the majority of this group thought they would lack a "mother's love" and "mother's instinct" in training them. Two mothers did not think care in a nursery school as good as care at home. They did not qualify their statements.

One of the criticisms of nursery schools reported preliminary to this study was that the children of preschool age were such individual problems that it was not advisable to place them in groups. The mothers interviewed did not share this opinion. When asked, 42 of them thought it was quite all right to put preschool children in groups. Seven mothers had no opinion and one mother opposed the idea.

Nutrition Standards:

Another criticism of nursery schools in general was that the children's nutrition was not properly planned. The 2 women making this statement felt that the children often did not get the right food or that if they did, the parents knew nothing of the menu or amount the children

had eaten, thus making it difficult to balance his diet with the other two meals of the day.

The question was asked of the 50 mothers, "Are you interested in knowing what your child eats whether at home or away from home?" Thirty-seven mothers replied that they were. Many of the comments, however, indicated a less positive feeling on the subject. A casual, "Oh, I always ask", or, "My child eats everything away from home, but won't do it here", or one mother's "I usually ask, it makes conversation", were typical of many of the responses. When asked if they would expect the person caring for their children to prepare specially planned meals, 10 said "No, he's old enough to eat anything an adult can"; 12 did not know that that was necessary but were interested in cleanliness of the kitchen to a greater extent; 27 thought the meals should be specially planned. "At least you should be able to trust the woman's good sense if you are leaving a child with her at mealtime", was the way one mother put it.

Danger of Infection:

Any gathering together of children makes the possibility of the spread of communicable disease greater. Normal precautions such as vaccinations and immunizations and daily health inspection before entering the group do much to prevent the getting and spreading of illness but cannot entirely

eliminate it. For this reason one mother criticized nursery schools as infection centers when asked for her opinion in the preliminary study.

The schedule approached mothers' attitudes in this area by attempting to find what diseases the 50 preschool children had had, their parents belief in vaccination and immunization during the early years, and whether the thought of colds and other infectious diseases was a source of worry to the mothers. One half the group of children had had no communicable disease other than colds. Fifteen had had chicken pox and 13 had been ill with one or another of the forms of measles. Four children had had whooping cough and mumps.

Mothers were asked whether they believed in immunization for 3 specific diseases: small pox, diphtheria, and whooping cough. Forty-seven mothers accepted the value of each of these without question. One additional mother approved all but the whooping cough serum and based her opinion on her doctor's statement that that serum had not yet been proved successful enough to be worth while. Two mothers had little use for immunization.

Not all the 47 mothers who approved immunization believed it was necessary or even advisable for children under school age. Thirty-six mothers had had their children immunized to all three diseases. Six considered it a good

idea but "hadn't got around to it yet". Eight others planned to have it done before the children entered kindergarten. This last number included the two mothers who did not believe in immunization. They said they understood that it was required before entering the public schools.

All mothers were asked whether they worried about their children "catching diseases" if they played with other children. The majority were unconcerned. This group of 31 mothers was comprised chiefly of those whose children were immunized to the above mentioned diseases. Twelve worried to some extent. One of these mothers said she had to rely upon "mother's instinct" to know whether to keep her child at home and with which children she should let him play. Six women frankly considered it a real worry and said they always tried to keep the children away from crowds and other children whom they considered likely carriers. Most all children who were in public school were classified in this category of possible carriers.

The common cold, though more prevalent with this group than any of the so-called children's diseases, was treated more lightly. Mothers were asked whether they minded if their children played with other children who might have colds. Fifteen did not and in general considered colds an unavoidable evil. They also thought that building the children's resistance was the only way to avoid colds. Ten

women classed themselves in the in-between group. They preferred the children not to come in contact with children having colds, but in outdoor play they thought the risk negligible. Twenty-four mothers definitely tried to control the children's associations so that they were not exposed to cold germs at least by contact with other children.

The proportion of mothers who minded if their children played with others when they had colds was about the same as that above. Over half, or 28 of the mothers, definitely isolated their children by keeping them in the house till their colds had disappeared. Twelve mothers minded only to the extent that they kept the children in as long as they were actually ill. Nine mothers made no attempt to protect other children. Their opinion was that if the children's resistance was high they were safe guarded. If the resistance was low, they would catch a cold anyway.

Naps away from Home:

There was little or no doubt in mothers' minds about the ability of their children to take naps away from home. Forty-two mothers answered without hesitation that they were certain the children would develop quickly the habit of sleeping away from home. Five mothers were dubious because they had never tried having the children take a nap away. Two mothers were completely skeptical because their

own children would not take naps even when they were home.

Discipline:

The unanimity of attitude of mothers toward discipline of the children was interesting to observe. In response to the criticism that children are allowed to "run wild" in nursery school, comment occasioned chiefly by the lack of corporal punishment in any well managed nursery school, the mothers were asked whether they expected the person who cared for the children in their absence to make them mind. Forty-nine mothers answered "yes", immediately. One mother who had never left her child with anyone, even a relative, gave no definite answer.

It is one thing to expect obedience from a child and quite another to allow a relative or an outsider to discipline him if such measure is necessary. Mothers were asked to clarify their attitudes on this point. Thirty-nine were in agreement that the person in charge should discipline the children if it was necessary. All stated either that the children would not mind the relative or outsider unless she was felt to have authority, or that if the children needed discipline it should be given immediately so that the children would know why they were being punished. Several mothers mentioned both these factors and were quite intolerant of the mere suggestion that discipline wait until the parents returned. Five mothers, however, were not

so positive in their beliefs. To them the answer to such a question depended upon the faith they had in the person caring for the children, and what was meant by discipline. Mild measures such as sitting on a chair were one thing while strong punishment they felt was not to be given by anyone but parents. Six mothers considered all discipline a purely parental affair.

Since parents were so willing to have children disciplined even by outsiders, there was natural interest in what kind of punishment was used in the 50 homes visited. All mothers were asked their attitudes toward spanking and whether there was some other method of punishment they found better. Their answers were as follows:

Number of Mothers	
Mothers approving spanking	23
Mothers occasionally use it but aren't sure they approve	14
Mothers disapprove spanking	<u>13</u>
Total	50

Approximately half the group approved spanking and felt it a suitable way to enforce obedience. Fourteen mothers seemed to have ambivalent feelings on the subject. Each said she used that method of discipline occasionally and found it effective, but she was not sure she approved of it. The remaining mothers did not consider spanking a good form of punishment either because they did not approve, or as happened in 5 instances, it was not effective with their

children.

Thirty-nine mothers suggested 6 other forms of punishment which they used. Sitting on a chair was most popular and depriving of privileges came second. A few mothers mentioned either reasoning with the children or scolding them. Two mothers put the children to bed for disobedience. One mother of a small girl said that when the child was naughty she always pretended to be hurt and feigned crying. The child became so contrite she would "do anything". Another mother put the child in a bedroom closet and scared her until she was "sorry". The distribution of mothers using various types of punishment was as follows:

	Number of Mothers
Sitting on a chair	16
Depriving of privileges	14
Reasoning or scolding	5
Appealing to child's feelings	1
Putting in a closet	1
Sending to bed	2
Total	39

Finally, in questioning mothers on their attitudes toward discipline and whether they could agree with the criticism that children were allowed to "run wild" in nursery school, mothers were asked whether they thought children became "hard to handle" when they had many associations with other children. It was difficult for mothers to give an opinion here because to many it was outside the

range of their experience. Few had considered the matter. Twenty mothers said they did not know whether children were more difficult to manage when they had many associations with other children. Twenty other mothers decided that contacts with groups of children would create no problem. Ten mothers "knew from experience" that it was much easier to manage children if they played by themselves.

Routines:

With many fathers and several mothers working irregular shifts in defense industries, mothers had difficulty keeping children on a regular routine. Lunch suddenly became dinner werved at two o'clock in the afternoon when fathers worked from three to eleven at night. Children were put to bed late so they would sleep longer in the morning if fathers worked the night shift. In some cases it was a problem to arrange any sort of schedule so that the family had a chance to be together at all.

In spite of the inconvenience, 41 mothers considered it essential that the children have a routine for eating and sleeping. Many said they had to change the schedule frequently to fit the fathers' working hours, but they had a plan which they consciously followed in caring for the children. Eight mothers thought children should have a routine for eating and sleeping but were not able to put

such a plan into effect. One mother gave no answer to this question.

They were also queried about the advisability of a routine for the children's play activities. Their planning did not extend this far and on the whole the idea seemed to amuse them. Only 4 voiced approval while 11 thought it completely unnecessary. Thirty-four mothers had no opinion or stated that it would depend on such factors as the weather, the mother's plan of activity for the day, and the mood of the children. Again, one mother did not answer.

These questions were prompted by the criticism that children were regimented by routine in nursery schools. From the mothers' responses it would appear that they would approve the routine of the nursery school for eating and sleeping and would have no objection to a flexible type of routine for play activities.

Nursery School Lessens Pleasure in Kindergarten:

That nursery school experience lessens a child's pleasure in kindergarten was a criticism heard in the preliminary study as coming from a mother who did not have her child attend nursery school for that reason. Of the 50 mothers contacted, only one whose child had attended nursery school was old enough to be in kindergarten. His mother said that he enjoyed it thoroughly and she was very proud that he adjust-

ed himself so quickly and without the tears and fussing she observed in so many of the children who had not been left by their mothers before. The other women were able to give their opinions only, lacking any personal experience with the problem. Twenty-seven saw no reason why pleasure in kindergarten should be lessened by going to nursery school first. Eighteen had no opinion and 4 could see that the situation might arise.

Discussion of Child Problems:

In voicing criticisms, one woman had said that a good nursery school should provide, but seldom did, an opportunity for mothers to discuss children's problems with the teacher or director who was trained in coping with such problems. Mothers were asked for their attitudes in this area. Fifteen would appreciate greatly having some one to whom they could go whose experience and training were reliable. Twenty-three thought it nonessential as they had encountered no problems so far that could not be settled by a "mother's instinct", however, they could see that situations might arise as the children grew older. Eleven mothers thought counseling by a trained person unnecessary because they relied upon their husbands, their mothers, a neighbor, or the priest when problems with the children arose.

Nursery School a Storage Place:

The final criticism of nursery schools was that they were used as a storage place by mothers who did not want the responsibility of the children during the day. The idea seemed to be not so much criticism of children or the school, as resentment of a facility provided for women who did not have to work. The mothers were asked, "Would you approve of women leaving their children in a nursery school if they did not have to work?" Opinions differed widely, but only 3 mothers felt that a woman was shirking her responsibility by sending her child to nursery school. Most of the others stated that it might depend on whether the children had playmates around home, the mother's state of health, or her enjoyment of the child. See table 11.

TABLE 11

Mothers' Attitudes toward Home-keeping Women Placing Children in Nursery Schools

Attitudes	Number of Mothers
Mothers approving	20
Mothers with no definite idea	11
Mothers disapprove but believe it depends upon circumstances	18
Mother not answering	1
Total	50

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Mothers' Attitudes toward Sending Their Own Children to Nursery Schools:

One views one's personal problems in a different light from that of an abstract problem of people in general. When mothers were asked if they would like to place their children in a nursery school, if one were conveniently located, their answers differed significantly from the attitudes expressed concerning other home-keeping women sending their children to such schools. The number of mothers approving increased by 5, the number disapproving decreased by 8 when their own children were the ones under discussion. This change cannot be explained in terms of the answers of working mothers. Most of them believed it was all right for any woman to place her child in a nursery school. See table 12.

TABLE 12

Mothers' Attitudes toward Having Their Own Children Attend Nursery School

Attitudes	Number of Mothers
Mothers desiring children to attend	25
Mothers hesitant or doubtful about having children attend	13
Mothers not wanting children to attend	12
Total	50

The question had been raised as to whether mothers had a prejudice for or against public nursery schools as opposed to private ones. Since there were, at the time of the interviews, no public nursery schools in the community, and but few privately sponsored groups, mothers' attitudes were necessarily based on hear-say evidence. Thirty-two mothers had definite opinions. Two-thirds of this group favored the public nursery school. The other third, with the exception of one mother, preferred the private school. See table 13. This other mother had discovered shortly prior to the interview that there was no regulation of preschool groups then existing in the city and through out the state. She was so horrified at this that she expounded at great length, denouncing all nursery schools until some means of regulation was devised.

TABLE 13

Mothers' Attitudes toward Type of
Nursery School: Public or Private

<u>Attitudes</u>	<u>Number of Mothers</u>
Mothers preferring public nursery school	22
Mothers preferring private nursery school	9
Mothers having no opinion	18
Mother denouncing either	1
<u>Total</u>	<u>50</u>

Of the 22 mothers who preferred public nursery schools, exactly half based their preferences on financial reasons. Public groups were presented to them as being run with the assistance of government money at a cost of \$1.50 to \$4.00 a week. They were also informed that in Lansing the private schools charged from \$4.00 to \$6.00 a week #. The other 11 mothers varied in their reasons, the most common being that there is more control and regulation of the group and its organization if it is under public auspices. Others thought a public school more democratic. One mother of 6 children had sent her older children to the Works Progress Administration nursery school when it was operating at Oak Park School. She based her preference on experience. Another mother had lived in Ann Arbor near the Works Progress Administration nursery school and had been impressed with its value by observing it in operation. See table 14.

Three of the nine mothers who preferred private schools based their choice not on any acknowledged merit of private groups, but an underlying prejudice of anything government operated. It was their expression that the government "runs a mill", that all they care about is numbers, the individual children mean nothing to them. Five mothers chose pri-

#Harper, E. B. Day Care for Children of Working Mothers Mich. State College, Dep't. of Soc. (Dec. 1942)
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vate schools because they thought there was greater selection of children. The children would not have to associate with "just anybody's child" and run the risk of picking up germs or developing bad habits from contact with an unselected group. One additional mother based her choice on her own satisfactory experience with a private nursery school in this community. See table 14.

TABLE 14

Reasons for Choice of Nursery School:
Public or Private

Reasons	Number of Mothers
Public:	
Financial reasons	11
Democratic reasons	2
More control and regulation	7
Previous experience or observation	2
Total	22
Private:	
Government "runs a mill"	3
More selection of children	5
Previous experience	1
Total	9

Regardless of the type of school to be used, most of the mothers who had a preference chose half day care for their children. They thought a morning play group and lunch desirable, with the children returning home in time for their naps. A few wanted whole day care but these were not the working mothers. The women who worked found their problem of child care so complex that nursery school care alone, even on a full day basis, would not suffice. They really wanted to find a housekeeper or to use a relative to manage the house and look after the children. For this reason, half day care seemed to fit their needs and their desires. The distribution was as follows:

	Number of Mothers
Desire full day care	9
Desire half day care	22
Undecided or no answer	<u>19</u>
Total	50

Chapter V

SUMMARY OF FINDINGS AND CONCLUSIONS

A schedule was used to investigate the attitudes of parents toward the care of children of preschool age as shown in their own practices in the home and in their attitudes toward nursery schools. The subjects of the study were 50 mothers in a selected residential area in Lansing and their 50 preschool children, aged 2 to 5 years. Home practices investigated were related to the following:

- Social opportunities afforded children in the home
- Provision of play materials, including books and music
- Nutrition of children and their food habits
- Rest
- Emotional responses of children to their play and care of their play equipment
- Self help practices of the children

Mothers were questioned on their attitudes toward nursery schools as evidenced by their opinions on the following subjects:

- Importance of home influence for preschool children as opposed to group experience
- Desirable nutritional standards
- Danger of communicable diseases
- Value of discipline
- Value of routines for eating, sleeping, and playing
- Children's pleasure in kindergarten being lessened by previous nursery school experience
- Discussion of children's problems with nursery school teachers
- Use of nursery schools as a storage place for children whose parents do not wish to be bothered with their care

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FINDINGSPractices of Mothers with Preschool Children
in the Home

Provision for Child Care when Mothers Work:

The only mothers interviewed were those found at home during the day time hours. In spite of this fact, 16 per cent of the group were working at the time and an additional 10 per cent planned to take employment within the next few months. The 74 per cent of the mothers not working or planning to work outside the home had nevertheless given the matter considerable thought because of the possibility of their husbands being drafted into active war service.

A housekeeper, either a relative who lived with them or an outsider, was the preferred solution for child care during the mothers' working hours. This plan met the needs of the mothers more fully than any other because it made possible having the housework done at the same time.

Mothers working or planning to work favored nursery schools. Three of them were sending children or had sent them previous to the time of the interview. They did not consider nursery schools as a solution to their child care problems because the short hours the schools were then open did not fit the mothers' working schedules. Then, too, nursery schools did nothing to help with the housework left undone at home.

There was no child younger than 2 or older than 6 a-

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mong the group discussed. The 2 to 3 year olds were predominant, being 40 per cent of the total. Three year olds and 4 year olds each formed 26 per cent of the group, and children as old as 5 years, only 6 per cent.

Provision for Social Opportunities:

The most striking deviation from the desirable in mothers' practices occurred in the areas of social opportunities for the children and the provision of toys and aesthetic materials for them. Very few mothers were conscious of any need of the children for supervised play with other children. Their practices in child care stressed physical development and habit training as being the important needs of preschool children. Their general attitude was that home environment with its relative isolation of children was sufficient until they entered kindergarten. Only 18 per cent of the mothers planned play activities for their children involving contact with other children their own age. Twelve per cent more arranged parties on birthdays and very special occasions. Often these were of the nature of parties for the parents' friends whose children were casually included. Thus, the bulk of the mothers, 70 per cent, never made any attempt to provide companionship for the children or to arrange play activities.

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Provision for Toys and Creative Materials:

On nice days during the winter it was not at all uncommon to find the children all bundled up and just sitting on the porch steps, aimlessly swinging their feet and watching the people on the street. If they were indoors during the interview, they were climbing restlessly over furniture or just looking out the window.

When asked what 2 toys the children liked best for use either indoors or outdoors, most mothers responded easily with one choice but hesitated in naming the second. For the total of 50 children only 69 toys were recorded, or 1.38 toys for each child. For several of the girls there was nothing to play with other than dolls. One little boy's toys consisted of a few marbles and "string and sticks and things" he picked up outdoors.

One wondered what the children's choices in toys would have been if they had had an assortment from which to choose. The play equipment was presumably selected by the parents and the children's tastes were being formed according to patterns approved by the parents.

Cockrell, (4) in the Yale Clinic of Child Development, observed the play habits of 6 preschool children in groups of 2 in a series of 266 observation periods. She listed the types of play materials used in order of their "holding power" for the children. Combined materials, such as are

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found in the average nursery school play room, ranked first. Here children had a free choice. Clay and crayons, pictures and books, blocks, housekeeping materials followed in the order given. "Companions", or 2 or more children allowed to play freely in a room with no play equipment save for a low table and chairs, was the lowest in "holding power".

There was no indication in Cockrell's study of any sex difference in choice of play materials by preschool children.

In giving the "choices" of toys of children in the present study, mothers gave housekeeping toys and dolls as the preference of 16 girls and of 2 boys. This fits in nicely with the prevailing idea of "little mothers" and the femininity of little girls. It bears little relationship to children's individualities.

Push and pull toys were given as preferences for 12 boys and 1 girl. Many of these toys were wooden trains and cars that could be pushed or pulled by a string across the floor. Parents evidently felt that they were a masculine toy and more suited to boys than to girls.

In these days of war when soldiers are a common sight and a frequent topic of conversation, it was surprising to find only 5 children, all of them boys, who chose guns and soldiers and other war toys as their preference. Lack of specific toys does not explain this infrequency of selection. Many parents are adverse to giving children this type of

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toy, but to the young child a stick can always be a gun and a surprising number of soldiers can be imagined from stones or blocks or fashioned to order in the shape of other children in the neighborhood. The writer cannot explain this paucity of children interested in war materials. Perhaps the children had been kept home so closely that they had no opportunity to observe soldiers. Perhaps the parents refrained from discussing the war in the hearing of children. War play itself may have been forbidden though no mother made mention of any such prohibition.

For convenience the writer has classified as creative materials all the media children used for making or building things. This category includes blocks, clay or plasticine, paper and scissors, blackboard, paint, Lincoln Logs and Tinker Toys, and carpenter tools. Not one of the mothers placed any of these among the children's preferences. When asked about them specifically they reported 68 per cent of the children as having no liking for making or building things. To anyone who had observed even casually a group of children in nursery school this seems a very strange statement.

All of the creative materials mentioned may be purchased easily and with relatively little expense. Each may be used again and again to provide a variety of new ex-

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perience for the young child. Yet 17 children in this group had no type of creative material to work with. This accounts for exactly one-half the 68 per cent of the children who were said to have no interest in making or building things. The explanation for the rest of the group was found to lie in the type or quality of the material used.

The creative medium most frequently recorded was blocks. As observed or described, these were usually small sets of about 2 dozen one or two inch cubes. The children might play with them for awhile but there was no size, no variation of shape that allowed them to gain a feeling of achievement by carrying and maneuvering blocks into position as they constructed something really usable in their play. Many of the mothers said the children wanted them to do all the building.

Only 2 children had larger blocks which were assorted in size and shape and designed on the unit basis for ease of building. These 2 children liked to make and build things.

The next most common media were Lincoln Logs and Tinker Toys, classed together because of their similarity in size and complexity. Twelve children had these types of material. Ten of the 12 had no interest in using them. One is inclined to agree with the mothers' statements that they seemed too old for the children. With the fine grooves

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and holes into which the parts must fit, it is small wonder preschool children find the task too difficult.

The other types of material were used by a very small number of children in each case.

Parents tend to relive their own childhood in the lives of their children. This group of parents may not have had the opportunity to use creative materials to express their thoughts and feelings as children and do not know the joy of rolling and poking clay or building a railroad track of blocks or daubing colors with a brush on a sheet of paper. Certainly they are not informed on the needs of children to express their vivid imaginations through creative materials.

Provision of Books and Music:

There was no opportunity to discover how large children's home libraries were. Most children, all but 7, had books and enjoyed looking at them and listening to the stories. Time tested favorites of many generations were their preferences; stories of the "Little Red Hen", "The Gingerbread Boy", and countless others were mentioned. Nursery rhymes and picture books of animals were listed by 11 and 10 mothers respectively. The children's preferences were guided by the parents in the same channels popular when the parents were children. No mother mentioned stories about transportation or every day lives of other young

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children such as are the favorites in many nursery schools of the present day.

Music interest, too followed familial patterns. If the parents liked a particular type of music or enjoyed singing, the children did also. There was little effort to encourage interest in music in the children. Four mothers selected phonograph records of nursery tunes, folk songs, and well known semi-classical pieces which the children were allowed to play freely. The remaining 46 mothers made no conscious attempt to select music or to provide music for the children. In general, they expressed the opinion that neither they nor the fathers were musically inclined and the children did not seem to be either.

Practices in Nutrition and Food Habits:

Sweeney and Buck (18) of the Merrill-Palmer School, give the following as a young child's food needs each day:

"milk, egg, a cooked green leafy or yellow vegetable, a raw leafy vegetable, fruit, particularly citrus fruit or tomato and a whole cereal."

To this list should be added other foods to fit the family purse and appetite. These essentials, however, should always be included.

On the whole, the nutritional practices of the mothers in their homes were adequate. The value of milk was virtually undisputed; 88 per cent of the children drank it 3

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on the doctor for guidance in feeding children. This was true of the 15 mothers who took their children regularly to a pediatrician. Others were influenced by newspaper and magazine articles on food needs. They commented that "everything you pick up these days has something about food. You must eat this or you shouldn't eat that." Advertising often minimizes the truth to fit the demands of the manufacturer, but with its big displays and emotional appeal to the public, it cannot be ignored as a means of influencing opinion.

Illustrative of mothers' attitudes on the importance of nutrition and physical development of children, was their use of cod liver oil. This certainly was not a habit formed in their own lives as children. It had to be acquired. In almost every instance cod liver oil was recommended by the physician. All but five children were taking it or had taken it during part of their lives.

Practices Concerning Rest:

Mothers recognized the necessity of rest for the growth of young children. Though bed times varied from 5:30 to 9:30 in the evening, all children slept 11 to 13 hours at night. Despite the difficulty of maintaining a definite schedule because of irregularity of the fathers' working hours, all but 8 children had a regular bed time. Six of

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these children whose hours of going to bed fluctuated were listed by their mothers as fussing about bed time.

Sixty-two per cent of the children napped or rested in the afternoon. Some of the others refused to take naps and the remainder were allowed to stay up so they could be put to bed immediately after dinner in the evening.

Children's Health:

The health of the children as viewed by the number of colds they had had during the winter was good. Eighteen per cent of the children were reported to have had no colds and 68 per cent had had only one or two. These colds did not seem to "hang on". Most mothers reported them to be of short duration.

It was interesting to discover that less than 25 per cent of the mothers had any idea how tall the children were. Fifty-six per cent knew the children's approximate weight. The criteria of health seemed to be that the children ate well, got enough sleep, and were not sick. Height and weight relationships to ascertain whether the children were growing and developing according to accepted standards were not taken into account by the parents.

Development of Self Help Practices:

Mothers' practices in assisting children in habit form-

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ation were few and followed definite patterns. The children were expected to play by themselves and amuse themselves alone. What toys they had were to be put away at all times when not in use. Provisions for this differed, the common way was to provide a box, usually of cardboard, in the dining room or living room where toys were literally "dumped" to get them out of the road. The children were taught not to break their own toys and not to touch articles around the house which had been forbidden them by the mothers. By the age of 4 all the children were learning to dress themselves, and by 5 years they had learned to do this without help.

Attitudes of Mothers toward Nursery Schools

Few mothers had any personal experience with nursery schools. To most they were a field they knew little about except for such articles as they may have read in the newspapers about the proposed plans for day care of young children. Several mentioned having heard about the Michigan State College nursery school through friends.

Their attitudes toward nursery schools were by no means formulated. Only one mother had any prejudice against them. This was based on the fact that there was no regu-

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lation or licensing of private nursery schools.

Home Influence versus Group Experience:

Mothers did not feel that home influence was of greater importance to the young child than nursery school experience, provided that the nursery school was sponsored by a reliable person or group of people. Ninety-six per cent of the mothers either thought children would be as well cared for in nursery school as at home or had no opinion on the matter. Eighty-four per cent believed it was all right to place preschool children in groups. Fourteen per cent did not know, and only one mother opposed putting children in groups.

Nutrition in Nursery Schools:

The mothers thought that meals should be specially planned for children whether they were to eat at home or at nursery school. They did not imply by their answers that they expected diet kitchen perfection but rather that the person preparing the meals should herself be clean and should use "common sense" in planning menus for children.

Nursery School an Infection Center:

Mothers did not worry about their children "catching" communicable diseases if they played with other children. Ninety-four per cent of the mothers believed in immunization

for small pox, diphtheria, and whooping cough. Six per cent did not believe in it, but even these mothers planned to have the children immunized before they entered public school. This attitude of mothers toward immunization before sending children to school would be of great assistance in eliminating the danger of infection in nursery school.

Mothers had no doubt about the ability of children to take naps away from home and in strange beds.

Children Undisciplined in Nursery School:

On the subject of discipline, mothers made themselves quite clear. They thought that any responsible person who was taking care of children should make them mind. Forty-six per cent of the mothers approved spanking as a punishment. Sixty per cent, which included a few of the former group, preferred having the children sit on a chair or depriving them of privileges in instances where punishment was necessary. All punishment, if and when necessary, should be given immediately so that the children understood why they were being punished and there was a greater likelihood that they would not repeat the same offense.

Mothers had no definite opinions as to whether children became difficult to manage when they had many contacts with other children. The group of children contacted had so few opportunities to play with other young children that the mothers had had no experience in this area.

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Children Regimented in Nursery Schools:

Mothers believed routines for eating and sleeping were important. The children ate better and fussed less if they had food and rest at regular intervals. They had no opinion at all about a routine for play.

Nursery School Lessens Pleasure in Kindergarten:

Mothers could see no reason why nursery school experience should lessen children's pleasure in kindergarten. This was outside the range of their personal experience, but they gave answers according to their unprejudiced opinions.

Discussion with Nursery School Teachers:

In their experiences in rearing young children, most mothers had no problems they could not cope with, either alone or with the help of their husbands or friends. They felt that it was unnecessary to have a person trained in child development to discuss problems of children with them.

Nursery School a Storage Place for Children:

Mothers either approved or had no opinion as to whether women who did not have to work should place their children in nursery schools. They did not have the feeling that parents were shirking their responsibility by placing young children in such a school.

The questions on attitudes of mothers toward nursery schools were directed toward different aspects of nursery education. At the close of the schedule, the interviewer asked the mothers direct questions as to whether they would send their children to a nursery school if one were located conveniently, and whether they would prefer the school to be privately or publically operated. Fifty per cent of the mothers would like to try the nursery schools for their children. Another 26 per cent did not know and only 24 per cent were inclined to oppose the idea of nursery schools. Thirty-nine mothers or 78 per cent of the group contacted had a preference in type of school. Twenty-two favored the public nursery schools, chiefly because they were less expensive. A few mentioned that they would expect to find more regulation and control of standards and practices in the public schools. The mothers who preferred private schools based their opinions either on a prejudice of anything operated by the government, or a belief that there was a greater selection of children in private schools.

In addition to interviewing the parents with the schedule previously discussed, the interviewer also talked with the mothers at some length about the nursery school program. This was not done until the schedule had been filled out, eliminating the possibility of either influencing the

mothers' statements by changing their opinions or impelling them to give what they thought might be "expected" answers. They seemed to enjoy hearing about nursery schools and asked many questions about what they did with the children during the day and how the nursery school dealt with children who cried or would not eat certain foods or exhibited other types of behavior that reflected parents' problems in the home.

CONCLUSIONS

Practices of Mothers in Caring for Preschool Children in the Home

The physical needs of children were presumably being met adequately through the parents' practices in the home. The children were given adequate diets, sufficient rest, and were being trained to dress themselves, take care of their own property, and to amuse themselves alone. In short, they were learning to do those things which it was convenient to the parents to have them do for themselves.

There was little planning by the mothers for the development of the children as individuals. No social opportunities were provided and a most meager assortment of play materials were available for the children. Certainly this was no intentional omission on the part of the parents.

One could not help but feel their affection for the children and their concern for their well being was deep, and that they would do anything they felt necessary for their growth and development.

They did not seem to recognize that preschool children need to learn how to play with other children and to make adjustments to groups in which they are not the only child. They did not realize that toys, creative materials, books, music were the means by which children gained experience of the world about them.

The program of education for adults on the physical needs of young children has yielded results, according to the responses of mothers on home practices in caring for preschool children. A similar program to teach adults the needs of children for social opportunities and carefully chosen play material must be carried out.

Attitudes of Mothers toward Nursery Schools

Parents have no well formulated opinions of nursery schools. Their attitudes will be determined by personal experience or by what they hear of nursery schools through publicity given the day care program. At the time of the interviews, mothers were neither for nor against nursery schools. They were not uninterested; they merely lacked

knowledge. Information as to what nursery schools are, how they function, and what they accomplish with children will have to be repeated again and again in a thousand different ways before they grasp the full meaning of the nursery education program.

The writer felt that her interviews with the mothers had brought to each of them in a personal way some contact with nursery schools. By being in their homes and talking with them informally, she did perhaps accomplish more in acquainting them with the basic concepts of nursery education than several newspaper articles would have done. It is the contention of the writer that people are interested in reading and hearing about only those things with which they have had previous experience or which have somehow incited their curiosity. It is a sincere hope that these interviews with parents have aroused their curiosity sufficiently so that they will carry a more active interest in nursery schools.

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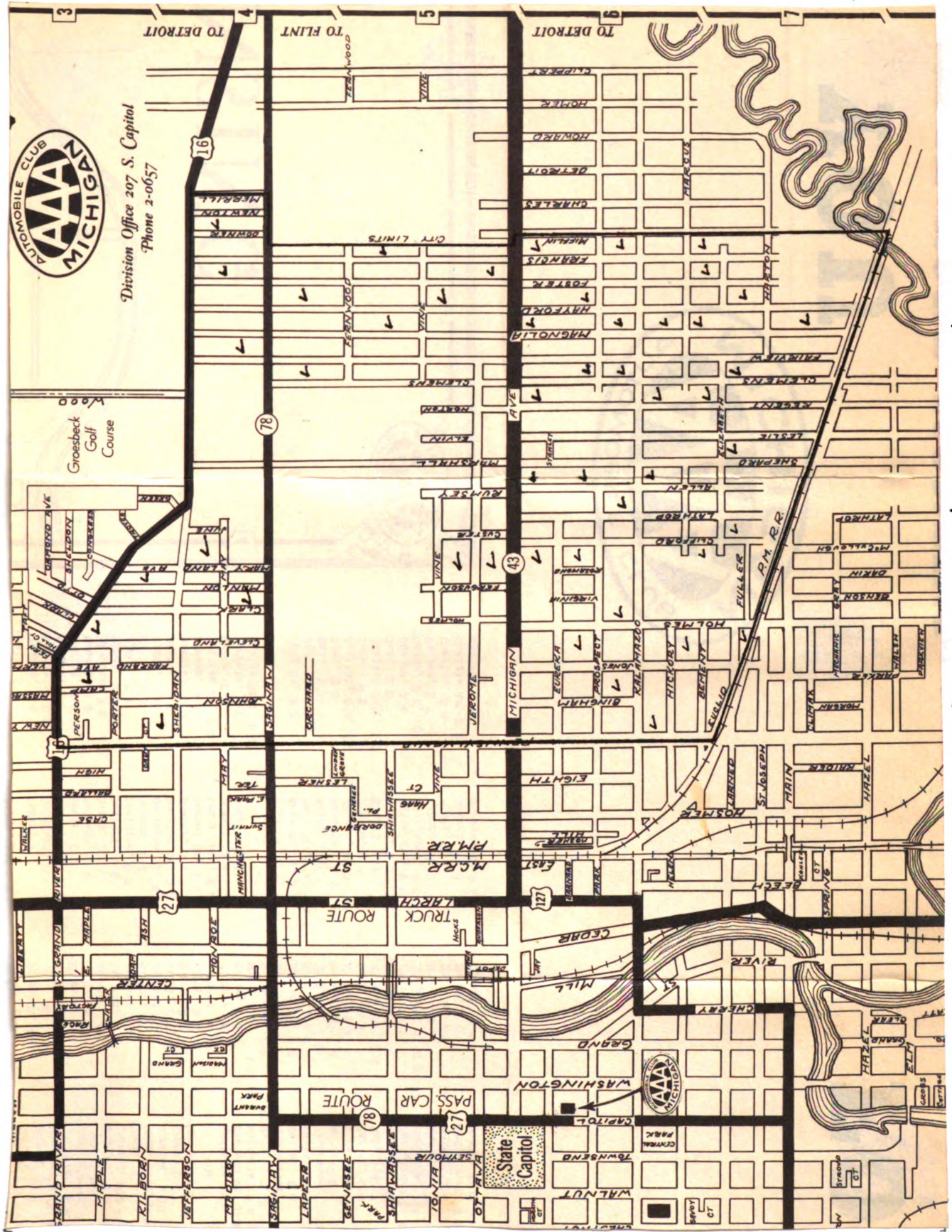
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APPENDIX



4 Blocks from which a home was selected

QUESTIONNAIRE

Address:

Mother Employed? Yes No Hours of work, shift?

If not employed, are you expecting employment? Yes No

Kind of work:

☐ Saleswork	☐ Domestic and Personal services
☐ Office work	☐ Any other, specify
☐ Factory work	
☐ Professional	

Number of children:

Boys	Ages	Year in school	Girls	Ages	Year in school
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4

Present care of children if you are working, or your plan for care of the children if you are expecting to take employment.

- 1 2 3 The child left alone
- 1 2 3 Left in the care of an older child
- 1 2 3 Left in the care of a relative-----Who?
- 1 2 3 Maid in care of the child
- 1 2 3 Nursery School
- 1 2 3 Other means--What?
- 1 2 3 Cared for at home
- 1 2 3 Cared for away from home
- 1 2 3 Are you satisfied with this arrangement?

If not, what suggestions would you make?

Questions about your child:

V. 1

- 1 2 3 Does your child have children within two years of his own age in the family or household with whom he plays?
- 1 2 3 Does your child have children within two years of his own age in the neighborhood with whom he plays?

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1 2 3 Do you encourage his playing with these children?

Do you actually make arrangements to have him play with other children?

Never, on special occasions, Once or twice a week

V. 2

What 2 toys does he like best, either indoor or outdoor?

1 2 3 Does he like to make things? Or build things?
What?

What stories does he enjoy most?

1 2 3 Does he like to sing?

1 2 3 Does he like to listen to music?

What songs does he like best?

1 2 3 Do you think children this age can be trusted with crayons and pencils?

V. 3

1 2 3 Does he enjoy eating at meal time?

1 2 3 Does he dawdle over his meal?

1 2 3 Does he eat with the family?

1 2 3 Do you think he eats enough at meal time?

What food does he like best?

What food does he like least well?

1 2 3 Does he like candy?

1 2 3 Does he eat it often?

1 2 3 Does he eat between meals?

What do you give him for between meal snacks?

1 2 3 Does he like milk?

How often does he drink milk?

Once a day, twice, three times, not at all regularly

List the vegetables he likes best, (3)

How many servings do you give him a day?
one, two, three, four.

List the fruits he likes best (3)

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...the ... of ...
...the ... of ...

1 1

V. 4

1 1

1 1

1 2 3

1 2 3

V. 5

1 2 3

1 2 3

V. 6

1 2 3

1 2 3

1 2 3

1 2 3

1 2 3

1 2

V. 7

1 2 3

1 2 3

1 2 3

1 2 3

1 2 3

How many fruit servings do you give him in a week? . One a day,
4 or 5 times a week, more frequently than once a day

How often does he have an orange, or grapefruit or a dish of
tomatoes? Once a day, 2 or 3 times a week, once a week

How often does he have an egg in his meal?
Once a day, 2 or 3 times a week, once a week

- 1 2 3 Does he like his cod liver oil?
What form do you give it in?
Straight, with orange juice, pills, otherwise disguised

V. 4

- 1 2 3 Does he fuss about going to bed at night?

- 1 2 3 Does he have a regular bed time?
What time is this, if he does?

- 1 2 3 Is he used to sleeping by himself?

- 1 2 3 Does he sleep or rest in the afternoon?

V. 5

- 1 2 3 Is he cross and irritable?
How many colds has he had this winter? None, one or two, several

- 1 2 3 When he gets colds, do they "hang on"?

How much does he weigh?

How tall is he?

V. 6

- 1 2 3 Does he cry when he doesn't get what he wants?

- 1 2 3 Does he amuse himself alone?

- 1 2 3 Does he have a place set aside where he can keep his own toys?

- 1 2 3 Does he enjoy breaking and tearing things?

- 1 2 3 Does he have his own words for expressing things?

- 1 2 3 Does he like to use baby talk?

V. 7

Who helps him dress when he gets up?

- 1 2 3 Does he like to lace his own shoes?

- 1 2 3 Can he do it correctly without your telling him how?

- 1 2 3 Does he like to button the buttons he can reach?

- 1 2 3 Does he tell you when he wants to go to the toilet?

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...the ... of ...
...the ... of ...

1 2 3

...the ... of ...
...the ... of ...

...the ... of ...

C.

...the ... of ...

1 2 3

...the ... of ...

...the ... of ...

C. 1

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1 2 3

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C. 6

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1 2 3

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C. 7

1 2 3

C. 8

...the ... of ...

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C. 9

...the ... of ...
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1 2 3

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...the ... of ...

1 2 3 Do you mind if he plays with other children when he has a cold?

If you were working, what provision would you make for care of your child if he didn't feel well?

C. 4

1 2 3 Do you think children can be trained to take naps away from home as well as in their own beds?

C. 5

1 2 3 Do you expect the person who cares for your child to make him mind?

1 2 3 Would you rather they left all the discipline to you when you got home?

1 2 3 Do you think that spanking is a good punishment?
If not, what way do you think is better?

1 2 3 Do you think that children become "hard to handle" when they have many associations with other children?

C. 6

1 2 3 Do you think a child of this age should have a regular routine for eating?

1 2 5 For sleeping?

1 2 3 For playing?

C. 7

1 2 3 Do you think a child's pleasure in kindergarten is lessened by going to nursery school first?

C. 8

1 2 3 Would you like to be able to discuss any problems you have with your child with a person who is trained in handling children?

C. 9

1 2 3 Would you approve of women leaving their children in a nursery school if they didn't have to work?

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Question

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Questions about nursery schools:

- 1 2 3 If there were a good nursery school conveniently located would you be interested in having your child attend?
- 1 2 3 Would you prefer it to be a private nursery school at a cost of from 4 to 6 dollars a week?
- 1 2 3 Would you prefer it to be one run by the assistance of government money at a cost of \$1.50 to \$4.00 a week?

If your reason is based on other factors than money would you please explain them.

Which days of the week would you want your child cared for?

_____ Monday	_____ Friday
_____ Tuesday	_____ Saturday
_____ Wednesday	_____ Sunday
_____ Thursday	

How many hours of the day would you want your child cared for?

- 1 2 3 Would care at night be important?

1. Introduction

The purpose of this document is to provide a comprehensive overview of the project's objectives, scope, and deliverables. It is intended to serve as a reference for all stakeholders involved in the project.

The document is organized into several sections, each addressing a specific aspect of the project. The first section, 'Introduction', provides a high-level overview of the project's goals and objectives.

The second section, 'Scope', defines the boundaries of the project, including the specific tasks and deliverables that will be completed. This section also identifies the key stakeholders and their roles in the project.

The third section, 'Deliverables', lists the specific outputs that will be produced as a result of the project. These deliverables are organized into a timeline, showing the expected completion dates for each item.

The fourth section, 'Conclusion', summarizes the key findings of the project and provides a final overview of the project's status and future plans.

Project Name	Project ID
Project Manager	Project Sponsor
Project Lead	Project Stakeholder
Project Team	Project Budget

The fifth section, 'Appendix', contains additional information that is relevant to the project, including a glossary of terms and a list of references.

The sixth section, 'References', lists the sources of information used in the project, including books, articles, and websites.

USE ONLY

Oct 30 '44

Nov 15 '45

Aug 3 '45

Jul 15 '46

Aug 3 '46

Feb 2 '48

Aug 9 '48

Dec 7 '48

Dec 7 '48

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