

THE VIEWS OF PARENTS
CORRELATED WITH THE BEHAVIOR
OF NURSERY SCHOOL CHILDREN.

THE BEHAVIOR OF NURSERY
SCHOOL CHILDREN AS CORRELATED
WITH THE VIEWS OF THEIR PARENTS
CONCERNING SPECIFIC BEHAVIOR
SITUATIONS.

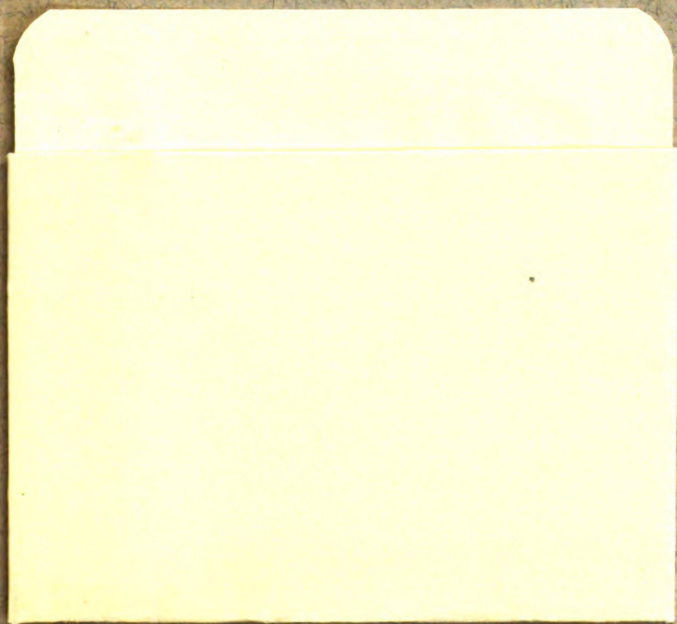
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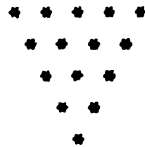
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By

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THESIS

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THE VIEWS OF PARENTS CORRELATED WITH THE BEHAVIOR OF NURSERY SCHOOL CHILDREN.

CHAPTER I.

INTRODUCTION.

PURPOSE OF SELECTION

A need has been felt in the Michigan State College Nursery School to discover if a reason can be found in the background of the children - that is, in the home and parental environment - for the children to react the way they do in certain behavior situations. It is believed quite universally that parents do have a direct general influence on the personalities of their children, but this study has been an attempt to find out if the parents views have specific relationships to their children's actions. Some explanations for certain of the children's actions have come out in conversations with the parents, but it was felt that it would be helpful as well as interesting to know what definite relationship, if any, exists between the parental views and the children's actions in everyday behavior situations. A study of the literature in the field shows a lack of studies done on this subject. In fact, no study exactly similar has been discovered by the writer. There is, of course, mention of behavior situations and the manner in which they should be treated by the parents as well as case studies showing how certain children react in specific behavior situations, but no where in the literature was found an attempt to draw a direct relationship between the two.

STATEMENT OF THE PROBLEM

When the problem was first discussed, it was thought that a com-

parison could be made of the parents' actions in the home and their children's actions in the nursery school. In relation to this The Views of Parents Correlated with the Behavior of Nursery School Children was set up as a problem dealing with the way children react in the nursery school in specific behavior situations and their parents' views on the treatment of similar behavior situations. Therefore this investigation deals with parental views rather than the parents' actions in these behavior situations. The purpose of the problem is to see if there is any correlation between these two factors - the parents' views and their children's actions.

REVIEW OF LITERATURE.

As has already been stated, there is a definite lack of literature in the field. Berta Hattwick¹ believes, "that any studies comparing home and child in preschool are of value." She enlarges upon this statement by saying that only too few such studies have been done. Very few of the studies reviewed by the writer were of much value. The following books and articles proved slightly valuable as a study of important behavior situations and the manner in which authorities believe the parents should treat the situations as well as the children in the situations:

(a) Blatz and Bott.² Parents and the Preschool Child; (b) Foster and Anderson.³ The Young Child and his Parents:

1. Hattwick, Berta. "Interrelations between the Preschool Child's Behavior and certain Factors in the Home." Child Dev. VII: Page 202. Sept. 1936.

2. Blatz, William E. and Bott, Helen. Parents and the Preschool Child. New York: Wm. Morrow and Co., 1929. 340 pp.

3. Foster, Josephine and Anderson, John E. The Young Child and His Parents. Minneapolis, Min.: Univ. of Minn. Press, Feb. 1927
190 pp.

(c) Pruette.¹ The Parent and the Happy Child; (d) Langdon.² Home Guidance for Young Children; (e) Thom.³ Everyday Problems of the Everyday Child; (f) Sayles.⁴ The Problem Child at Home; (g) ~~Mc~~ Master.⁵ "What Is Good Discipline?"; (h) Hewlett,⁶ "Why Parents Punish."; (i) Endress.⁷ "Short Cuts to Good Discipline," (j) Blatz and Bott.⁸ The Management of Young Children"; (k) Anderson.⁹ The Young Child in the Home; (l) Richards,¹⁰ Behavior Aspects of Child Conduct; and (m) Faegre and Anderson.¹¹ Child Care and Training.

1. Pruet, Lorine. The Parent and the Happy Child. New York: Henry Holt & Co., 1932 288 pp.
2. Langdon Graw. Home Guidance for Young Children. New York: The John Day Co., 1931 405 pp.
3. Thom, D. A. Everyday Problems of the Everyday Child. New York: D. Appleton and Co., 1928 349 pp.
4. Sayles, Mary Buell. The Problem Child at Home. New York Commonwealth Fund, 1928. 342 pp.
5. McMasters, Margaret. "What Is Good Discipline?" Parents' Magazine, April, 1940, pp. 26, 27, 68, 69.
6. Hewlett, Irma. "Why Parents Punish." Parents Magazine, July, 1937, pp. 18, 19, 36, 55.
7. Endress, Marie Brite. "Short Cuts to Good Discipline." Parents' Magazine, December, 1939, pp. 29, 104.
8. Blatz, Wm. E. and Bott, Helen. The Management of Young Children. New York: Wm. Morrow & Co., 1930 345 pp.
9. Anderson, John E. The Young Child in the Home. New York: D. Appleton Century Co., 1936. 415 pp.
10. Richards, Esther L. Behavior Aspects of Child Conduct. New York: The Macmillan Co., 1932.
11. Faeger, Marion L. and Anderson, John E. Child Care and Training. Minneapolis: Univ. of Minn. Press, 1929. 327 pp.

In many of these same books may be found case studies of children's reactions in certain behavior situations; a, b, c, d, e, f, j, k, l and m have such case studies incorporated in their volumes. Most of the case studies that have been done, though, deal with certain types of behavior as problems rather than as everyday behavior situations as this study does. Nimkoph in his study, "The Relation of Parental Dominance to Parent - Child Conflict"¹ studies, not behavior situations or problems, but rather the conflict between parent and child and parent and parent and how these conflicts affect the child. Sayles' study, The Problem Child at Home² is a study of parent - child relationship through case studies alone and these case studies are drawn mostly from delinquency cases. Watson's book, Children and their Parents,³ deals with case study work on personality problems including emotional disorders and insanity. In the study, "The Effect of Certain Family Relationships upon the Development of Personality"⁴ by Goodenough and Leahy, sibling relationships and the child's position in the family are emphasized. There is no reference to the treatment of the child by his parents in Ridenour's, "A Study of the Backgrounds of Withdrawing Children"⁵ which analyzes the

1. Nimkoph, Meyer F. "The Relation of Parental Dominance to Parent - Child Conflict." Social Forces, 9: 559-563, June 1931.
2. Op. Cit. page 2.
3. Watson, Maude Ethel. Children and their Parents. New York: F. S. Craft and Co., 1932. 362 pp.
4. Goodenough, Florence L. and Leahy, Aline M. "The Effect of Certain Family Relationships upon the Development of Personality." The Ped. Sem. and Jr. of Gen. Psyc., 34: 45-71, March, 1927.
5. Ridenour, Nina A. "A Study of the Backgrounds of Withdrawing Children" The Journal of Educational Research, 28: 132-143, Oct. 1934.

backgrounds of withdrawing children and compares them with a control group. Stotts' "Parental Attitudes of Farm, Town, and City Parents in relation to Certain Personality Adjustments in their Children"¹ is a comparison of personality scales measuring three different aspects of self reliance - personal adjustments, ethical judgments, and attitudes toward life - of adolescents in farm, town and city with attitude scores from their parents on the development of self reliance in children. Blatz and Bott² for their book, Parents and the Preschool Child asked the parents to keep a Home Record covering in detail the daily behavior of their children and they also filled in a consultation form for each child covering all the child's developmental history and acquisition of habits. Pruette³ in her book, The Parent and the Happy Child, includes a rating scale for parents as well as a parental inventory of customary attitudes. In Ojemann's Tests for the Measurement of Attitudes towards Self Reliance⁴ scales are constructed for measuring parental attitudes toward self reliance.

The above studies offered very little in the way of pertinent help. A little more help was found in the four studies which are next reviewed. Hattwick's study, "Interrelations between Preschool Child's Behavior and certain Factors in the Home"⁵ includes the following points:

1. Stott, L. H. "Parental Attitudes of Farm, Town and City Parents in Relation to certain Personality Adjustments in their Children." "Jr. of Soc. Page 11: 325-39, 1940.
2. Op. Cit. Page 2
3. Pruette, Lorine. The Parent and the Happy Child New York: Henry Holt and Co. 1932, 288 pp.
4. Ojemann, Ralph. Tests for the Measurement of Attitudes toward Self Reliance. Univ. of Iowa, Research in Parent Education III, Vol. X, Series 285, Oct. 15, 1934,
5. Op. Cit. page 2.

(a) comparison of behavior under home conditions suggesting over attentiveness with behavior under home conditions suggesting irresponsibility or negligence; (b) comparison of behavior under conditions suggesting a well adjusted home with behavior under conditions suggesting tension in the home; (c) study of behavior in relation to situations (1) in which children share home responsibilities with their parents and (2) in which children and parents have common play interests. As can be seen these are an entirely different kind of study from the present investigation, but they do have in common a study of a type of children's behavior and the effect of certain factors in the home, Foster and Anderson's book.¹ The Young Child and his Parents, was originally planned as a study of the normal young child for the purpose of gaining some insight into the types of reactions which he shows, but the authors found that what they really were studying was a series of home situations in which the parent played a most important part. In their 100 case studies the general environmental situation of the child is described together with the behavior or conduct problems developing in the home before the school age. Therefore Foster and Anderson's study does bring in the effect of home and parental environment upon the child but the behavior of the child studied is designated as behavior or conduct problems. Each child was studied from a problem standpoint - psychological, physical, or mental. Slater's Types, Levels, and Irregularities of Response to a Nursery School Situation of Forty Children Observed with Specific Reference to the Home Environment² is the only study included in which observations in the

1. Op. Cit. Page. 2

2. Slater, Eleanor. Types, Levels and Irregularities of Response to a Nursery School Situation of forty children Observed with Reference to the Home Environment. Wash., D. C.: Society for Research in Child Div. 1939. 148 pp.

children are actually carried out in the nursery school. This study was carried on with reference to the home situation and some case studies were used. Fluctuations in behavior in the nursery school situation were found to be associated with some disturbing home situation. In A Review for the Measurement of Parent Attitudes and Practices¹ Lois Jack's purpose is to devise a means of scoring parents' practices and the behavior of their children as criteria of their efficiency in child rearing. This investigation perhaps comes the closest in purpose, at least, to that of the present study. An interview form is used in Miss Jack's study covering all types of behavior situations, and questions of two types are asked - (a) actual methods used by the mother who has the problem in question and (b) methods the mother would use if she should encounter the problem. A comparison is made before and after a course in parent education is taken and some improvement is shown. Miss Jack used the method of listing possible solutions to each behavior situation for the parents to check in a similar manner to the present study. Through a review of the literature cited, it is easy for one to agree with Hattwick that far too little has been done in studies comparing the home and parental environment including the parents' actions and beliefs and views with the happy normal child in the nursery or preschool. The first group of literature reviewed served only to reacquaint the writer with the fact that authors are aware of the behavior situations in which children play a part and the place that parents should have in these situations. The second group of literature served also to renew the writers' faith that there is an interest in such a study.

1. Jack, Lois M. A Device for the Measurement of Parent Attitude and Practices. Univ. of Iowa Studies, Researches - Parent Educ. I. Vol. VI, Series 241, Dec. 15, 1932, pp. 135 • 149, 246 - 288.

THE VIEWS OF PARENTS CORRELATED WITH THE BEHAVIOR OF NURSERY
SCHOOL CHILDREN.

CHAPTER II.

METHOD USED IN THE STUDY.

THE CHOICE OF METHOD.

When this study was first considered, it was hoped that information might be obtained on the actual methods used by the parents in the treatment of certain behavior situation. Methods of doing this which were considered were (a) actual observation in the home and (b) interviewing each parent personally. Both of these methods were ultimately discarded - the first because an extra person in the home would naturally change the situation and the second, because even in a personal interview the interviewer would be more likely to receive information on beliefs and views than on actual practices. Blatz and Bott¹ make the statement that, "Only parents, could observe the home situation without introducing an alien factor which would change the whole situation to be observed," but when the parents' actions are the topic for observation, this too would be impossible.

In order to insure finding results which were more truly representative of what they pertained to be, it was decided that the findings should be of the parents' views or beliefs rather than of their actual actions. Therefore, it was decided to submit to each parent a questionnaire which would test the parents' views on how certain behavior situations should be treated.² The results from these questionnaires were then to be com-

1. Blatz, Wm. E. and Bott, Helen. Parents and the Preschool Child.
New York: William Morrow and Co., 1929, page 2.

pared with the child's actual behavior in similar situations in the Nursery School.

CHOICE OF SUBJECTS FOR THE STUDY.

The children used as the subjects were the 24 children attending the Michigan State College Nursery School during the Winter term of 1940. The parents used were the parents of these same nursery school children.

At the beginning of the investigation the youngest child was 2 years, 2 months and the oldest was 4 years, 11 months. The range of ages can be seen in Table I.

Table I. Ages of the Children during Investigation.

<u>Ages in Years</u>	<u>Number of Children</u>
2 - 2½	2
2½ - 3	5
3 - 3½	7
3½ - 4	5
4 - 4½	2
4½ - 5	3
Total	<u>24</u>

The majority of the children were from homes where one or both of the parents have a college education as can be seen from Table II.

Table II. Parents Having College Education.

Parents	Number of Children
Father	20
Mother	19
Both Parents	17

Many of the families were very comfortably well off; none were in the low income level, the lowest perhaps being that of an instructor at the college. The occupations can be seen in Table III and indicate comfortable levels of living.

Table III. Occupation of Parents.

Occupation	Number of Families
Professions	18
Independent Business	2
Skilled Workers	4

The smallest number of children in any family was, of course, one child and the largest number was three children. Table IV shows the distribution of children in the families of the subjects.

Table IV. Number of Children in the Families.

	Number of Families
One Child	10
Two Children	11
Subject with one older child	3
Subject with one younger child	8
Three Children	3
Subject with two older children	2
Subject with two younger "	1
Total	<u>24</u>

All but seven of the children used as subjects had had Nursery School training previous to the term in which the investigation was carried out. This training ranged from one term in a few instances to almost four years in one instance as is shown by Table V.

Table V. Nursery School Training of the Subjects.

<u>Term⁵ in School</u>	<u>Number of Children</u>
1st	7 2
2nd	7 ¹
3rd	2
4th	1
5th	4 ²
8th	2 ³
11th	1 ⁴
Total	<u>24</u>

The writer agrees with Blatz and Bott⁶ when they say, "The interesting thing to note is that it is no longer the child who is to be studied as a thing - in - himself; it is the child in his environment, and more particularly within the environment, the child in relation to his parents."⁷ Therefore, the subjects chosen were 24 nursery school children with their parents. In several ways, it will be noticed, the sample was homogeneous and therefore the study can never be indicative of the tendencies of all children and their parents, but it should be an interesting study of this one particular group.

FORMULATING PARENTS QUESTIONNAIRE AND NURSERY SCHOOL
OBSERVATION SHEETS.

In order to choose the main behavior problems, the writer listed the daily occupations of the child that were common to both the home and the nursery school. From this list the following were chosen as important behavior situations or problems:

1. One child also had a summer session plus 2 terms.
2. One " " " " " " " " 5 "
3. " " " " one " " " and one child had two summer sessions plus 8 terms.
4. Child also had a part of a summer session plus 11 terms.
5. Michigan State College has three "terms" of 3 months each rather than 2 semesters.
6. Blatz, Wm. E. and Bott, Helen. The Management of Young Children. New York: Wm. Morrow and Co., 1930.

(A) Untidiness; (B) Eating; (C) Destructiveness; (D) Crossness and Overtiredness; (E) Parent Leaving Child; (F) Washing; (G) Behavior in Public (when the child is taken out in public); (H) Bedtime (includes both problems occurring at naptime and at night); (I) Quarrels; (J) Dressing; and (K) Cooperativeness.

In drawing up the observation sheets¹ for the nursery school each of these behavior problems was illustrated by a situation in nursery school covering that particular type of behavior. For example, under Untidiness was the situation of the child being untidy while eating. Under each of these situations were listed the possible responses of the children to that situation. These responses were gathered from observation of the children in these same situations. In drawing up the questionnaire ~~three~~ or four situations using imaginary children were drawn up for each behavior problem. For example, under Untidiness again: "Jimmy persists in being untidy about his eating although he is old enough and efficient enough to eat without spilling food on the table cloth, chair, floor, and himself." Under each situation were listed possible solutions that the parent might make to the situation. Both the situation and the possible treatment were taken in the greater part from the literature in the field already listed in Chapter One. The various situations for each problem were grouped together in the questionnaire so that the parent might not lose the train of thought, but they were not listed under the name of the problem. After the situations for both the observation sheet and the questionnaire were drawn up, they were checked one against the other, so that similar situations were used under each problem for both the home and the nursery school situation.

After the situations were drawn up for both the observation sheets and the questionnaire, they were checked by the staff of the College Nursery School and by the head of the Home Management and Child Development Department and their suggestions were carried out. After being checked by these trained persons, the questionnaire in its final form was

1. Copies of the observation sheet, questionnaire, and letters will be found in Appendix II.

submitted as a test for clarity to two lay people who were Mothers of children of nursery school age. It was difficult for the experts to see some of the grade distinctions of the possible treatment of the situations because many of the poor treatments seemed so ridiculous to them. It was found, however, that to a lay person these ridiculous treatments might have possibilities as accepted forms of treatment according to their views.² Therefore, none of these possibilities hard to rate were left out because they might be the ones preferred by some parent.

METHOD OF RECORDING OBSERVATIONS.

In carrying out the observations in the nursery school it was decided that the writer should do all the observations alone on each child thereby eliminating the difference that might occur in the way different observers would carry on the observations.² Each child was observed in each situation at three different times as far as it was physically possible.² Because this study was carried on during winter term, there were many absences due to colds and the influenza epidemic.² Due to the child's absence, it was impossible, therefore, to complete fully all the observations on some of the children. In some cases, also, a child was never found as a part of the situation. This fact was especially true of a few of the children in the situations falling under the heading of Destructiveness.

There were some outside influences that sometimes affected the possible behavior of the child in the different situations.² This fact sometimes convinced the observer that the observations should be eliminated. At other times, it was decided that the outside influence might be one that would be met in the home situation also and therefore, could be overlooked.² In

some cases the other children acted as an outside influence; in other cases an adult in authority affected the behavior of the child; and sometimes the special physical and mental condition of the subject himself had a very decided effect on his behavior. A child who does not feel well is often very likely to react in a situation very differently from the manner in which he would if he were well and happy.

METHOD USED IN OBTAINING PARENTS COOPERATION.

Separate questionnaires were given to each father and mother rather than one questionnaire for a joint return, because it was believed by the writer that the views of the father and mother might differ. This suggestion was later found in a large measure to be true. Although the questionnaires were given out personally, a letter was included with them explaining that a study was being carried out but not revealing the nature of the study. This letter asked for the parents' cooperation by filling in the questionnaires and returning them. Directions for rating the questionnaires were also incorporated in the letters. Each situation was to be rated by the parents with the treatment they considered to be the best treatment listed as number one and the treatment considered least desirable with the highest numerical rating. In rating these situations, it was the investigator's idea that the child's actions be rated according to desirability. Desirability was interpreted as that treatment which would best condition the child towards being a valuable member of society in the future and not merely a suitable treatment of the situation for the moment. In connection with this point Foster and Anderson say, "It is obvious that the child is not merely a plaything for the parent, nor a convenient errand boy, but should be thought of as

a future contributing member of the community."¹

Of the questionnaires sent out to the parents of the 24 children - 24 to mothers and 22 to fathers - there was a questionnaire returned for every child except one. Of the questionnaires returned, 23 were from mothers and 14 were from fathers. The greater return from mothers and the later correlation found in the mothers' favor seem to collaborate. Pruettes² statement that, "Foreign visitors to this country often comment on the feminine atmosphere of our homes."

On the whole the parents were very anxious to cooperate and were interested in the study and its possible results. They also offered some very constructive criticism. Some of the parents asked for copies of the questionnaire - one to be used for discussion in a Home Economics Class for short course girls and another to be used as speech topics. All but two of the parents expressed their pleasure in filling out the questionnaire and in discussing the answers among themselves afterwards. Of course, there was adverse criticism too. One mother said too many factors could enter into the situation to change the rating. This same parent also stated that she thought many of the solutions "stupid". The writer agreed with her here, but again felt these so-called "stupid" answers necessary. She also could see no way to take care of the other factors that might determine a rating such as the age of the child and the mothers' time. In a limited study such as this, these factors could not be isolated. One mother informed the writer that it wasn't necessary for her husband to fill out

1. Foster, Josephine and Anderson, John E. The Young Child and His Parents. Minneapolis, Minn.: Univ. of Minn. Press, Feb. 1927. Page 8.
2. Pruette, Lorine. The Parent and the Happy Child. New York. Henry Holt & Co., 1932 288 pp. Page 52.

the questionnaire," because we agree so thoroughly in our ideas on the handling of children that his would be exactly the same as mine." The writer wondered why that should be true of one pair when there were no sets of questionnaires returned from any other pair of parents which were exactly the same.

DEVisING METHOD OF SCORING RETURNS.

In scoring the returns the investigator could have rated the questionnaires and observation sheets herself and scored the returns in relation to her own rating, but it was felt that the rating would have more validity if it were in relation to a combined jury rating. A jury is a group of experts in the field. The jury usually includes 10 to 15 such experts and their average response is then used as a basic rating. Therefore a questionnaire, an observation sheet, a copy of the letter sent to the parents, and a letter explaining the project and asking the recipient to act on the jury were sent to 32 nursery school teachers in colleges and private nursery schools throughout the country. There were 31 answers to this request. Not all of the recipients acted as jurors, but at least, they were willing to respond. Those schools to whom the writer is indebted for contributing to act on the jury are listed in Appendix III.

The jurors were each asked to rate the questionnaire in a similar manner to the way the parents rated it. The solution they considered most desirable was to be rated as number one and that solution considered least desirable was to be given the highest numerical rating. They were also asked to rate the child's possible behavior under each situation on the observation sheet in the same manner, number one being the most desirable

reaction of the child in the situation and the highest number indicating the least desirable reaction of the child to the situation.

Some valuable criticisms of the study were also offered by different members of the jury. About two-thirds of the comments were complimentary to the type of study being done, saying it was an interesting attempt, and asking for the results when the study was finished. Four replied that they did not understand what was expected of them and needed more information and further instructions. Three others offered the same criticisms as some of the parents, thought that age would be a factor in some of the situations and also said the desirable answer might depend on the total situation, the history of the child involved, and the background and time of the parent. Two regretted that they did not feel qualified to act on the jury because their nursery school set up was so different and two replied that they did not have the time to devote to the study at the time, but were interested in the results. There were 13 jurors who rated the questionnaires and 11 of this number rated the observation sheets also. Therefore the jury rating of the questionnaire is the mean rating of 13 jurors and the jury rating of the observation sheets is the mean rating of 11 jurors.

CHAPTER III.

THE FINDINGS OF THE STUDY.

This chapter includes both a statistical analysis of the entire investigation as well as a few case studies.² The statistical findings are general for the whole sample while the case studies bring out specific facts about certain of the children and their parents.³ In order to analyze the data statistically the parents' questionnaires and Nursery School Observation Sheets had first to be reranked.² Then, a rating by the Jury could be obtained for each item on both the questionnaire and Observation Sheet.² After these values were determined, ratings could be found for both the children and the parents on each behavior problem in relation to these jury ratings.² The correlations found were general statistical results, so a more intensive study of the statistical results was also included.² This intensive study along with the case studies brought out more specific details for individual members of the sample.

A STATISTICAL ANALYSIS

I. METHOD.

In preparation for figuring the statistical results, all the data collected from the Observation Sheets for the children, the questionnaires for the parents, and both the questionnaire and Observation Sheets that the Jurors had rated had to be compiled.

RERANKING PARENTS QUESTIONNAIRES AND NURSERY SCHOOL OBSERVATION SHEETS.

A preparatory step for the compiling of the data was the rerating of the questionnaires and Observation Sheets of both the jurors and the parents so that they were statistically ranked. Baten¹ explained this

1. Baten, Wm. D. Elementary Mathematical Statistics. New York: John Wiley and Sons, Inc. 1938, page 174.

rerating by saying, "If there are ties in the ranks, make the ranks so that the sum of the ranks is the same as if there had been no ties." For example, suppose 3 tied for fifth place, the ranks would be 5, 6 and 7 had there been no ties. To make the ranks so that the sum of these ranks is the same as if there had been no ties, make $x_5 = 6$, $x_6 = 6$, $x_7 = 6$. This 6 would be the average of the three ranks if there had been no ties. A very few of the jurors had rated their answers in this manner, but in the majority, the situations had to be rerated.

Rating by Jurors.

Nursery School Observation Sheets.

The first step in compiling the data was the rating of the items on the Nursery School Observation Sheets. A large sheet was set up for the recording of each juror's rating of each situation on the Nursery School Observation Sheet. Next another large sheet was set up which gave a total of the ratings on the first sheet and showed for example, how many times A I a (Untidiness while eating) was rated as 1, 2, 3 or 4 by the 11 jurors. From these totals then could be figured the average rating for each possible action of the child by using the mean. For example: A I a was rated 1 nine times and as 2 twice; the mean of the jury's average rating of A I a was thus 1.2, See Table VI. In this way a Jury rating¹ for each possible form of behavior under each situation was found. Table VI is a sample of this rating by the jurors in relation to one problem. Ratings of individual jurors are shown and the last column shows the mean rating of the jury for each possible behavior of the child.

1. See Appendices IV. Table, for the mean Jury Rating of both the items on the Nursery School Observation Sheet and on the Questionnaire for Parents.

Table VI. Rating by jurors of Items on Observation Sheets for Nursery School Problem AI: Untidiness while Eating.

	Juror Number 1	Juror Number 2	Juror Number 3	Juror Number 4	Juror Number 5	Juror Number 6	Juror Number 7	Juror Number 8	Juror Number 9	Juror Number 10	Juror Number 11	Mean Rating of Jurors
Possible Behavior of Child:												
a. Asks to clean up	2	1	1	1	1	1	1	2	1	1	1	1.2
b. Refuses to clean up	3	3	3	3	4	4	4	4	4	4	4	3.6
c. Careful when eating: spills only accidentally and acts guilty	4	4	4	2	3	3	3	1	3	3	3	3.0
d. Cleans up willingly if asked. unobservant otherwise	1	2	2	-	2	2	2	3	2	2	2	2.0

The next step in analysis was similar to the first except that the children's names replaced the member of the Jury. There was recorded on a second sheet the number of times each child was checked in a certain reaction to a situation. Table VII shows how the children's reactions were checked in the first situation under Untidiness. After the reactions of the children were recorded, another large sheet was drawn upon which could be shown the child's rating in relation to the Jury rating. This compilation was done by using the number of checks the child had under a

certain reaction and the Jury's mean average rating of that reaction. For example T.B. had one check under Possible Behavior a and 2 checks under Possible Behavior d. The average Jury rating for A1a was 1.2 and for A1d was 2.0.

Checks		Jury Rating	
1	x	1.2	= 1.2
2	x	2.0	= 4.0
<u>3</u>			<u>5.2</u> = 1.73 = T.B.'s

rating on Problem AI, Untidiness while Eating. This rating was figured for each child for each situation under each Behavior Problem. The bottom line on Table VII shows these ratings for each child in relation to the Jury Rating on this problem, Untidiness while Eating.

Table VII. Children's Reactions in Situations on Observation Sheet for Nursery School.

Problem AI: Untidiness while Eating

Number of Times Children's Reactions Are Checked.

Possible Behavior of Child.	Children																				Average Jury Rating				
	T.B.	T.A.	S.S.	R.A.	T.T.	K.K.	D.P.	M.S.	M.T.	S.L.	Q.W.	K.S.	M.B.	D.D.	C.P.	T.M.	S.H.	N.S.	M.B.	L.S.		M.P.	R.S.	D.C.	R.W.
a. Asks to clean up	1	2	3	1	2	3	3	2	1	2	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1.2
b. Refuses to clean up										1							2				1				36
c. Careful when eating, spills only accidentally and acts guilty																3	1	1		1		2		2	30
d. Cleans up willingly if asked. Unobservant otherwise.	2	1			2	1	3	2		2	1	3	2	3					2	2	2	2		3	2.0
Child's Rating in Relation to Jury Rating	1.7	1.5	1.2	1.7	-	1.5	2.0	1.7	1.2	1.5	1.5	1.0	1.7	2.0	1.0	2.0	2.4	2.1	1.7	2.5	2.0	2.4	2.0	2.7	

Then in order to determine the child's rating per problem, a weighted average was taken of all the situations per problem. For instance under problem A, there were 6 situations; On Situation I, Untidiness while Eating, T.B. had a rating of 1.7, on Situation II, Untidiness in Taking Off Outside Clothing, T.B. had a rating of 2.0; on Situation III, Untidiness in taking care of shoes, T.B. had a rating of 1.7; on Situation IV, Untidiness while taking care of Slippers, T.B. had a rating of 2.8; on Situation V, Untidiness while taking care of toys, T.B. had a rating of 4.1; and on Situation VI, untidiness while changing play occupations, T.B. had a rating of 3.0.

Situation	Rating	Number of Possible Reactions			
I	1.7	x	4	-	6.8
II	2.0	x	5	-	10.0
III	1.7	x	4	-	6.8
IV	2.8	x	5	-	14.0
V	4.1	x	6	-	24.6
VI	3.0	x	3	-	9.0
			<u>27</u>		<u>71.2 = 2.6</u>

The 2.6 is then T.B.'s mean rating in relation to the Jury rating for Behavior Problem A, Untidiness. This mean rating per problem for each child was the rating which was later to be compared to the parent's ratings per problem. The best rating any child could achieve on any problem was 1.0 and the poorest was 8.0. The best rating any child was given on a total problem was 1.0 and the poorest for one situation within a problem was 7.4 while the poorest for a total problem was 5.8. The best rating given by the Jury was 1.0 and the poorest was 7.4.

Questionnaire for Parents.

The rating of questionnaire for parents was accomplished in a similar manner to the rating of the Nursery School Observation Sheets.

Table VIII. like Table VI, page 2, is a sample of these ratings by the Jurors on the first situation under Untidiness and also shows the mean rating of the Jurors for Situation I.

Table VIII. Rating by Jurors of Items on Questionnaire for Parents Theoretical Situation I : Jimmy's Untidiness while Eating.

	Juror Number 1	Juror Number 2	Juror Number 3	Juror Number 4	Juror Number 5	Juror Number 6	Juror Number 7	Juror Number 8	Juror Number 9	Juror Number 10	Juror Number 11	Juror Number 12	Juror Number 13	Mean Rating of Jurors
Solutions by Parents:														
a. Child given spanking and sent from table	7.5	4	5	3	8	3	8	8	5	8	4.5	6	8	6.4
b. Mother says she knows he cannot help it	5	5	4	6	4	-	4	5	4	4	6.5	6	4	4.8
c. Child given cloth to clean up	2	2	2	2	2	2	2	2	2	2	2	3	2	2.1
d. Child ridiculed.	6	8	7.5	5	7	-	5	6	8	7	6.5	6	5	6.4
e. Child told he should be ashamed and forced to stand in corner	7.5	7	7.5	8	6	-	7	7	6	5	8	6	7	6.8
f. Child continually scolded through meal	4	6	6	4	5	-	6	4	7	6	4.5	6	6	5.4
g. Child continuously reminded to be neat	3	3	3	3	3	4	3	3	3	3	3	13	3	2.9
h. Child if not neat, must eat by self and only with family as reward for neatness	1	1	1	1	1	1	1	1	1	1	1	2	1	1.1

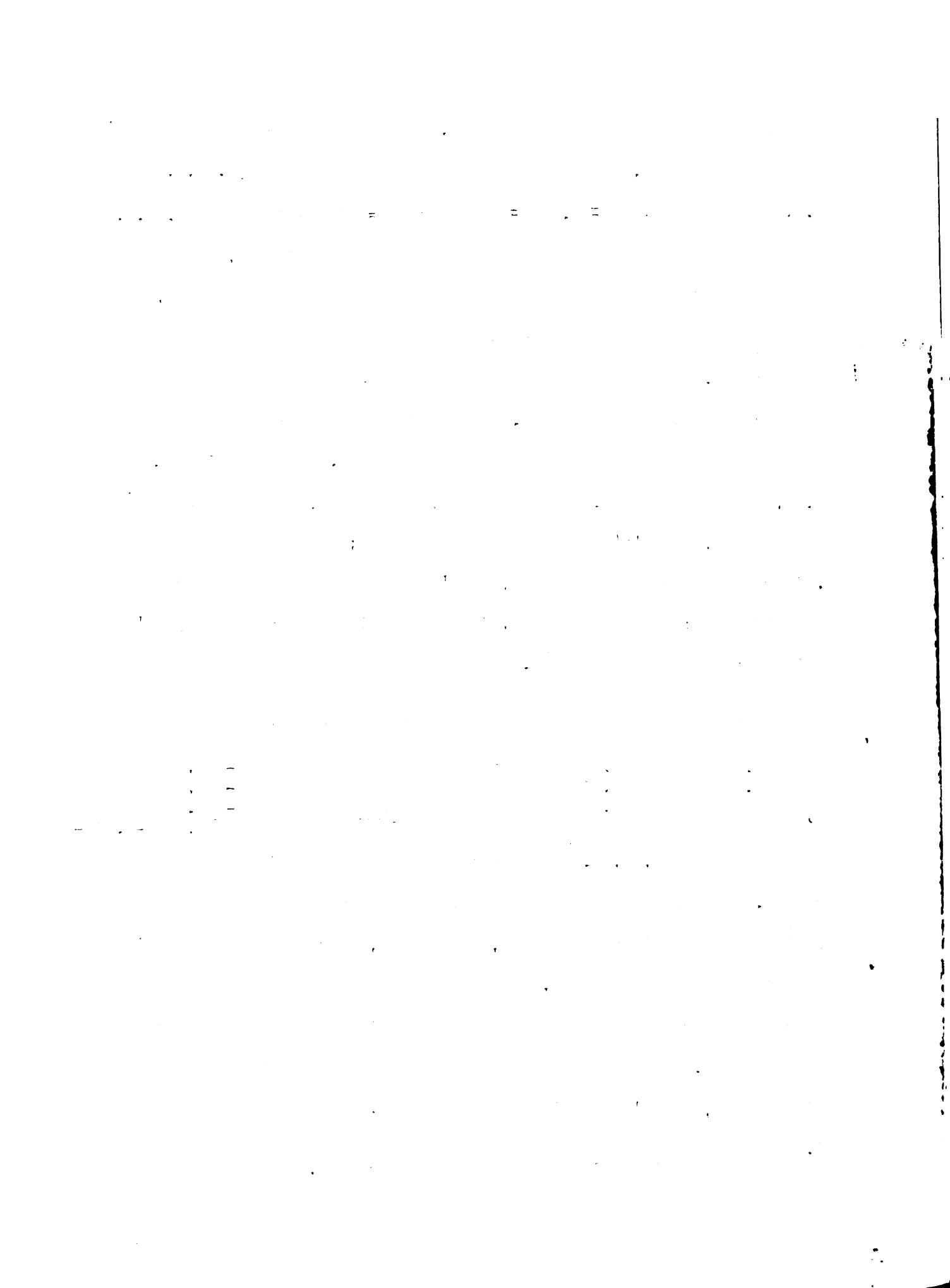
Next another sheet was drawn up on which were recorded the ratings of all the solutions per situation by all the parents. Then came the problem of determining the parents' ratings in relation to the mean jury rating so that the parents' ratings could be compared with the children's rating. It was finally decided that the mean jury rating should be considered as 100 percent correct. Then the individual parents ratings could be figured as a percentage showing the amount of deviation from the mean jury rating. It did not make any difference whether the parental rating was above or below the jury rating in figuring the percentage

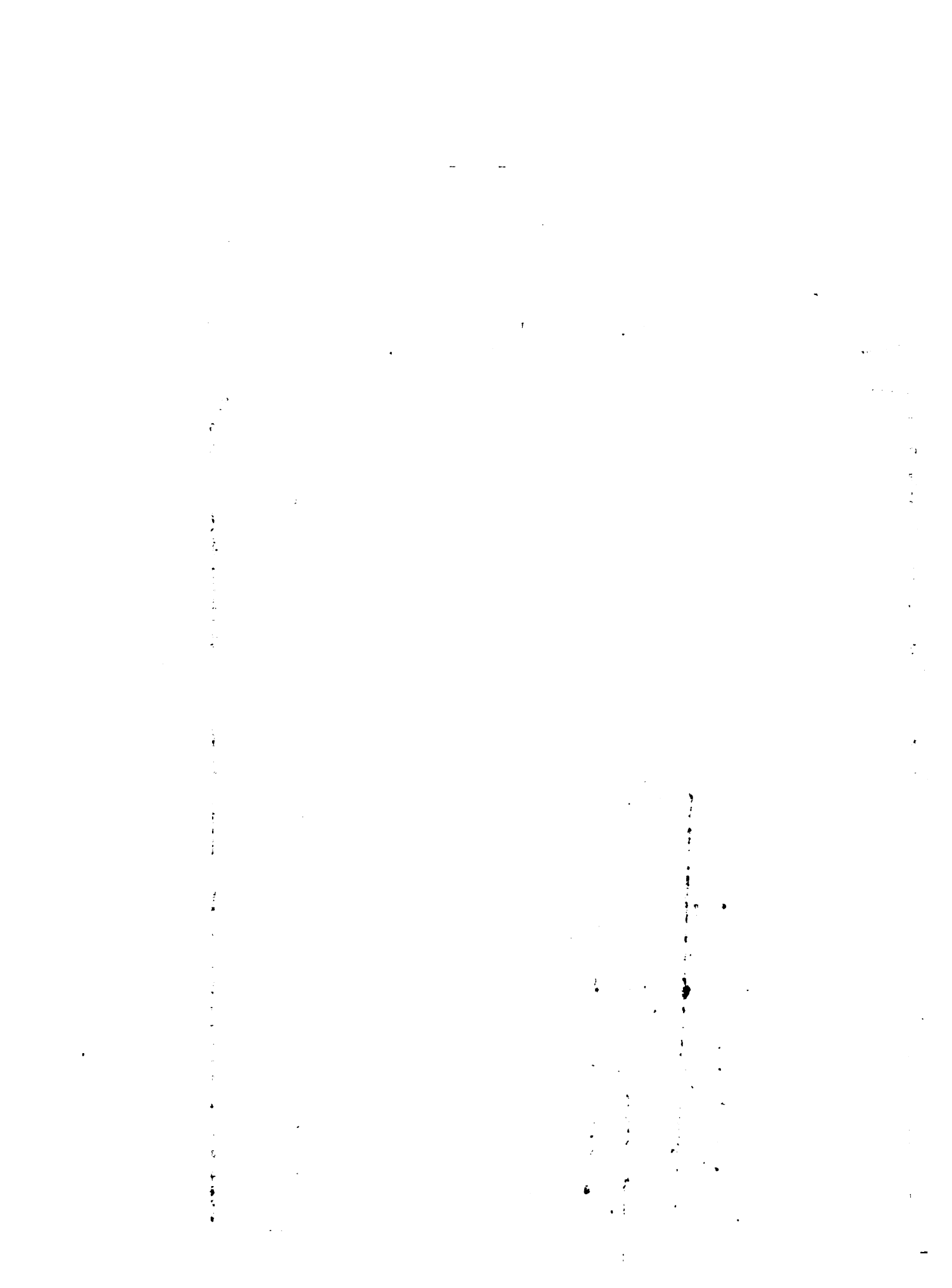
of its deviation from the Jury rating. For example the mean Jury rating of Solution a is 6.4 and the rating of this solution by Mrs. T.B. is 8.0. Therefore $\frac{6.4}{8} = .79 = 79 \text{ percent} = \text{the rating of Mrs. T.B. in relation to the Jury rating as this particular solution.}$ This rating was figured for each father and for each mother for each solution. Then the mean average of their percentage was figured for each situation for each parent. This procedure gave each parent a mean percentage rating for each theoretical situation. These percentages were then weighted and a mean average was found for each Behavior Problem. For example Mrs. T. B. had a rating of .79 on Problem A, Untidiness, under Theoretical Situation I, Jimmy's Untidiness while Eating; she had a rating of .71 on Theoretical Situation II, Jack's Untidiness in caring for shoes and overshoes; and a rating of .76 on Theoretical Situation III, Jim's Untidiness in caring for toys.

Situation	Rating		Possible Solutions	
I.	.79	x	4	= 3.16
II.	.71	x	5	= 3.55
III	.76	x	3	= 2.28
			<u>12</u>	<u>8.99</u> = .76

the rating of Mrs. T. B. on the problem of Untidiness in relation to the Jury rating. This rating¹ is then in a form which can be compared with the rating of the child on Problem A, Untidiness, which was also found in relation to the Jury rating. An average was then taken of the ratings of each father and mother per problem so that a rating was obtained for both parents. Table IX shows how the individual parents rated Theoretical Situation I, Jimmy's Untidiness while eating.

1. A table showing the rating of the children and parents in relation to the Jury rating will be found in Appendices IV. Table XIII.





STATISCAL FINDINGS.

GENERAL RESULTS.

In ascertaining the objective results correlations were found between the children's ratings on their actions and (a) the mothers' ratings on their views, (b) the fathers' ratings on their views, and (c) the mean of the ratings of both parents on their views. Both a weighted and an unweighted average of the correlations of the fathers' and mothers' ratings with the children's ratings were also figured for each problem.

In finding the correlations the following formula was used:

$$r_{xy} = \frac{P}{\sigma_x \sigma_y} \quad \text{where}$$

$$P = \frac{\sum xy}{n} - \left(\frac{\sum x}{n} \right) \left(\frac{\sum y}{n} \right) \quad \text{and} \quad \sigma_x \text{ or } y = \sqrt{\frac{\sum x^2}{n} - \left(\frac{\sum x}{n} \right)^2}$$

Table X gives the correlations found. First the children's ratings on their actions were correlated with the mothers' ratings on their beliefs. Then the children's ratings on their actions were correlated with the

03	↑ .16	- .04	↑ .11	↑ .05	↑ .04
11	↑ .12	↑ .13	↑ .09	↑ .00	- .02



It will be seen that in all but two problems - E, Parent Leaving Child, and F, Washing, -- there was a positive correlation between the children's and the mothers' ratings. Likewise there was a negative correlation in all but two problems -- F, Washing, and I, Quarrels -- between the children's and the fathers' ratings. This majority of positive correlations even though low, for the mothers and negative correlations for the fathers should at least show a trend for children's actions in Behavior Situations to be more closely correlated with their mothers' views than with their fathers' in most Behavior Situations. None of the correlations found was high but this finding was expected because this was a problem dealing with views and actions rather than actions with actions. It was interesting to note that in only one case did both the father and mother have a negative correlation and in only one case did they both have a positive correlation.

The writer believes that the negative correlation between the mother and child in Problem E, Parent Leaving Child, may have some basis in the fact that the child most often adjusts to the leave taking more quickly than the mother and takes the leave taking more matter of factly. In the case of the negative correlation under F, Washing, the writer believes that there is basis for this correlation in the fact that many of the children learn to wash themselves in Nursery School while they are still being washed at home. They do their washing in Nursery School just as a matter of routine while it may be an unpleasant occurrence at home.

The highest positive correlation, $\downarrow .41$, found was between the children and their fathers in the problem of Washing. This might be explained by the fact that fathers are liable to be more matter of fact about such a routine thing as washing should be. Therefore, their beliefs should compare favorably with the matter of fact manner that the children grow to have toward the routine of washing in the Nursery School.

The reader will notice that the correlations found between the children's ratings and both parents' ratings were not consistent with the correlations found between the children's ratings and mothers' ratings, or children's and fathers' ratings. The writer could find no reason for this inconsistency until the correlations were tested for significance and were found to be spurious correlations. With such correlations anything may be expected when a farther correlation is taken, using the mean of one group of data.

In order to ascertain whether or not the correlations found were significant, the standard deviations of the correlations were found and from this, the number of times the correlation might occur from chance. The formula used for the standard deviation of the correlation was:

$$\sigma_r = \frac{1 - r^2}{\sqrt{n-2}}$$

In the case of the highest correlation between mothers and children, $r = .28$, it was found that a correlation that high would occur 10 times out of 100 due to chance. In the case of the highest correlation between the fathers and children, $r = .46$, it was found that a correlation that high would occur 2 times out of 100 due to chance. Therefore, these correlations are not significant and are due merely to chance for statistics say that in order to be significant, a correlation should be due to chance not more than once in 100 and preferably less. Since the other correlations are still lower than the ones cited above, there will be even more probability of their being due to chance.

The homogeneity of the sample and the small number of subjects may be direct causes of this lack of significance in the correlations. Even though the correlations did lack statistical significance, it was interesting to note the slight positive trend toward the importance of the mothers' views over the fathers'. It should also be recalled here that less significant

results were to be expected because parents' views rather than actions were used and there is very likely to be a big difference in what people believe and in what they actually do and its effect on the actions of their children.

In looking over the weighted and unweighted averages of the parents' correlations, it is interesting to note the effect the larger number of mothers over fathers has on the weighted correlation. In every case when the mothers' correlation is positive, the weighted average is more positive than the unweighted average. In the two cases where the mothers' correlation was negative, the weighted and unweighted average were about the same in one case and in the other the greater number of mothers had made the average more negative. (less positive).

INTENSIVE STUDY OF RESULTS.

Many interesting points can be brought out through an intensive study of the findings that may never show up in a general statistical analysis. Therefore it was thought expedient to include a more detailed study of some of the results.

No parent had a rating less than .50 (50 percent out of a theoretical 100 percent) on any problem. In fact the lowest rating found was .58. There were a few ratings from .60 to .69 (about 10 percent of the possible 407 ratings of the 37 parents on 11 problems). There were also a few ratings from .90 - .99 (about 4 percent), but the majority of the ratings fell between .70 - .89 (about 85 percent - 40 percent between .70 - .79 and 45 percent between .80 - .89). The highest rating recorded for any parent on any problem was .94. The children's ratings ranged from a 1.0 which was a perfect rating up to 5.8. It should be remembered here that there was an inverse ratio between the parents' and the children's ratings. The children's ratings were from 1.0 which was perfect up to 8.0 which was

the poorest possible rating, while the parents' ratings went from a 1.0 which was perfect down to .00 which was the poorest possible rating. Therefore, the smaller a child's rating down to 1.0, the better it was, and the larger a parent's rating up to 1.0, the better it was. Table XI shows the range of scores that the fathers', mothers' and children received on each Behavior Problem.

Table XI. Range of Scores of Fathers' and Mothers' Views and Children's Behavior

Problems	Children's Behavior	Parents' Views	
		Mother	Father
A Untidiness	1.3 - 3.2	.65 - .91	.69 - .91
B Eating	1.0 - 5.6	.69 - .84	.65 - .83
C Destructiveness	1.3 - 4.2	.58 - .84	.72 - .88
D Crossness and overtiredness	2.1 - 5.8	.75 - .81	.74 - .86
E Parent Leaving Child	1.2 - 4.0	.71 - .87	.66 - .89
F Washing	1.0 - 5.4	.64 - .86	.63 - .83
G Behavior in Public	1.0 - 4.0	.76 - .85	.77 - .85
H Bedtime	1.0 - 3.7	.67 - .80	.51 - .76
I Quarrels	2.2 - 4.0	.72 - .84	.56 - .83
J Dressing	1.2 - 4.5	.72 - .88	.68 - .85
K Cooperativeness	2.0 - 4.7	.66 - .93	.72 - .93

The mother of the child having the best rating on Problem A, Untidiness, 1.3, also had a rating which was good, .90. This was next to the highest on this problem - the highest being .91. The father of this child only received a .79 for this particular problem. The mother of the child having the poorest rating on this same problem, .32, also had the lowest rating on Problem A, .65.

In Problem B, Eating, the poorest rating any child received was 5.6 and her mother's rating was .74 which was .05 above the lowest rating for a parent and was below average for this group. The child with the best rating, 1.0 on this problem however had a mother with a low or poor rating of .74 while

~~the children with~~ the next best ratings of 1.2 and 1.3 had mothers with ratings of .80 and .81. These were the best parental ratings for this problem.

In Problem C, Destructiveness, there were three children having the poorest rating of 4.2. The ratings of their mothers were .81, .58 and .71. In each case the father's rating equalled or excelled the mother's rating. The child with the best rating, 1.2 had a mother with a rating of .83 which was above average, .90 being high for the problem. The child of the mother having .90 had a rating of 1.5 which was good for this problem.

On Problem D Crossnessness and ^Uvertiredness, the best rating for a child was 2.1 and the mother of this child had a rating of .81 when .85 was the highest rating given a mother so .81 was well above average. This same child's father had a rating of .86 which was the highest rating given either parent on this problem. The child with the poorest rating, 5.8, had a mother with a rating of .82 which is not a consistent rating.

In Problem E ^Parent Leaving Child there were four children's scores, of 1.2, the lowest rating. The mothers' ratings of these four children ranged from .81 - .87 which were well above average. The mother of the child with the poorest rating, 4.0, had a score inconsistent with her child's rating of .87.

In Problem F Washing there were six children with the best rating of 1.0 and their mothers' scores ranged from .71 - .86 which was almost the entire range of the mothers' scores. The child's score which was poorest was 5.4 but his mothers' was .77 and above the average.

In Problem of Behavior in Public 10 children had a perfect rating of 1.0 but again there was a wide range in the mothers' scores, .77 - .80. There were two children with the poorest rating of 4.0 and their mothers' scores were .78 and .82, above average ratings.

In Problem H Bedtime two children had a perfect score of 1.0 and their mothers' scores only .68 and .73 which were below average. The poorest child's rating in this problem was 3.7 and his mother's was .75, above average.

In Problem I the best rating of 2.2 was obtained by 2 children and their mothers' ratings were .77 and .78 which were only average ratings. The child rating lowest on this, 4.0, was again inconsistent with his mother's rating of .79 which was average.

Problem J Dressing had five children with the best rating of 1.2 and their mothers' ratings were from .72 - .82 which is the exact range for the whole group. The mother of the child with the poorest rating, 4.5 has a rating of .73 which is also poor.

Problem K Cooperativeness has only one rating of 2.0 which was the best child's rating and the mother of this child had a rating of .85 which was only average in the mothers' ratings. Three children had the poorest rating of 4.7 and their mothers' ratings had a range from .76 - .85 which was about average again.

Therefore it can be seen that there are great inconsistencies and discrepancies in the ratings of the individual fathers' and mothers' views compared with their children's beliefs. While about a fourth of the poor ratings of children correspond to low parental ratings and good ratings of children to high ratings of parents, in the majority of cases

there was a discrepancy. This fact undoubtedly is but another way of stating the lack of significance of the statistical results and should also help to strengthen the belief that there is a big difference between the parents' views and their children's actions.

In the range of ratings there was a possible variation of from 1.0 to 8.0 for the children's ratings on their behavior while for the parents' ratings of their views, there was a possible range of .00 to 1.00. Therefore, the possible range for the children's ratings was much more limited than the possible range of the fathers' and mothers' ratings. Even then the ratings of the parents' views which were actually found covered a smaller range of the possible ratings than the actual range of the children's behavior found. The actual range of the parents' ratings on their beliefs covered only .36 points from .58 to .94 while the actual range of the children's ratings on their behavior covered only 4.8 points from 1.0 to 5.8. In order to find how the actual ranges of the ratings in both cases compared, the actual range was divided by the possible range and the percentage of the possible range actually covered was found. In the case of the parents' ratings, .36 divided by 1.0, gave a percentage of .36. Therefore the parents' ratings covered only 36 percent of their possible ratings. In the case of the children's ratings, 4.8 divided by 7.0, gave a percentage of .69. Therefore the children's ratings covered 69 percent of their possible ratings. As compared to the parents' ratings on their views, the children's ratings on their behavior covered almost twice (1.9 times) as much of their possible range.

This smaller range of the parents' ratings again favorably substantiates the beliefs of the writer that the ratings of the parents' views do not correlate significantly with the ratings of the children's behavior because the parents have been rated on views rather than on action. The writer cannot say definitely that such a thing would be true, but she believes that if these ratings were a measure of actions of the parents as they are of the children, the ranges of behavior would correspond more closely.

B. CASE STUDIES.

The writer believes that a case study approach to the problem would undoubtedly bring to light many more interesting disclosures. Therefore a few brief case studies are included.

I. J. L.: (This case was chosen because it is that of the child and mother who consistently had the poorest ratings.)

Age 2 years, 2 months. Mother not a college graduate. J. L., though sweet and lovable in many ways, had been an unwanted child at home because his young parents were too busy socially to have time for children. Therefore J. L. received no training at home except at the hands of incompetent hired help and was definitely a problem in most behavior situations. His ratings in all Behavior Problems was consistently poor and poorer than most of the other children's; his highest rating was 1.8 in Parent Leaving Child and this was to be expected because he became so accustomed to no affection from his parents and was as happy in school that leave taking was no problem to him. Most of his other scores were in the range from 3.0 - 4.9, the poorest being 4.9 in Crossness and Overtiredness. Again this was

to be expected because his life at home was not the restful, happy existence that it should have been for him.

J.L.'s mother's ratings were quite consistently low too. It was interesting to note that her highest rating .87, corresponds to J.L.'s best rating in Parent Leaving Child. Her lowest ratings, .65 and .69 were in Untidiness and Eating, and she probably had little or no interest in these problems except to avoid them as problems.

II. R.W. (This second case was chosen because the child's ratings were poor even though the parents were highly educated.)

Age 4 years, 11 months. Mother has Masters' Degree and does work in Home Management and Child Development. Father has Doctor's Degree. Out of 11 problems, R. W. had four ratings which were fairly good. These were in Untidiness, Destructiveness, Parent Leaving Child, and Bedtime. His mother's ratings are all above average. The writer explains his good ratings on the first two through his pride in himself and in his appearance, which has been instilled in him by his mother and his pride in his possessions. He should have a good rating on Parent Leaving Child, because it should be an easy problem for him to face because he always has the promise of a surprise when his mother returns to him. This does not show up in his mother's rating of her views in the problem of .86 though. Bedtime was quite a routine thing for R. W. and makes the writer think that perhaps his mother's actions might go above her views on this problem for here she only had a rating of .75.

R. W. had definitely had his own way at home. This fact is reflected in his poor ratings on Cooperativeness, Quarrels, Behavior in Public, and Crossness and Overtiredness.

III. J. H. (This next case was chosen because it was that of the child having the best ratings consistently.)

Age 3 years, 8 months. J. H. had better ratings consistently on all problems than any other of the children. Her highest rating, and therefore poorest, was 3.2 in the problem of Eating. It was her first term in Nursery School and she had been accustomed to much travel and adult companions and probably to what she wanted to eat rather than to what she had to eat. This belief was also strengthened in our minds when we saw that her mother only had a rating of .69 on this same problem, her poorest rating.

As might be expected, J. H.'s best rating 1.0 was in Behavior in Public. This behavior again reflects her travel and experience.

While J. H.'s ratings were consistently good, her mother's were also well above average.

IV. K.S. (This fourth case was chosen because the child's ratings are good even though the parents did not have as high an education as the majority of the rest of the parents.)

Age 4 years, 3 months. Neither parent had a college education. Parents were very matter of fact and sensible in treatment of child and she has grown up to be a normal, quite stable child as long as she has sufficient rest. She was a very active child and required a lot of rest. Her ratings were very good in almost all instances except crossness and overtiredness and quarrels. Her father's and mother's ratings on most of the problems were lower than the other parents and this was probably from their lack of the study of theory. The writer feels that this is a case where the parents may lack a knowledge of theory, but their common



sense bringing up of their child has been more successful than in other cases when the parents were acquainted with a great deal of the theory of Child Development. K. S. is a sweet, lovable, dependable child and a favorite of everyone who becomes acquainted with the Nursery School children.

V. R.S. (This next case was chosen because while both high and low ratings were recorded for the child, she was the only one to have perfect ratings in two different problems.)

Age 4 years, 7 months. Neither parent had a college education. R. S. was the only child studied who had two perfect ratings on problems. Her other ratings were both high and low. Her 1.0 ratings were in Washing, which was as perfectly routine thing to her, and in Behavior in Public. Her poorest ratings were in Crossness and Overtiredness and in Eating. She was very seldom cross and when she was, she was very ashamed of her behavior afterwards. Eating was for quite a while a great problem to the Nursery School staff with her. Her mother's rating of .80, the writer believes, would be much lower if it were a rating of action in the Eating Situation rather than views on the situation. The support for this statement lies in the belief of the Nursery School staff that this trouble in R.S.'s case was caused by some factor at home. This belief was also supported by her malnourished condition which was discovered by the Child Nutrition authorities although her meals in Nursery School were well planned for the necessary nutritional content.

VI. K.K. (This case was chosen because the child's father was an authority on Child Development.)

Age 2 years, 10 months. Father was M. D. and Child Psychologist. K. K. was a normal, happy, lovable child. Her ratings were neither consistently high nor low, but ranged from 1.0 to 4.6. Her best ratings were in Parent Leaving Child and Behavior in Public and she was perfectly at ease in either situation. Her mother and father both had ratings above average on the latter, but in the former her mother had a rating above average and her father a low rating.

Her poorest ratings were in Crossness and Overtiredness, Washing, and Cooperativeness. Her father's ratings were also quite low on these problems and her mother's were average or a little lower. From what has been said and seen around the Nursery School, the writer feels that these low ratings may be due to the fact that her father is trying so hard to make her no more than a normal child although everyone expects more of the child of a Child Psychologist.

VII. D.D. (This next case was chosen because the ratings of the child were consistently low which her parents' ratings do not consistently correspond with hers.)

Age 3 years, 5 months. Both parents had a college education, father has Doctor's Degree. D. D. is inclined to stand by and watch while the world goes by and therefore does not get much done herself. Her best ratings were in Destructiveness, 1.2, and Behavior in Public, 1.0. The writer believes that she does not have spirit enough to misbehave in these situations. Her mother's rating on Destructiveness is good also, .90, but both her mother's and father's ratings on Behavior in Public are

only fair, .82 and 85. She has very poor ratings on Eating, Washing, Dressing, and Cooperativeness and this was to be expected because she had too much to watch and was so slow that she did not get around to do these routine things on time. As far as Cooperativeness was concerned, she may have been cooperative in her mind and she certainly did not act uncooperative, but it just took her too long to get started. Most of Mr. and Mrs. D. D.'s rates were neither high nor low and none of them disclosed any interesting facts to apply to this child's case.

VIII. M.B. (This last case was chosen because there seems to be almost an equal number of good and poor ratings.)

Age 3 years, 10 months. Both parents college graduates. Father has higher degree. M.B. quite a reserved child in front of adults and impressed most as being a sweet child, but in the absence of adults she was found to be noisy, bossy and mean. She received the best rating on those problems when there was direct supervision most of the time in the Nursery School - Untidiness, Parent Leaving Child, Washing, Behavior in Public, Bedtime and Dressing. Her poor ratings were in Eating, Destructiveness, Crossness and Overtiredness, Quarrels, and Cooperativeness. Eating has always been a definite problem for the Nursery School staff with her. She had very set likes and dislikes in eating and habits of eating before she started school and had the habit of storing anything she didn't care for in her cheeks. Sometimes she would have a whole dinner stored away and refuse to swallow it. Her mother's and father's ratings, .74 and .67. on this problem are quite low and may show that their beliefs do correspond somewhat to their actions. The only time the investigator found M. B. in

the situations Destructiveness, Crossness and ^Uvertiredness, and Quarrels were at times when the children had been left unsupervised for awhile. The same was true for Cooperativeness. M. B. was cooperative as long as she was watched.

Mrs. M. B.'s ratings were quite consistently higher than Mr. M. B.'s on all problems.

It will be seen from these case studies that there seem to be observable relationships between the ratings in individual cases even if the group comparisons of ratings do not give statistically significant correlations.

THE VIEWS OF PARENTS CORRELATED WITH THE BEHAVIOR
OF NURSERY SCHOOL CHILDREN

CHAPTER IV
SUMMARY AND CONCLUSIONS

RESTATEMENT OF ORIGINAL PROBLEM AND SUMMARY OF FINDINGS.

This problem was undertaken in order to find out if there was any correlation between the behavior of nursery school children in certain behavior situations and the views of their parents concerning the treatment of similar behavior situations. The subjects were the 24 children attending The Michigan State College Nursery School and their parents. Eleven behavior situations were used; namely, Untidiness, Eating, Destructiveness, Crossness and Overtiredness, Parent Leaving Child, Washing, Behavior in Public, Bedtime, Quarrels, Dressing and Cooperativeness. The method used was a combination of questionnaires for the parents and observation for the children. A jury of 13 Nursery School and Child Development Authorities were used as a basis for rating the parents' views and the children's behavior.

Similar situations were covered in the questionnaires for the parents to the ones in which the child was observed in the school. Each child was observed in each situation three times and his reaction checked. Then his actions were rated in relation to the Jury rating of that situation so that each child had a rating for each problem ranging from a 1.0 which was perfect to a possible 8.0 which was the poorest possible rating. The rating by the parents of the similar situations on the questionnaires were also rated in relation to the Jury rating of these situations so that each parent had a rating for each problem ranging from a possible .00 which was the

poorest possible rating up to a 1.0 which was the best possible rating. The children's actual ratings ranged from 1.0 to 5.8 and the parents from .58 to .94. As compared to the parents' ratings on their views, the children's ratings on their behavior covered almost twice (1.9 times) as much of their possible range. After these ratings had been determined, correlations were found between the children's ratings on their actions and (a) the mothers' ratings on their beliefs, (b) the fathers' ratings on their beliefs, and (c) the mean ratings of both parents. There were 23 mothers, 14 fathers and 23 children in the study. A detailed analysis was also made of some of the statistical and non-statistical results other than the general correlations and some individual case studies were made.

Many parents expressed an interest in the study and the possible results and their pleasure in filling out the questionnaires and discussing them among themselves. Almost everyone of the Nursery School Teachers asked to be on the jury expressed an interest in the type of study. Two or three of the parents and about the same number of invited jurors offered the criticism that too many other factors could enter into the situations that were not controlled; such as the age of the child, the mother's time, the total situation of which the special situation included might only be a part, the history of the child involved, and the time of the parent. The investigator agreed with these criticisms that it would be well to control these factors but in a limited study such as this, these factors could not be isolated. The writer also believes that other members of the family may have some effect on the results. Another factor which should have been controlled for better results is the homogeneity of the sample. The home

backgrounds, parental education, parental occupations, and nursery school experience were all very similar and made a homogeneous sample rather than a representative sample of the entire population.

CONCLUSIONS.

1. The statistical correlations were no more than chance and not statistically significant.

2. The majority of correlations between the children's ratings on their behavior and their mothers' ratings on their views were positive while the majority of correlations between the children's ratings on their behavior and their fathers' ratings on their views were negative.

3. Through a detailed study of cases, observable relationships were found between the ratings in individual cases even if the group comparisons of ratings did not give statistically significant results.

4. The range of variations of the parents' ratings on their views was only half as great as the range of variations of the children's ratings on their behavior.

The writer believes that (1) is due to the fact that the sample is small and homogeneous and that views were tested rather than actions. The second conclusion is undoubtedly due to the fact that the children spend more time with their mothers than with their fathers. Concerning the last conclusion, the writer believes that if the parents' ratings were on their actions rather than on their views, the range of their ratings would correspond more closely to the range of the children's ratings on their actions.

RECOMMENDATIONS FOR FURTHER STUDY.

The literature and studies in the field show a definite lack of studies done on this type of investigation. It would indeed be interesting and in all probability a great help in Child Development Work if parents' actions could really be studied in relation to their children's actions. The ideal manner of carrying out such an investigation would be to have an investigator live in the homes of the children long enough so that she was no longer a foreign factor in the home and then carry out the observations on the parents' actions or behavior.

Sayles', in speaking of such research, says, "strictly speaking, proof that in any instance a father's or mother's behavior is responsible for a child's behavior cannot be furnished, since scientific and fully controlled experiments in this field are obviously impossible. All that can be done is to bring forward examples typical of the vastly greater number that have convinced those most intimately acquainted with the fact that a causal connection exists."

1. Sayles, Mary Buell. The Problem Child at Home N.Y.: Commonwealth Fund, 1928. Page VII.

APPENDICES

APPENDIX I	Bibliography
APPENDIX II	Questionnaire
	Observation Sheet
	Letters to Parents and Jury
APPENDIX III	List of Schools for Jurors
APPENDIX IV	Tables

Appendix I

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Appendis II

Questionnaire

Observation Sheets

Letter to Parents

Letter to Jury

Questionnaire for Parents

Note: Rate each method of treatment with one (1) as the most desirable method continuing on down so that the largest number indicates the least desirable treatment.

Rating

1. Situation: Jimmy persists in being untidy about his eating although he is old enough and efficient enough to eat without spilling food on the table cloth, chair, floor, and himself.

Rate 1 to 8.

Solutions:

- () a. His mother spansks him and sends him away from the table for being untidy.
- () b. His mother tells him she knows he can't help it and does nothing further.
- () c. After each meal he is given a cloth and must clean up his spilled food.
- () d. He is laughed at and made fun of by the rest of the family when he is untidy.
- () e. He is told he should be ashamed of himself and is made to stand with his face in the corner.
- () f. His mother continually scolds him throughout the meal whenever he is untidy.
- () g. His mother keeps reminding him to be neat throughout the meal so he will not spill anything.
- () h. His mother tells him that if he isn't neat enough to eat with the family, he must eat at a table by himself. This is carried out and eating with the family is his reward for neatness.

2. Situation: Jack is continually misplacing his shoes and overshoes so that he can not find them.

Solutions:

- () a. His mother looks for the shoes for the child and sympathizes with him for losing them.
- () b. His mother has a spare pair always ready so he will not be disturbed over the loss and either finds the lost shoes herself later on or has a servant do it.
- () c. His mother helps to hunt in a very superficial way and if the child cannot find his shoes, he stays inside while the other children go out.
- () d. Jack is spanked and other shoes put on until the original pair is found.
- () e. A place is arranged for Jack to keep his shoes and overshoes and when they are not in that place, he hunts for them himself even if it entails his staying in while the other children are playing.

Rate 1 to 5.

3. Situation: Jim refuses to pick up his blocks.

Solutions:

- () a. His mother tells him she will not love him any more unless he picks them up.
- () b. His mother tells him that she is ashamed because he is a big boy and knows better.
- () c. His mother helps him to put the things away.
- () d. His mother tells him that when the blocks are put away, they will be ready to do something else and leaves him alone.

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3. Situations (cont'd)

- () e. His mother tells him he picks blocks up for his Nursery school teacher and if he won't pick them up for her, he doesn't love her as much as he does his teacher.
4. Situation: Every time meal time came around Jane disturbed the whole family by refusing to eat what had been prepared for her.

Rate 1 to 7.

Solutions:

- () a. Something else nourishing which the child likes is substituted.
- () b. The child is allowed to choose the things she does like in the meal and eat only them.
- () c. Jane is sent from the table and then fed later on in the day.
- () d. Jane is allowed to eat what is set before her as long as it takes the rest of the family to eat or go without until the next meal.
- () e. Jane is allowed to help herself to cookies and milk at any time during the day when she is hungry because she didn't eat her dinner.
- () f. Jane is given her meal alone and if she does not eat it, it is taken from her after a reasonable time has elapsed and no further courses are given her or no other food until the next meal time.
- () g. Jane is allowed to eat with the rest of the family as long as she doesn't disturb them but if she does, she is moved to someplace where she can eat by herself.

Rating

- 1 to 6. 5. Situation: Jimmy played with his food until it was all cold and everyone else was through eating.

Solutions:

- () a. His mother takes him out into the kitchen with her after the rest are through and reheats his food and feeds him.
- b. He is allowed to eat his dessert and be excused with the rest because his dinner is cold.
- () c. Jimmy is given a definite time allowance in which to eat his main course and be ready for his dessert and is excused if his plate is not cleaned up at the end of that time.
- () d. Someone feeds him at each meal.
- () e. He is excused without eating his cold food and an hour or two later is given a lunch of some food high in energy to tide him over until the next meal time.
- () f. He is given his dinner alone and only allowed to eat with the family on special occasions.

Rate --

- 1 to 4. 6. Situation: Jane has developed a great liking for meat to the exclusion of other foods.

Solutions:

- () a. Her mother gives her a little of everything to start with but replenishes the meat so Jane will be sure to have enough to eat.
- () b. Her mother gives her only vegetables and salad and no meat in her diet.
- () c. Her mother gives her a normal serving of each thing and no re-servings or further courses until her plate is empty.
- () d. Jane is given her vegetables as a first course and her meat as a second course after her vegetables are eaten.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. This is essential for ensuring the integrity of the financial statements and for providing a clear audit trail. The records should be kept up-to-date and should be easily accessible to all relevant parties.

2. The second part of the document outlines the procedures for the monthly financial review. This involves a thorough examination of the accounts and a comparison of the actual results with the budgeted figures. Any variances should be identified and explained, and appropriate corrective actions should be taken. The review should be conducted by a qualified person and the results should be reported to the management.

3. The third part of the document describes the process of preparing the annual financial statements. This involves a comprehensive review of all the accounts and a reconciliation of the balances. The statements should be prepared in accordance with the relevant accounting standards and should be audited by an independent auditor. The results of the audit should be included in the financial statements and should be made available to the shareholders.

4. The fourth part of the document discusses the importance of maintaining a strong internal control system. This involves the implementation of policies and procedures that are designed to prevent and detect errors and fraud. The internal control system should be regularly reviewed and updated to ensure that it remains effective. The management should be responsible for ensuring that the internal control system is properly maintained and that all employees are aware of their responsibilities.

Rate 1 to 5.

7. Situation: Billy has several foods - mostly vegetables - which he refuses to eat.

Solutions:

- () a. His mother leaves these vegetables out of the family diet because Billy does not like them.
- () b. On the days when these vegetables are served to the rest of the family, a substitute is prepared for Billy.
- () c. Billy is given normal servings of everything and forced to eat everything on his plate before he is allowed to leave the table.
- () d. Billy is given only the vegetables he dislikes first and must finish them before he can have the rest of his dinner.
- () e. Billy is given small servings of the disliked vegetable so that he may learn to enjoy them as the rest of the family do with normal servings of the rest of the main course and told his plate must be cleaned up before the rest of the family is ready for dessert or in a set time; if not he is excused without dessert.

8. Situation:

Rate 1 to 10. Jimmy is just a "poor eater" according to his family.

Solutions:

- () a. His family ignores him at the table.
- () b. His family reminds him frequently during the meal to keep on eating.
- () c. His mother tells him at the beginning of the meal that he must eat his dinner and doesn't remind him again.
- () d. The whole family takes turns urging the child to eat.
- () e. His family keeps reminding him to eat such and such a food telling him he must like it because the whole family likes it -- Daddy likes it, Mother likes it, Brother likes it, etc.
- () f. His mother tells him that if he will hurry and eat she has a surprise for him.
- () g. He is told to watch how nicely his brother clean up his plate.
- () h. He is given dinner alone and allowed ample time to eat. If he has not finished, he waits till the next meal time to eat again.
- () i. He is told to try and finish his dinner before his brother and the whole family urges on the race.
- () j. His plate is divided off in bites and after each one, he is told there are only so many left.

Rate 1 to 5.

9. Situation: The little girl of the family persists in writing on the walls of her room.

- () a. She is spanked.
- () b. A blackboard is provided.
- () c. She is not allowed to have crayons, pencils, etc.
- () d. The walls are painted with washable paint and the child washes her own marks off.
- () e. The child's room is decorated suitably and the child is consulted in the choice of decorations thereby instilling in her a pride in her room and its upkeep.

10. Situation: A little boy in his play threw stones that broke a window.

Rate 1 to 6.

Solutions:

- () a. His mother spansks him soundly.
- () b. His mother sends him to bed for the rest of the day.
- () c. His mother tells him to wait until his father comes home and he will be punished.

10. (cont'd)

Solutions:

- () d. His mother tells him she knows it was a mistake and he didn't mean to do it and lets him go out again.
- () e. A system is arranged with him whereby part of his allowance goes toward paying for the window each week.
- () f. Some prized toy of his is broken to show him how it feels.

Rate 1 to 4. 11. Situation: Whenever Jackie is naughty, he is sent to his room to look at books and has started to get even recently by tearing the pages out of his books.

Solutions:

- () a. He is spanked and put to bed,
- () b. His books are taken from him each time he is destructive with them and kept put away for a period of days.
- () c. His books are taken away and are only brought out when someone reads to him.
- () d. His mother provides materials and insists that he repair the damaged books and then goes with him to take them to the children of a home, hospital, or poor family who would appreciate them and take proper care of them.

Rate 1 to 5. 12. Situation: A child in the natural course of a day becomes fatigued and cross.

Solutions:

- () a. He is separated from the other children in his play.
- () b. He is told that he is tired and needs rest and is put to bed.
- () c. He is spanked for being cross to the other children.
- () d. He is made to sit in a chair for an hour.
- () e. He is separated from the other children in his play and ^{music} quiet is played to quiet and rest him.

Rate 1 to 3. 13. Situation: In a family of three children, it was found that the children often over stimulated one another in their play.

Solutions:

- () a. When things are too exciting, the mother asks each child to go off and play by himself. It is not intended or understood for punishment.
- () b. Their mother told them they must quiet down or go to bed.
- () c. Their toys are taken from them.

Rate 1 to 4. 14. Situation: Jean wakes up in the morning still tired from her week end trip.

Solutions:

- () a. Her mother plans quiet individual play for her.
- () b. She is allowed to go on with her regular schedule and when she is cross and naughty in her play is put to bed.
- () c. Her mother keeps her home from school or away from the neighborhood children as the case may be so she wont become overly tired.
- () d. She is kept in bed late playing quietly with toys appropriate for bed.

The first part of the document discusses the importance of maintaining accurate records. It emphasizes that proper record-keeping is essential for ensuring the integrity and reliability of the data collected. This section also outlines the various methods used to collect and analyze the data, highlighting the challenges faced during the process.

One of the primary objectives of this study is to determine the impact of the proposed changes on the overall system performance. To achieve this, a series of experiments were conducted under controlled conditions. The results of these experiments are presented in the following sections, along with a detailed analysis of the findings.

The data collected from the experiments shows a significant improvement in system efficiency and reliability. This is attributed to the implementation of the new protocols and the optimization of the existing infrastructure. The following table provides a summary of the key performance indicators (KPIs) measured during the study.

It is important to note that while the overall performance has improved, there are still some areas that require further attention. For example, the response time of the system under heavy load remains a concern. Future research should focus on addressing these issues to ensure a more robust and scalable system.

In conclusion, the study has demonstrated the effectiveness of the proposed changes in enhancing system performance. The findings provide valuable insights into the challenges of system optimization and offer practical recommendations for future work.

The following table provides a detailed breakdown of the data collected during the experiments. Each row represents a different test scenario, and the columns show the measured values for various KPIs. The data indicates that the proposed changes consistently outperform the baseline system across all metrics.

Overall, the results of this study are promising and suggest that the proposed changes are a viable solution for improving system performance. Further research and implementation are needed to fully realize the potential of these improvements.

The authors would like to thank the funding agency for their support and the participants for their cooperation during the study. Any questions or comments regarding this document can be directed to the corresponding author.

This document is a preliminary report and should not be used for official purposes without the approval of the relevant authorities. The information contained herein is confidential and should be handled accordingly. The authors assume no responsibility for any errors or omissions in this document.

15. Situation: Jimmy is cross and over tired every night before bedtime but his mother does not make him take naps because she says he can't sleep at night then.

Rate 1 to 4.

Solutions:

- () a. His mother makes him take his nap and then keeps him up late at night and lets him sleep late in the morning.
- () b. He is kept in bed late in the morning so his day won't be so long without a nap time.
- () c. He is given a nap and put to bed at his regular bed time and left just to lie in bed even if he doesn't go right to sleep.
- () d. He is put to bed as soon as he becomes cross and tired at night.

Rate 1 to 3.

16. Situation: Sometimes Mrs. Brown can take Jean with her to the store and sometimes it is impossible.

Solutions:

- () a. She leaves Jean without even saying good bye.
- () b. She explains to Jean when she is very young that sometimes she can take her with her and that sometimes it is impossible and when she cannot take her, she goes to her, tells her where she is going, is sorry that she can't take her along, and leaves.
- () c. She explains to Jean when she is young that sometimes she cannot take her with her and that when she doesn't she will bring her something so that soon Jean would rather stay home and wait for her surprise than go with her mother.

Rate 1 to 6.

17. Situation:

A mother hates terribly to leave her child but has to do it daily.

Solutions:

- () a. She hugs and kisses him and tells him she hates to leave him but she will think of him all day and hope he is having a good time away from her.
- () b. She slips away when he isn't looking so she will be gone by the time he misses her.
- () c. She tells him she is going out and kisses him good-bye and leaves.
- () d. She tells him to stay and be a good boy all day and she will bring him a surprise when she comes after him.
- () e. She promises faithfully to stay with the child so he will stop crying and clinging to her and then leaves when he is not looking.
- () f. She stays until he finds something to interest him and then tells him goodbye and leaves.

18. Situation: Bobbie hates to bathe or wash.

Rate 1 to 5.

Solutions:

- () a. He is told he must wash at such and such a time and is taken to the bathroom at exactly the same time each day regardless of what he is doing at the time.
- () b. If he doesn't wash as he is supposed to, he is not allowed to eat his meal and is put to bed without it.
- () c. He is told to go and take his bath so he will feel all fresh and peppy and ready for more fun.
- () d. He is promised a surprise at dinner if he does a good job of washing.
- () e. Because he hates to wash and takes so long, his mother does it all for him.

- Rate 1 to 4. 19. **Situation:** Bobbie does not refuse to wash but does such a hit and miss job that it is hardly worthwhile.
- Solutions:**
- () a. His mother refuses to let him wash any more and does it for him.
 - () b. He is made to keep returning to the bathroom until he is clean.
 - () c. His mother goes along to help him get himself clean and points out the spots he has missed to him and compliments him on his clean and shining appearance, when he has finished.
 - () d. A score sheet with stars for successful washing is kept on the wall in the bathroom.
- Rate 1 to 4. 20. **Situation:** Jimmie goes to the bathroom when told to ^{but} spends his time by playing in the water rather than washing.
- Solutions:**
- () a. He is spanked when caught playing.
 - () b. He is not allowed to wash himself or go to the bathroom alone.
 - () c. He is given just so long to wash in and if not ready for the next thing on the program is left behind.
 - () d. He is given just so long to wash in and if not finished in time is made fun of by the whole family because he is not clean.
- Rate 1 to 4. 21. **Situation:** The children when taken on a trip to the store begin quarreling just as they enter a grocery store with their mother.
- Solutions:**
- () a. They are sent back to the car to wait alone.
 - () b. They are left alone to quarrel and given a talking to after the shopping is done.
 - () c. They are taken back to the house and their mother explains that their fussing would bother the proprietor so they will have to lunch on what is in the house which turns out to be dry bread and milk.
 - () d. They are left alone until their father comes home at night and then they have to tell him what they did and take his punishment.
- Rate 1 to 4. 22. **Situation:** Tommy takes his first visit to the store with his mother and at once begins to handle things.
- Solutions:**
- () a. The mother does nothing about it, asking the clerk if he isn't cute the way he is examining the perfume bottle he has picked up.
 - () b. Before taking him his mother explains that there will be lots of pretty things in the store but that they are just to look at and not to touch them because they do not belong to them. If necessary she reminds him in the store.
 - () c. His mother spanks his hands every time he touches anything.
 - () d. His mother rushes him out of the store and leaves him in the car "because he doesn't know enough to leave things alone".

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- Rate 1 to 3. 23. Situation: Mrs. Jenkins takes Danny to the store to buy him socks. After they were chosen the problem of paying for them arose. Solutions:
- () a. Mrs. Jenkins paid for them herself and when Danny asked what she was doing, she told him he wouldn't understand.
 - () b. Danny was given the money and told to give it to the clerk.
 - () c. Mrs. Jenkins explains that the socks belong to the storekeeper and that Danny must pay for them before he can have them and the money is given to him.

- Rate 1 to 4. 24. Situation: When it is nap time Betty always has a temper tantrum and refuses to go to bed. Solutions:
- () a. Her mother quiets her by telling her if she will play quietly for the next hour, she will be rested and won't have to go to bed.
 - () b. Her mother spanks her and puts her to bed each time it happens.
 - () c. Her mother quiets her by telling her that instead of a nap, she may sit on her bed for an hour and look at her favorite book.
 - () d. Her mother disregards her tantrums and puts her to bed leaving her alone to cry or scream until she is tired out.

- Rate 1 to 5. 25. Situation: Billy persists on getting out of bed after over being put in. Solutions:
- () a. His mother spanks him and puts him back.
 - () b. His mother ties him in bed.
 - () c. After putting him back several times, his mother decides he might as well stay up.
 - () d. His mother puts him back telling him if he doesn't stay, she will tie him, and proceeds to do so the next time he gets out.
 - () e. His mother puts him back in bed and tells him to go to sleep as often as he gets out of bed.

- Rate 1 to 5. 26. Situation: When told to go to bed, Kay says she isn't ready. Solutions:
- { } a. Her mother spanks her and puts her in bed.
 - { } b. Her mother tells her to finish what she is doing and then go to bed by herself.
 - () c. Her mother asks her what she wants to do before going to bed and explains how it can wait till after she gets up and will be already for her then.
 - () d. Her mother tells her that if she will ^{not} go right to bed, she can't have her newest toy to play with any more.
 - () e. Her mother tells her that if she will go right to bed, she may take her dolly with her.

- Rate 1 to 5. 27. Situation: Jane needs a nap badly each day because she is a very active child but she wears both herself and her mother out every day trying every trick she knows to keep from taking a nap. Solutions:
- () a. Her mother reads to her to keep her quiet and resting each day.
 - () b. Her mother lets her sit on the bed and look at books for an hour each day to take the place of a nap.
 - () c. Her mother puts her in bed, tying her in if necessary, closes the door and ignores her entirely for the whole nap time.
 - () d. Her mother goes up to see what she wants each time she calls but refuses her wishes each time.
 - () e. Her mother omits nap time and puts her to bed a little earlier instead.

28. Situation: ~~Mother sees Jimmie and Bobbie fighting over a truck which Jimmy has been playing with.~~

Solutions:

28. Situation: Mother sees Jimmie and Bobbie fighting over a truck which Jimmy has been playing with.

Rate 1 to 5.

Solutions:

- () a. She lets them fight it out.
- () b. She sends Bobbie to his room for trying to take the truck from Jimmy.
- () c. She explains to Bobbie that Jimmy had the truck first but perhaps would take turns since he has had it so long and at once asks Jimmy.
- () d. She tells Bobbie to leave it alone since Jimmy had it first.
- () e. She suggests that they use the truck together.

29. Situation: Billy goes to his mother and tells her that Jack hit (him)

Rate 1 to 3.

Solutions:

- () a. Mother spanks Jack.
- () b. Mother tries to find out why and who was really the cause of it and makes Jack apologize.
- () c. Mother tells both children to go to their rooms to play alone until they are ready to play together.

30. Situation: Jane and Kay are playing house and are quarreling about who is to be the mother with no solution in sight.

Rate 1 to 5.

Solutions:

- () a. Mother tells them to play something else.
- () b. Mother tells them to stop quarreling or go back to bed.
- () c. Mother brings out a truck load of blocks and asks children who is father and says it is about time for him to start to work building the house while mother is doing the housework.
- () d. Mother asks them who else in the family they might be.
- () e. Mother suggests one child be the mother first and the other one second and says she will keep track of the time allowance for each if they would like her to.

31. Situation: Billy is perfectly capable of buttoning his own buttons and does so when his mother keeps after him but when there is anyone else around he gets them to do it for him.

Rate 1 to 4.

Solutions:

- () a. His mother tells him to do it but after his first attempts does it for him knowing he will go to his grandmother if she leaves him.
- () b. His mother overlooks the fact that he asks someone else to do it and pretends he has done it and compliments him on it.
- () c. He is put in a room by himself and not allowed to come out until the buttons are buttoned.
- () d. His mother takes a few minutes to do some sewing during his dressing time so she can be in the room to encourage him in his dressing.

32. Situation: Jane can lace her own shoes perfectly well but often-times would rather play than do them.

Rate 1 to 5.

Solutions:

- () a. Her mother allows her so many minutes to lace them and if they are not done puts her back to bed.
- () b. Her mother allows her so many minutes to lace them and if they are not done does them for her.
- () c. Her mother spansks her every five minutes that she takes to lace them warning her each time.
- () d. Jane is told her mother is going to the store or to do something around the house and Jane could help if she is ready. When a reasonable time elapses, her mother goes on without her.

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This ensures transparency and allows for easy verification of the data.

In the second section, the author outlines the various methods used to collect and analyze the data. This includes both primary and secondary data collection techniques. The analysis is performed using statistical software to identify trends and correlations within the dataset.

The third section provides a detailed breakdown of the results. It shows that there is a significant positive correlation between the variables being studied. This finding is supported by the statistical tests conducted, which indicate that the results are not due to chance.

Finally, the document concludes with a series of recommendations based on the findings. It suggests that further research should be conducted to explore the underlying causes of the observed trends. Additionally, it offers practical advice for how the information can be used to improve business operations and decision-making.

Rating

32. (continued)

Solutions:

()

e. Jane is put in a room by herself as devoid of interest to her as possible and told to join the rest of the family when her shoes are laced.

Rate 1 to 3.

33. Situation: Billy is old enough to dress himself and wants to because his older brother does but some of his clothes are just too difficult for him to manage.

Solutions:

()

a. His mother explains that he is much younger than James and isn't expected to do those things for himself.

()

b. His mother is careful to buy self help garments for him and to put large easily handled buttons on what clothes of his she

()

c. His mother tells him James can help him when (can). there is something that is too hard for him to do for himself.

Rate 1 to 4.

34. Situation: Billy and Jimmy had very few toys and only one of each. Problems often arose over which toys each wanted.

Solutions:

()

a. Their mother talks to them about playing nicely together and taking turns with the toys. She asks, then if they would like to take turns each day with a truck which is their favorite or each one have it every other day for the whole day.

()

b. Their mother tells them that if they can't play nicely with the the toys they do have, she will take them away.

()

c. Each time their mother finds them quarreling she spansks the one at fault.

()

d. Their mother tells them she will have to forbid them to play with one another's toys until they are willing to share them or take turns and each child is allowed his own toys.

Rate 1 to 4.

35. Situation: Jane is growing up to be a very selfish only child.

Solutions:

()

a. Her mother is very cross with her whenever another little child comes to visit and Jane is naughty and spansks her when the visitor leaves.

()

b. Her mother warns her before company comes that if she doesn't let little Bobbie play with her toys, she will be put to bed immediately.

()

c. Her mother arranges for her to visit other children often so that she may learn to share their toys.

()

d. Her mother arranges for several little children to come in regularly each week and play with Jane under her own close supervision at first.

Rate 1 to 5.

36. Situation: When play time is over a problem always arises over how Billy's and Jane's toys are to be put away.

Solutions:

()

a. Their mother sends them on to their next task and puts the toys away herself.

()

b. A separate play room is used where the toys can be left out from one play time to the next.

()

c. Their mother makes each child put away what he is playing with.

()

d. Their mother helps them put the toys away encouraging each to put any of them away and not just what they had used.

()

e. Their mother tells them all toys not put away in a certain length of time will be taken away from them.

Name of Child

Name of Parent.

The first part of the document discusses the importance of maintaining accurate records and the role of the auditor in this process.

It is essential for the auditor to ensure that all transactions are properly recorded and that the books are balanced at all times.

The auditor should also be aware of any changes in the accounting system and ensure that the records are updated accordingly.

In addition, the auditor should maintain a clear and concise audit trail, which will allow for a thorough review of the records at any time.

The final part of the document provides a summary of the key points discussed and offers some final thoughts on the importance of accurate record-keeping.

Overall, the document emphasizes the need for transparency and accountability in the financial reporting process.

By following the guidelines outlined in this document, auditors can ensure that they are providing a high-quality service to their clients.

The document also highlights the importance of communication and collaboration between the auditor and the client throughout the audit process.

Finally, the document stresses the need for ongoing education and training for auditors to stay current in their field.

In conclusion, accurate record-keeping is a critical component of the financial reporting process, and auditors play a vital role in ensuring its integrity.

The document provides a comprehensive overview of the key issues involved in this process and offers practical advice for auditors.

By adhering to the principles and practices outlined in this document, auditors can help their clients maintain the highest standards of financial reporting.

The document is intended to serve as a guide for auditors and is not intended to constitute an audit or a guarantee of accuracy.

It is the responsibility of the auditor to apply their professional judgment and to conduct the audit in accordance with the applicable standards.

The document is subject to change without notice and should be read in conjunction with the applicable laws and regulations.

NURSERY SCHOOL OBSERVATIONS

Child's Name _____

Child's Age _____

Observer _____

Rating		Check at three different times		
		1	2	3
	A. Untidiness:			
	I. Situation: Child is untidy while eating			
	Possible Procedures			
()	a. Child asks to clean up own mess.			
()	b. Child refuses to clean up own mess.			
()	c. Child is very careful when eating and only spills accidentally and acts very guilty about that.			
()	d. <i>Child cleans up own mess willingly if asked but doesn't seem to notice otherwise.</i>			
	II. Situation: Child is taking off rubbers or boots.			
	Possible Procedures:			
()	a. Leaves on floor where he takes them off.			
()	b. Carries around room and leaves almost any place.			
()	c. Puts one in locker and leaves other out.			
()	d. Puts both in locker when asked or commanded.			
()	e. Takes off and puts both in locker immediately			
()	f.			
	III. Situation: Child is taking off shoes and putting on slippers.			
	Possible Procedures:			
()	a. Takes off shoes and leaves them in middle of floor.			
()	b. Takes off shoes and throws them over bannister.			
()	c. Takes off shoes and puts them in locker or other proper place.			
()	d. Takes off shoes and puts them in slipper box.			
	IV. Situation: Child is putting on shoes after nap and taking care of slippers.			
	Possible Procedures:			
()	a. Leaves slipper under bed			
()	b. Leaves slippers in middle of floor.			
()	c. Leaves slippers in bath room.			
()	d. Throws slippers over bannister.			
()	e. Puts slippers in slipper box or other proper place.			
()	f.			
	V. Situation: It is time for child to put up toys			
	Possible Procedures:			
()	a. Child keeps on playing when asked to help pick up toys.			
()	b. Child starts to take care of some toy but becomes fascinated with it.			
()	c. Hides or goes to some other room when asked to help.			
()	d. Immediately begins to pick up toys.			
()	e. Begins to help if teacher helps also.			
()	f. Takes care of toys only when reminded each time by teacher watching him constantly.			

Check at three different times

ting

1 2 3

VI. Situation: Child changes his play from one toy to another.

Possible Procedures:

- (20) a. Leaves out first toy and gets out second
- (12) b. Takes care of first toy before getting out out second.
- (10) c. Takes care of first toy only when reminded.
- () d.

P. Eating Problems

I. Situation: Plate with main course is placed before child.

Possible Procedures:

- (10) a. Begins at once to eat and doesn't stop till plate is empty.
- (35) b. Eats only favorite familiar foods and dallies over the rest.
- (74) c. Plays with food but does not eat until forced to or fed.
- (20) d. Asks what unfamiliar food is but starts to eat when told.
- (45) e. Asks what unfamiliar food is and says, "Mother doesn't fix it, "mother says I can't eat it", "I don't like it," or some similar thing.
- (64) f. Does not finish main course dinner in allotted time so is not allowed other courses and cries when told.
- (41) g. Does not finish main course of dinner in allotted time and when refused other courses accepts the verdict without argument.
- (60) h. Plays with food until placed in another room to eat alone.
- i.

II. Situation: Child is given plate with a disliked food on it.

Possible Procedures

- (20) a. Eats other things on plate leaving disliked food till last.
- (11) b. Eats disliked food along with rest of dinner when reminded that everything must be eaten.
- (33) c. Leaves disliked food and therefore has no further courses of dinner.
- (37) d. Regurgitates disliked food and is given more which he eats.
- () e.

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Rating		Check at three different times		
		1	2	3
	C. Destructiveness			
	I. Situation: Child while finger painting or drawing with crayons accidentally colors the table. Possible Procedures:			
(1.3)	a. Asks for cloth to wipe off table			
(1.7)	b. Does not even seem to notice color on table.			
(3.0)	c. Notices color and acts proud that he has colored table.			
	d.			
	II. Situation: In playing breaks or damages a toy. Possible Procedures:			
(4.8)	a. Hides toy			
(3.8)	b. Cries			
(1.2)	c. Asks teacher to fix it.			
(3.5)	d. Asks for another			
(4.6)	e. Says he doesn't care			
(6.4)	f. When spoken to, proceeds to further destruction.			
	III. Situation: Child is overly rough in play with books and book is torn. Possible Procedures:			
(1.9)	a. Takes book to teacher and asks to have it put away because it is torn.			
(1.2)	b. Takes book to teacher and asks to have it fixed.			
(3.2)	c. When reprimanded by another child, cries.			
(3.7)	d. Says he doesn't care.			
	e.			
	D. Crossness and Over-tiredness			
	I. Situation: Child is not playing congenially with the other children Possible Procedures:			
(5.8)	a. When reprimanded, child blames another.			
(4.6)	b. When reprimanded, cries.			
(1.1)	c. When told to go to another room until he can come back and play nicely, child goes willingly and soon comes back to play successfully with the others.			
(5.6)	d. When told to go to another room, child cries and kicks and has to be forced.			
(4.0)	e. When told to go to another room, child goes but sulks and does not come back by himself.			
(2.1)	f. When given a different toy to play with, child starts playing with it.			
(4.4)	g. When given a different toy, child refused to play with it.			
	h.			

Rating

Check at three different times

1 2 3

F. Leaving Child

I. Situation: One child is not well and must be left behind when the others go out. It is explained to him why he is to be left and things are suggested for him to do.

Possible Procedures:

- () a. Gets wraps and says he is going anyway.
- () b. Finds something to do and is not concerned after he understands he must stay in.
- () c. Cries and says he wants to go too.
- () d. Cheerfully tells other children he is staying in and tells them good bye.
- e.

II. Situation: The parent brings the child and proceeds to leave.

Possible Procedures.

- () a. Parent kisses child and leaves.
- () b. Parent stays around the school for a while talking and then leaves.
- () c. Parent gets child engrossed in something else and then slips out when he doesn't know it without saying goodbye.
- () d. Parent hugs and kisses child and tells him how much she will miss him and has herself practically in tears as well as the child.
- () e. In order to get the child to stop crying and clinging to her, parent promises faithfully to stay and then slips out at the earliest possible moment without saying good bye.
- () f. Parent stays until the child finds something to interest him and then says goodbye and leaves.
- g.

III. Situation: Parent brings child to school.

Possible Procedure:

- () a. Kisses parent, says goodbye, and proceeds to take off wraps.
- () b. Asks parent to stay.
- () c. Cries and clings to parent.
- () d. Tearfully bids parent goodbye.
- () e. Seems to forget mother's existence the minute he arrives.
- f.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is essential for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent and reliable data collection processes to support effective decision-making.

3. The third part of the document describes the role of technology in modern data management. It discusses how advanced software solutions can streamline data collection, storage, and analysis, leading to more efficient and accurate results.

4. The fourth part of the document focuses on the importance of data security and privacy. It stresses that organizations must implement robust security measures to protect sensitive information from unauthorized access and breaches.

5. The fifth part of the document discusses the challenges associated with data integration and interoperability. It notes that combining data from different sources can be complex but is necessary for a comprehensive view of the organization's performance.

6. The sixth part of the document explores the future of data management and analytics. It predicts that artificial intelligence and machine learning will play increasingly significant roles in processing and interpreting large volumes of data.

7. The seventh part of the document provides a summary of the key points discussed throughout the document. It reiterates the importance of a data-driven approach to organizational success and the need for continuous improvement in data management practices.

Rating

Check at three different times

1 2 3

F. Washing

I. Situation: It is time for the child to wash for lunch.

Possible Procedures:

(1.0)
(3.6)
(2.1)
(4.4)
(6.0)
(5.7)
(4.4)

- a. Puts in water, washes, and dries self very systematically without wasting time.
- b. Plays with water.
- c. Does a very superficial job of washing.
- d. Plays in water without really washing but says he has washed.
- e. Plays with and bothers other children instead of washing.
- f. Climbs around bathroom.
- g. Talks instead of washing.
- h.

G. Behavior in Public.

I. Situation: Children are taken in a store

Possible Procedures:

(4.4)
(3.2)
(2.6)
(1.0)
(3.8)

- a. Start running through the aisles.
- b. Shouts, laughs and talks loudly.
- c. Touches commodities.
- d. Walks with teacher and looks at commodities without touching them.
- e. Asks for everything he sees.
- f.

H. Bedtime Problems

I. Situation: It is naptime and the children are told to go to the bathroom and get ready for bed.

Possible Procedures:

(2.4)
(3.7)
(2.0)
(1.1)

- a. Refuses to go until he is forced to go.
- b. Runs and hides.
- c. Begs to be allowed to stay up just a little longer.
- d. Goes and gets ready for bed and goes to bed immediately.
- e.

II. Situation: It is nap time.

Possible Procedures:

(4.8)
(3.8)
(2.2)
(1.0)
(3.2)

- a. Is noisy - talking, laughing and making noises to disturb others.
- b. Gets up and sits up when teacher leaves the room.
- c. Plays in bed with slipper, sock, or other clothing.
- d. Lies quietly or goes to sleep immediately
- e. Wiggles and turns and tosses for most of nap time.
- f.

The first part of the document
 discusses the general principles
 of the system. It is important
 to understand the basic concepts
 before proceeding to the details.
 The second part of the document
 describes the various components
 of the system and their functions.
 This part is essential for
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 and organization of the system.
 The third part of the document
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 specific details of the analysis
 and how they are used to
 study the system.

The sixth part of the document
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 a detailed description of the
 various results and their
 implications. This part is
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 specific details of the results
 and how they relate to the
 overall system.

The eighth part of the document
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 its performance. The ninth
 part of the document provides
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 various conclusions and their
 implications. This part is
 crucial for understanding the
 specific details of the conclusions
 and how they relate to the
 overall system.

Rating

Check at three different times

1 2 3

I. Children's Quarrels.

I. Situation: In playing one child does not get his own way.

Possible Procedures:

- (1.0)
- (3.5) a. Talks other child into compromise.
- (2.8)
- (4.2) b. Hits, bites, pinches or kicks other child.
- c. Goes to teacher with trouble.
- d. Sulks and says he won't play with other child and perhaps tells other children not to play with other child either.
- (3.5) e. Cries and says it is his and he wants it.

J. Dressing One's self.

I. Situation: Children are putting on their outdoors clothes.

Possible Procedures:

- (1.5)
- (2.9) a. Will allow no help and is very independent in dressing self.
- (1.6)
- (5.0) b. Child says he can't do it before he even tries but when teacher refuses help, he manages by himself.
- (5.2) c. Child tries very hard but cannot manage all of it by himself so is helped.
- d. Plays or watches rather than getting dressed and then expects help because he is the last one.
- e. Says he is too little to do it.
- f. *Waits for help and does not try for himself.*

II. Situation: Children are putting on shoes after nap.

Possible Procedures:

- (4.2)
- (3.6) a. Sits and plays with his shoes or slippers.
- (3.1)
- (1.0)
- (4.0) b. Watches the other children or talks or plays with them instead of putting on his own shoes.
- c. Tries to put on his own shoes but soon gives up.
- d. Sits down and puts on his shoes.
- e. Waits for help and does not try for himself.
- f.

III. Situation: The children were lacing their shoes.

Possible Procedures:

- (1.0)
- (2.1)
- (3.8)
- (3.2)
- (4.8)
- a. Child sits down and laces his shoes satisfactorily perhaps tying them as well.
- b. Sits down and laces shoes anyway to suit his fancy even though he is shown where he is doing it wrong.
- c. Sits and plays or watches others instead of lacing shoes.
- d. Takes long time to lace shoes working toward having someone do it for him.
- e. Makes no attempt to lace shoes but shows he expects someone to do it for him.
- f.

Sitting

Check at three different times

1 2 3

K. Cooperativeness

I. Situation: All wagons are in use (or other popular toy) and another child also wants to play with one.

Possible Procedures:

- (5.2) a. Follows another child who has one without saying anything. *will give it to him*
- (2.7) b. Asks if other child if he can play with him.
- (2.1) c. Asks other child if he can play with him.
- (2.4) d. Suggests taking turns to other child.
- (5.3) e. Goes to teacher and tells her he wants it.
- (5.5) f. Tries to take it away from other child.
- (2.7) g. Finds something else to play with.

II. Situation: Two children want the same toy

Possible Procedures:

- (4.1) a. Both hold on and begin to fight over it.
- (2.5) b. One asks other if he may have it.
- (2.6) c. One sticks up for rights saying he had it first and other gives up.
- (2.0) d. One suggests taking turns.
- (6.0) e. One gives up.
- (6.3) f. One or both run to teacher.
- g.

III. Situation: It is time to take care of the toys.

Possible Procedures:

- (3.8) a. Child hides.
- (1.7) b. Takes care of what he was playing with.
- (1.3) c. Works with others taking care of all of toys.
- (3.2) d. Fights with others over who is to put certain toys away.
- e.

Problem	RATING OF CHILDREN AND												PARENTS ON PROBLEMS																																															
	A. Untidiness				B. Eating				C. Destructive-ness				D. Crossness & Overtired-ness				E. Parent Leaving Child				F. Washing				G. Behavior				H. Bedtime Problems				I. Children's Quarrels				J. Dressing One's Self				K. Cooperativeness																			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4																				
T.B.	2.6	.76	.77	.77	1.3	.81	.73	.77	4.2	.81	.79	.80	2.1	.81	.86	.84	1.9	.84	.77	.81	3.5	.85	.78	.82	1.0	.82	.84	.83	1.4	.74	.70	.72	3.5	.83	.78	.81	4.1	.80	.84	.82	3.8	.79	.80	.80																
T.A.	2.6	.79	.79	.79	1.2	.80	.72	.76	1.7	.75	.77	.76	3.9	.85	.75	.78	1.3	.80	.89	.85	2.7	.78	.75	.77	1.0	.77	.77	.77	1.1	.73	.76	.75	3.5	.73	.73	.73	2.1	.84	.84	.84	3.9	.84	.93	.89																
S.S.	2.4	.91			5.6	.74			1.7	.88			3.9	.85			1.4	.80			3.8	.80			1.0	.83			1.3	.75			3.5	.84			2.0	.82			3.8	.82																		
R.A.	2.8	.90			1.0	.74			2.8	.86			3.9	.78			2.2	.87			3.5	.86			3.2	.81			1.6	.80			4.0	.79			2.9	.88			4.5	.84																		
T.T.	3.1	.85	.78	.82	1.3	.81	.72	.77	1.7	.81	.73	.77	4.6	.84	.83	.84	1.2	.87	.83	.85	1.0	.86	.79	.83	1.0	.85	.84	.85	2.2	.70	.72	.74		.78	.78	.78	1.2	.77	.73	.75	3.4	.82	.77	.80																
K.K.	2.7	.84	.90	.87	1.9	.78	.65	.72		.77	.72	.75	4.6	.84	.74	.79	1.4	.83	.66	.75	3.5	.76	.64	.70	1.0	.83	.82	.83	1.9	.70	.51	.61		.79	.56	.68	2.7	.73	.68	.71	3.8	.76	.76	.76																
D.P.	2.8	.86	.85	.86	3.9	.81	.78	.80	1.8	.83	.88	.86	4.6	.85	.84	.85	2.0	.82	.87	.85	3.5	.82	.78	.80	2.6	.82	.81	.82	1.3	.75	.69	.72	3.5	.78	.79	.79	3.8	.88	.80	.84	4.7	.85	.93	.89																
E.S.	2.7	.78	.72	.75	4.7	.71	.64	.68	1.7	.80	.73	.77		.81	.80	.81	4.0	.87	.86	.87	4.3	.86	.79	.83	2.6	.81	.85	.83	1.0	.68	.68	.68		.74	.73	.74	4.5	.73	.83	.78	4.0	.74	.85	.80																
M.J.	1.9	.86	.87	.87	2.9	.84	.76	.80	3.0	.81	.80	.81	3.4	.79	.79	.79	1.2	.84	.89	.87	3.8	.77	.78	.78	2.6	.85	.78	.82	1.8	.73	.76	.75		.72	.77	.75	1.3	.88	.85	.87	3.9	.93	.93	.93																
J.L.	3.2	.65			4.2	.69			2.3	.80			4.9	.80			1.8	.87			3.8	.81			4.0	.78			3.7	.75			3.3	.80			4.0	.82			4.7	.76																		
G.W.	2.0	.85	.69	.78	1.3	.79	.71	.75	1.3	.72	.82	.77	4.2	.82	.78	.80	1.2	.83	.76	.80	4.1	.80	.63	.72	3.2	.78	.84	.81	1.0	.73	.67	.70	3.3	.72	.60	.66	1.6	.77	.71	.74	4.0	.87	.72	.80																
K.S.	1.5				2.4				1.7				5.8				1.5				1.8				1.7				2.9				3.8				3.0				4.0																			
M.B.	3.0	.88			2.6	.69			2.3	.82			5.3	.78			1.7	.89			5.4	.77			3.8	.85			3.6	.75			2.7	.78			3.2	.81			3.8																			
D.D.	2.3	.85	.80	.83	4.8	.75	.73	.74	1.5	.90	.82	.86	3.5	.84	.76	.80	1.9	.81	.79	.80	3.9	.83	.80	.82	1.0	.82	.85	.84	2.8	.72	.69	.71	2.8	.78	.78	.78	4.2	.82	.82	.81	3.3	.87	.92	.90																
C.P.	2.4	.85	.85	.85	4.3	.83	.83	.83	4.2	.58	.77	.68	5.4	.76	.81	.79	1.2	.81	.81	.81	2.7	.69	.83	.76	1.0	.85	.84	.85	2.8	.67	.70	.69	3.5	.78	.71	.75	1.9	.78	.76	.77	3.8	.85	.79	.82																
T.M.	3.0	.82			2.3	.76			2.1	.72			5.3	.79			1.5	.84			3.7	.75			1.0	.82			3.0	.70			3.0	.75			2.4	.74			3.7	.66																		
J.H.	1.6	.85			3.2	.69			1.7	.84				.81			1.8	.81			2.7	.79			1.0	.85			1.5	.75			2.2	.77			1.4	.87			2.0	.85																		
N.S.	1.8	.90			1.8	.80			2.3	.73			4.6	.79			1.4	.90			1.0	.77			3.0	.76			3.1	.73			2.8	.78			1.2	.84			3.0	.91																		
M.B.	1.3	.90	.79	.85	2.5	.74	.69	.72	3.2	.78	.79	.79	4.9	.80	.74	.77	1.5	.86	.79	.83	1.0	.71	.79	.75	1.5	.84	.85	.85	1.7	.69	.64	.67	2.8	.77	.83	.80	1.2	.88	.85	.87	3.9	.91	.83	.87																
K.S.	1.4	.73	.67	.70	2.3	.69	.58	.64	2.1	.75	.78	.77	3.8	.80	.78	.79	1.5	.77	.86	.82	1.0	.82	.82	.82	1.0	.82	.77	.80	1.7	.69	.71	.70	3.7	.73	.73	.73	1.2	.72	.80	.76	3.1	.91	.78	.85																
E.P.	1.9	.88	.74	.81	2.6	.79	.81	.80	4.2	.77	.86	.82	5.3	.78	.83	.81	1.3	.86	.75	.81	2.1	.77	.81	.79	2.1	.83	.77	.80	2.9	.60	.74	.67	3.5	.80	.74	.77	1.2	.84	.85	.85	4.7	.80	.85	.83																
R.S.	1.7	.84			3.8	.77			1.2	.83			4.1	.80			3.0	.83			1.0	.79			1.0	.80			1.7	.74			2.2	.78			1.5	.84			3.5	.83																		
D.S.	1.9	.80			2.5	.75			1.4	.79			5.8	.82			1.5	.83			1.0	.75			3.6	.80			2.0	.71			2.7	.83			1.7	.85			2.7	.83																		
R.W.	1.5	.87	.82	.85	3.0	.75	.79	.77	1.4	.82	.77	.80	4.6	.75	.79	.77	1.8	.86	.83	.85	3.0	.75	.74	.75	4.0	.82	.82	.82	1.6	.75	.76	.76	3.7	.80	.73	.77	3.1	.84	.85	.85	3.9	.80	.84	.82																

* Rating of (1) Child's Behavior
 (2) Mother's beliefs
 (3) Father's beliefs
 (4) Both parents' beliefs

1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72
73	74	75	76	77	78	79	80	81	82	83	84
85	86	87	88	89	90	91	92	93	94	95	96
97	98	99	100	101	102	103	104	105	106	107	108
109	110	111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130	131	132
133	134	135	136	137	138	139	140	141	142	143	144
145	146	147	148	149	150	151	152	153	154	155	156
157	158	159	160	161	162	163	164	165	166	167	168
169	170	171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190	191	192
193	194	195	196	197	198	199	200	201	202	203	204
205	206	207	208	209	210	211	212	213	214	215	216
217	218	219	220	221	222	223	224	225	226	227	228
229	230	231	232	233	234	235	236	237	238	239	240
241	242	243	244	245	246	247	248	249	250	251	252
253	254	255	256	257	258	259	260	261	262	263	264
265	266	267	268	269	270	271	272	273	274	275	276
277	278	279	280	281	282	283	284	285	286	287	288
289	290	291	292	293	294	295	296	297	298	299	300
301	302	303	304	305	306	307	308	309	310	311	312
313	314	315	316	317	318	319	320	321	322	323	324
325	326	327	328	329	330	331	332	333	334	335	336
337	338	339	340	341	342	343	344	345	346	347	348
349	350	351	352	353	354	355	356	357	358	359	360
361	362	363	364	365	366	367	368	369	370	371	372
373	374	375	376	377	378	379	380	381	382	383	384
385	386	387	388	389	390	391	392	393	394	395	396
397	398	399	400	401	402	403	404	405	406	407	408
409	410	411	412	413	414	415	416	417	418	419	420
421	422	423	424	425	426	427	428	429	430	431	432
433	434	435	436	437	438	439	440	441	442	443	444
445	446	447	448	449	450	451	452	453	454	455	456
457	458	459	460	461	462	463	464	465	466	467	468
469	470	471	472	473	474	475	476	477	478	479	480
481	482	483	484	485	486	487	488	489	490	491	492
493	494	495	496	497	498	499	500	501	502	503	504
505	506	507	508	509	510	511	512	513	514	515	516
517	518	519	520	521	522	523	524	525	526	527	528
529	530	531	532	533	534	535	536	537	538	539	540
541	542	543	544	545	546	547	548	549	550	551	552
553	554	555	556	557	558	559	560	561	562	563	564
565	566	567	568	569	570	571	572	573	574	575	576
577	578	579	580	581	582	583	584	585	586	587	588
589	590	591	592	593	594	595	596	597	598	599	600
601	602	603	604	605	606	607	608	609	610	611	612
613	614	615	616	617	618	619	620	621	622	623	624
625	626	627	628	629	630	631	632	633	634	635	636
637	638	639	640	641	642	643	644	645	646	647	648
649	650	651	652	653	654	655	656	657	658	659	660
661	662	663	664	665	666	667	668	669	670	671	672
673	674	675	676	677	678	679	680	681	682	683	684
685	686	687	688	689	690	691	692	693	694	695	696
697	698	699	700	701	702	703	704	705	706	707	708
709	710	711	712	713	714	715	716	717	718	719	720
721	722	723	724	725	726	727	728	729	730	731	732
733	734	735	736	737	738	739	740	741	742	743	744
745	746	747	748	749	750	751	752	753	754	755	756
757	758	759	760	761	762	763	764	765	766	767	768
769	770	771	772	773	774	775	776	777	778	779	780
781	782	783	784	785	786	787	788	789	790	791	792
793	794	795	796	797	798	799	800	801	802	803	804
805	806	807	808	809	810	811	812	813	814	815	816
817	818	819	820	821	822	823	824	825	826	827	828
829	830	831	832	833	834	835	836	837	838	839	840
841	842	843	844	845	846	847	848	849	850	851	852
853	854	855	856	857	858	859	860	861	862	863	864
865	866	867	868	869	870	871	872	873	874	875	876
877	878	879	880	881	882	883	884	885	886	887	888
889	890	891	892	893	894	895	896	897	898	899	900
901	902	903	904	905	906	907	908	909	910	911	912
913	914	915	916	917	918	919	920	921	922	923	924
925	926	927	928	929	930	931	932	933	934	935	936
937	938	939	940	941	942	943	944	945	946	947	948
949	950	951	952	953	954	955	956	957	958	959	960
961	962	963	964	965	966	967	968	969	970	971	972
973	974	975	976	977	978	979	980	981	982	983	984
985	986	987	988	989	990	991	992	993	994	995	996
997	998	999	1000	1001	1002	1003	1004	1005	1006	1007	1008
1009	1010	1011	1012	1013	1014	1015	1016	1017	1018	1019	1020
1021	1022	1023	1024	1025	1026	1027	1028	1029	1030	1031	1032
1033	1034	1035	1036	1037	1038	1039	1040	1041	1042	1043	1044
1045	1046	1047	1048	1049	1050	1051	1052	1053	1054	1055	1056
1057	1058	1059	1060	1061	1062	1063	1064	1065	1066	1067	1068
1069	1070	1071	1072	1073	1074	1075	1076	1077	1078	1079	1080
1081	1082	1083	1084	1085	1086	1087	1088	1089	1090	1091	1092
1093	1094	1095	1096	1097	1098	1099	1100	1101	1102	1103	1104
1105	1106	1107	1108	1109	1110	1111	1112	1113	1114	1115	1116
1117	1118	1119	1120	1121	1122	1123	1124	1125	1126	1127	1128
1129	1130	1131	1132	1133	1134	1135	1136	1137	1138	1139	1140
1141	1142	1143	1144	1145	1146	1147	1148	1149	1150	1151	1152
1153	1154	1155	1156	1157	1158	1159	1160	1161	1162	1163	1164
1165	1166	1167	1168	1169	1170	1171	1172	1173	1174	1175	1176
1177	1178	1179	1180	1181	1182	1183	1184	1185	1186	1187	1188
1189	1190	1191	1192	1193	1194	1195	1196	1197	1198	1199	1200
1201	1202	1203	1204	1205	1206	1207	1208	1209	1210	1211	1212
1213	1214	1215	1216	1217	1218	1219	1220	1221	1222	1223	1224
1225	1226	1227	1228	1229	1230	1231	1232	1233	1234	1235	1236
1237	1238	1239	1240	1241	1242	1243	1244	1245	1246	1247	1248
1249	1250	1251	1252	1253	1254	1255	1256	1257	1258	1259	1260
1261	1262	1263	1264	1265	1266	1267	1268	1269	1270	1271	1272
1273	1274	1275	1276	1277	1278	1279	1280	1281	1282	1283	1284
1285	1286	1287	1288	1289	1290	1291	1292	1293	1294	1295	1296
1297	1298	1299	1300	1301	1302	1303	1304	1305	1306	1307	1308
1309	1310	1311	1312	1313	1314	1315	1316	1317	1318	1319	1320
1321	1322	1323	1324	1325	1326	1327	1328	1329	1330	1331	1332
1333	1334	1335	1336	1337	1338	1339	1340	1341	1342	1343	1344
1345	1346	1347	1348	1349	1350	1351	1352	1353	1354	1355	1356
1357	1358	1359	1360	1361	1362	1363	1364	1365	1366	1367	1368
1369	1370	1371	1372	1373	1374	1375	1376	1377	1378	1379	1380
1381	1382	1383	1384	1385	1386	1387	1388	1389	1390	1391	1392
1393	1394	1395	1396	1397	1398	1399	1400	1401	1402	1403	1404
1405	1406	1407	1408	1409	1410	1411	1412	1413	1414	1415	1416
1417	1418	1419	1420	1421	1422	1423	1424	1425			

MICHIGAN STATE COLLEGE
OF AGRICULTURE AND APPLIED SCIENCE
EAST LANSING February 6, 1941.

DIVISION OF HOME ECONOMICS

DEPARTMENT OF HOME MANAGEMENT
AND CHILD DEVELOPMENT

Miss Janet Learned,
Yale Psych. Clinic,
New Haven, Conn.

Dear Miss Learned :

For my Master's Degree in Home Management and Child Development I am doing my research in the college nursery school. I am very interested in whether the views of the parents concerning the treatment of certain behavior situations can be correlated with the behavior of the children of these same parents in nursery school. I am also enclosing a copy of the letter sent to the parents of our children.

Rather than make my own rating scale, I am hoping to rate the parents' answers against the concensus of opinion of experienced Nursery School teachers. I hope that you or one of the teachers in your nursery school will act as one of those on my jury. You can do so by rating the possible solutions in the parents' questionnaire and by rating the possible procedures on the nursery school observation sheet in a similar manner.

I am enclosing a stamped addressed envelope for you to return the filled out questionnaire at your early convenience.

Thank you very much for your help.

Sincerely,

Helen L. Ewing

Helen L. Ewing
Grad. Assist. in M. S. C. Nursery School.

ROOM USE ONLY

~~Oct 30 '44~~

ROOM USE ONLY

~~MY 12 '52~~

~~14 Aug 59~~

~~9 Oct 59~~

~~6981 82 120~~

~~OCT 23 1959~~

~~DEC 13~~

Appendix III

Jury

The writer is indebted to the following schools for having one of their staff act as a member of the jury as well as to the jurors themselves:

- (a) Kansas State College Nursery School.
- (b-c) Iowa State College Nursery School.
- (d) Purdue University Nursery School.
- (e) University of Chicago Nursery School
- (f) Cornell University Nursery School
- (g) University of Nebraska Nursery School
- (h) Michigan State College Nursery School
- (i) Tulsa, Oklahoma, Public Schools Nursery School
- (j) University of Missouri Nursery School
- (k) University of Michigan Nursery School
- (l) Pennsylvania State College Nursery School
- (m) Antioch College Nursery School

The following schools also returned the filled in material, but were to late to act on the jury:

- (a) University of Iowa Nursery School
- (b) Mills College Nursery School
- (c) National Child Research Center

Appendix IV

Tables

- XII. Copy of Observation Sheets and Questionnaire with Mean Jury Rating.
- XIII. Rating of Children and Parents and Problems.

Mean Jury Rating on Observation Sheet and
Questionnaire.

Questionnaire for Parents

Note: Rate each method of treatment with one (1) as the most desirable method continuing on down so that the largest number indicates the least desirable treatment.

Rating

1. Situation: Jimmy persists in being untidy about his eating although he is old enough and efficient enough to eat without spilling food on the table cloth, chair, floor, and himself.

Rate 1 to 8.

* (6.4)

Solutions:

(4.8)

(2.1)

(6.4)

(6.8)

(5.4)

(2.9)

(1.1)

- a. His mother spanks him and sends him away from the table for being untidy.
- b. His mother tells him she knows he can't help it and does nothing further.
- c. After each meal he is given a cloth and must clean up his spilled food.
- d. He is laughed at and made fun of by the rest of the family when he is untidy.
- e. He is told he should be ashamed of himself and is made to stand with his face in the corner.
- f. His mother continually scolds him throughout the meal whenever he is untidy.
- g. His mother keeps reminding him to be neat throughout the meal so he will not spill anything.
- h. His mother tells him that if he isn't neat enough to eat with the family, he must eat at a table by himself. This is carried out and eating with the family is his reward for neatness.

2. Situation: Jack is continually misplacing his shoes and overshoes so that he can not find them.

Solutions:

(3.9)

(3.7)

(2.0)

(4.4)

(1.0)

- a. His mother looks for the shoes for the child and sympathizes with him for losing them.
- b. His mother has a spare pair always ready so he will not be disturbed over the loss and either finds the lost shoes herself later on or has a servant do it.
- c. His mother helps to hunt in a very superficial way and if the child cannot find his shoes, he stays inside while the other children go out.
- d. Jack is spanked and other shoes put on until the original pair is found.
- e. A place is arranged for Jack to keep his shoes and overshoes and when they are not in that place, he hunts for them himself even if it entails his staying in while the other children are playing.

Rate 1 to 5.

3. Situation: Jim refuses to pick up his blocks.

Solutions:

(4.5)

(3.1)

(1.8)

(1.3)

- a. His mother tells him she will not love him any more unless he picks them up.
- b. His mother tells him that she is ashamed because he is a big boy and knows better.
- c. His mother helps him to put the things away.
- d. His mother tells him that when the blocks are put away, they will be ready to do something else and leaves him alone.

* The ratings found in the left hand column are the mean of all the Juror's ratings on that particular solution.

THE HISTORY OF THE UNITED STATES

The first part of the history of the United States is the period of discovery and settlement. It begins with the arrival of Christopher Columbus in 1492 and continues through the early years of the 17th century.

The second part of the history is the period of the American Revolution. It begins with the signing of the Declaration of Independence in 1776 and ends with the signing of the Constitution in 1787.

The third part of the history is the period of the early republic. It begins with the signing of the Constitution in 1787 and ends with the beginning of the Civil War in 1861.

The fourth part of the history is the period of the Civil War and Reconstruction. It begins with the outbreak of the Civil War in 1861 and ends with the Reconstruction period in the late 1870s.

The fifth part of the history is the period of the Gilded Age and the Progressive Era. It begins with the end of Reconstruction in the late 1870s and ends with the beginning of World War I in 1914.

The sixth part of the history is the period of World War I and the 1920s. It begins with the outbreak of World War I in 1914 and ends with the end of the war in 1918.

The seventh part of the history is the period of the Great Depression and World War II. It begins with the start of the Great Depression in 1929 and ends with the end of World War II in 1945.

The eighth part of the history is the period of the Cold War and the 1950s. It begins with the end of World War II in 1945 and ends with the beginning of the Vietnam War in 1954.

The ninth part of the history is the period of the Vietnam War and the 1960s. It begins with the beginning of the Vietnam War in 1954 and ends with the end of the war in 1975.

The tenth part of the history is the period of the 1970s and the present. It begins with the end of the Vietnam War in 1975 and continues to the present day.

3. Situations (cont'd)

- (4.6) e. His mother tells him he picks blocks up for his Nursery School teacher and if he won't pick them up for her, he doesn't love her as much as he does his teacher.
4. Situation: Every time meal time came around Jane disturbed the whole family by refusing to eat what had been prepared for her.

Rate 1 to 7.

Solutions:

- (4.7) a. Something else nourishing which the child likes is substituted.
- (5.2) b. The child is allowed to choose the things she does like in the meal and eat only them.
- (5.1) c. Jane is sent from the table and then fed later on in the day.
- (3.1) d. Jane is allowed to eat what is set before her as long as it takes the rest of the family to eat or go without until the next meal.
- (6.5) e. Jane is allowed to help herself to cookies and milk at any time during the day when she is hungry because she didn't eat her dinner.
- (1.5) f. Jane is given her meal alone and if she does not eat it, it is taken from her after a reasonable time has elapsed and no further courses are given her or no other food until the next meal time.
- (1.7) g. Jane is allowed to eat with the rest of the family as long as she doesn't disturb them but if she does, she is moved to someplace where she can eat by herself.

Rating

1 to 6.

5. Situation: Jimmy played with his food until it was all cold and everyone else was through eating.

Solutions:

- (4.5) a. His mother takes him out into the kitchen with her after the rest are through and reheats his food and feeds him.
- (4.0) b. He is allowed to eat his dessert and be excused with the rest because his dinner is cold.
- (1.2) c. Jimmy is given a definite time allowance in which to eat his main course and be ready for his dessert and is excused if his plate is not cleaned up at the end of that time.
- (3.8) d. Someone feeds him at each meal.
- (4.2) e. He is excused without eating his cold food and an hour or two later is given a lunch of some food high in energy to tide him over until the next meal time.
- (1.7) f. He is given his dinner alone and only allowed to eat with the family on special occasions.

Rate --

1 to 4.

6. Situation: Jane has developed a great liking for meat to the exclusion of other foods.

Solutions:

- (3.1) a. Her mother gives her a little of everything to start with but replenishes the meat so Jane will be sure to have enough to eat.
- (3.8) b. Her mother gives her only vegetables and salad and no meat in her diet.
- (1.2) c. Her mother gives her a normal serving of each thing and no re-servings or further courses until her plate is empty.
- (1.9) d. Jane is given her vegetables as a first course and her meat as a second course after her vegetables are eaten.

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Rate 1 to 5.

7. Situation: Billy has several foods - mostly vegetables - which he refuses to eat.

Solutions:

- (3.9) a. His mother leaves these vegetables out of the family diet because Billy does not like them.
- (4.0) b. On the days when these vegetables are served to the rest of the family, a substitute is prepared for Billy.
- (3.5) c. Billy is given normal servings of everything and forced to eat everything on his plate before he is allowed to leave the table.
- (2.5) d. Billy is given only the vegetables he dislikes first and must finish them before he can have the rest of his dinner.
- (4.0) e. Billy is given small servings of the disliked vegetable so that he may learn to enjoy them as the rest of the family do with normal servings of the rest of the main course and told his plate must be cleaned up before the rest of the family is ready for dessert or in a set time; if not he is excused without dessert.

8. Situation:

Rate 1 to 10. Jimmy is just a "poor eater" according to his family.

Solutions:

- (3.2) a. His family ignores him at the table.
- (4.7) b. His family reminds him frequently during the meal to keep on eating.
- (2.2) c. His mother tells him at the beginning of the meal that he must eat his dinner and doesn't remind him again.
- (7.5) d. The whole family takes turns urging the child to eat.
- (6.9) e. His family keeps reminding him to eat such and such a food telling him he must like it because the whole family likes it -- Daddy likes it, Mother likes it, Brother likes it, etc.
- (7.5) f. His mother tells him that if he will hurry and eat she has a surprise for him.
- (7.1) g. He is told to watch how nicely his brother clean up his plate.
- (1.2) h. He is given dinner alone and allowed ample time to eat. If he has not finished, he waits till the next meal time to eat again.
- (7.6) i. He is told to try and finish his dinner before his brother and the whole family urges on the race.
- (6.2) j. His plate is divided off in bites and after each one, he is told there are only so many left.

Rate 1 to 5.

9. Situation: The little girl of the family persists in writing on the walls of her room.

- (4.3) a. She is spanked.
- (1.2) b. A blackboard is provided.
- (4.2) c. She is not allowed to have crayons, pencils, etc.
- (3.0) d. The walls are painted with washable paint and the child washes her own marks off.
- (1.8) e. The child's room is decorated suitably and the child is consulted in the choice of decorations thereby. instilling in her a pride in her room and its upkeep.

10. Situation: A little boy in his play threw stones that broke a window.

Rate 1 to 6.

Solutions:

- (4.2) a. His mother spanks him soundly.
- (5.1) b. His mother sends him to bed for the rest of the day.
- (4.6) c. His mother tells him to wait until his father comes home and he will be punished.

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10. (cont'd)

Solutions:

- (1.5) d. His mother tells him she knows it was a mistake and he didn't mean to do it and lets him go out again.
- (1.1) e. A system is arranged with him whereby part of his allowance goes toward paying for the window each week.
- (3.9) f. Some prized toy of his is broken to show him how it feels.

Rate 1 to 4. 11. Situation: Whenever Jackie is naughty, he is sent to his room to look at books and has started to get even recently by tearing the pages out of his books.

Solutions:

- (4.0) a. He is spanked and put to bed,
- (1.6) b. His books are taken from him each time he is destructive with them and kept put away for a period of days.
- (1.5) e. His books are taken away and are only brought out when someone reads to him.
- (2.0) d. His mother provides materials and insists that he repair the damaged books and then goes with him to take them to the children of a home, hospital, or poor family who would appreciate them and take proper care of them.

Rate 1 to 5. 12. Situation: A child in the natural course of a day becomes fatigued and cross.

Solutions:

- (1.5) a. He is separated from the other children in his play.
- (1.9) b. He is told that he is tired and needs rest and is put to bed.
- (4.6) c. He is spanked for being cross to the other children.
- (4.3) d. He is made to sit in a chair for an hour.
- (1.7) e. He is separated from the other children in his play and ^{music} quiet is played to quiet and rest him.

Rate 1 to 3. 13. Situation: In a family of three children, it was found that the children often over stimulated one another in their play.

Solutions:

- (1.0) a. When things are too exciting, the mother asks each child to go off and play by himself. It is not intended or understood for punishment.
- (2.2) b. Their mother told them they must quiet down or go to bed.
- (2.8) c. Their toys are taken from them.

Rate 1 to 4. 14. Situation: Jean wakes up in the morning still tired from her week end trip.

Solutions:

- (1.6) a. Her mother plans quiet individual play for her.
- (3.9) b. She is allowed to go on with her regular schedule and when she is cross and naughty in her play is put to bed.
- (1.9) c. Her mother keeps her home from school or away from the neighborhood children as the case may be so she wont become overly tired.
- (2.7) d. She is kept in bed late playing quietly with toys appropriate for bed.

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15. Situation: Jimmy is cross and over tired every night before bedtime but his mother does not make him take naps because she says he can't sleep at night then.

Rate 1 to 4.

Solutions:

(3.5)

a. His mother makes him take his nap and then keeps him up late at night and lets him sleep late in the morning.

(3.3)

b. He is kept in bed late in the morning so his day won't be so long without a nap time.

(1.2)

c. He is given a nap and put to bed at his regular bed time and left just to lie in bed even if he doesn't go right to sleep.

(1.9)

d. He is put to bed as soon as he becomes cross and tired at night.

Rate 1 to 3.

16. Situation: Sometimes Mrs. Brown can take Jean with her to the store and sometimes it is impossible.

Solutions:

(2.8)

a. She leaves Jean without even saying good bye.

(1.1)

b. She explains to Jean when she is very young that sometimes she can take her with her and that sometimes it is impossible and when she cannot take her, she goes to her, tells her where she is going, is sorry that she can't take her along, and leaves.

(2.3)

c. She explains to Jean when she is young that sometimes she cannot take her with her and that when she doesn't she will bring her something so that soon Jean would rather stay home and wait for her surprise than go with her mother.

Rate
1 to 6.

17. Situation:

A Mother hates terribly to leave her child but has to do it daily.

Solutions:

(3.8)

a. She hugs and kisses him and tells him she hates to leave him but she will think of him all day and hope he is having a good time away from her.

(4.5)

b. She slips away when he isn't looking so she will be gone by the time he misses her.

(1.3)

c. She tells him she is going out and kisses him good-bye and leaves.

(3.9)

d. She tells him to stay and be a good boy all day and she will bring him a surprise when she comes after him.

(5.5)

e. She promises faithfully to stay with the child so he will stop crying and clinging to her and then leaves when he is not looking.

(1.9)

f. She stays until he finds something to interest him and then tells him goodbye and leaves.

18. Situation: Bobbie hates to bathe or wash.

Rate 1 to 5.

Solutions:

(7.2)

a. He is told he must wash at such and such a time and is taken to the bathroom at exactly the same time each day regardless of what he is doing at the time.

(4.0)

b. If he doesn't wash as he is supposed to, he is not allowed to eat his meal and is put to bed without it.

(1.6)

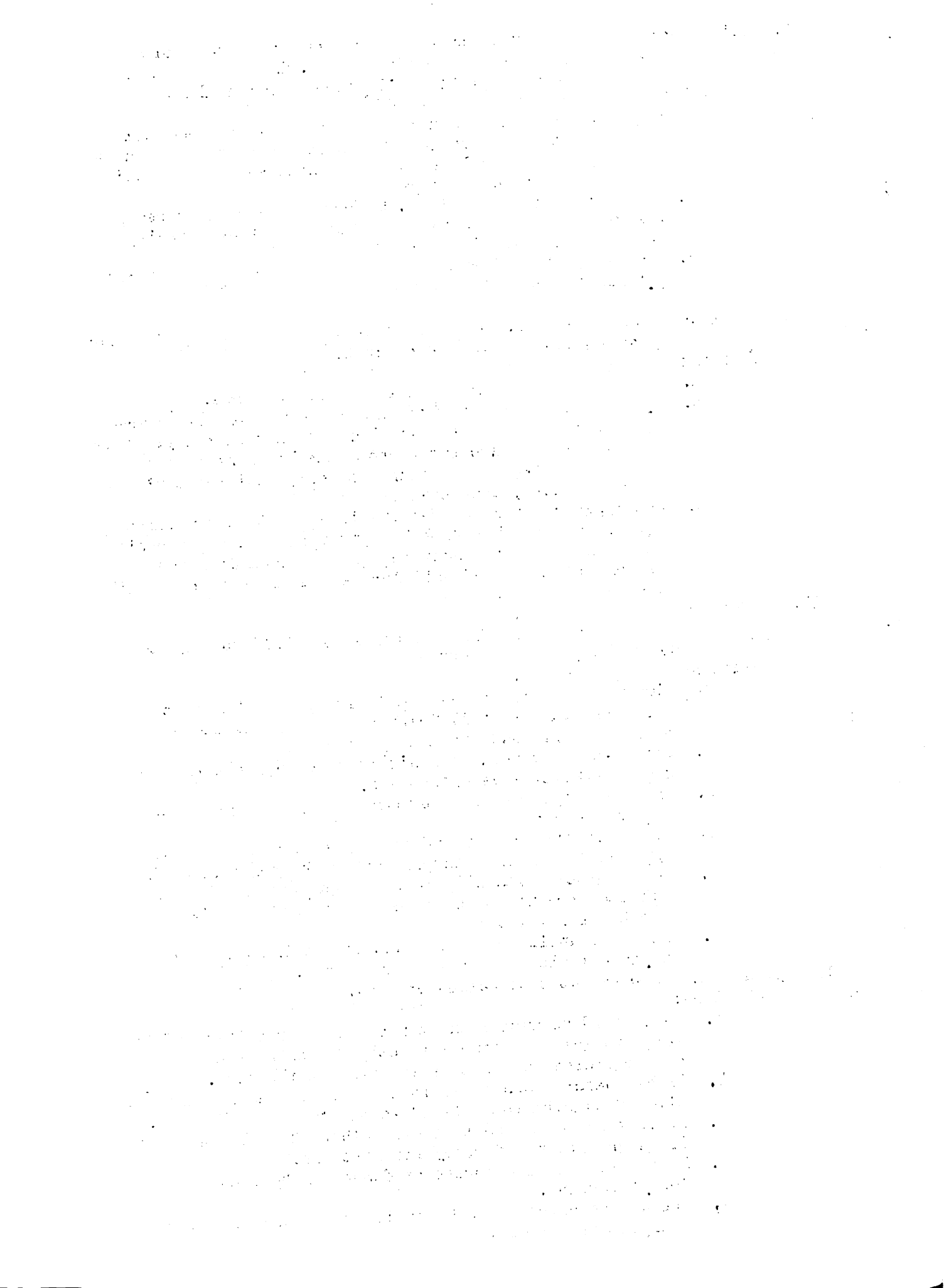
c. He is told to go and take his bath so he will feel all fresh and peppy and ready for more fun.

(3.4)

d. He is promised a surprise at dinner if he does a good job of washing.

(3.6)

e. Because he hates to wash and takes so long, his mother does it all for him.



Rate 1 to 4. 19. Situation: Bobbie does not refuse to wash but does such a hit and miss job that it is hardly worthwhile.

Solutions:

- (3.9) a. His mother refuses to let him wash any more and does it for him.
- (2.5) b. He is made to keep returning to the bathroom until he is clean.
- (1.3) c. His mother goes along to help him get himself clean and points out the spots he has missed to him and compliments him on his clean and shining appearance, when he has finished.
- (~~1.1~~)
(2.4) d. A score sheet with stars for successful washing is kept on the wall in the bathroom.

Rate 1 to 4. 20. Situation: Jimmie goes to the bathroom when told to ^{but} spends his time by playing in the water rather than washing.

Solutions:

- (2.5) a. He is spanked when caught playing.
- (2.8) b. He is not allowed to wash himself or go to the bathroom alone.
- (1.0) c. He is given just so long to wash in and if not ready for the next thing on the program is left behind.
- (2.7) d. He is given just so long to wash in and if not finished in time is made fun of by the whole family because he is not clean.

Rate 1 to 4. 21. Situation: The children when taken on a trip to the store begin quarreling just as they enter a grocery store with their mother.

Solutions:

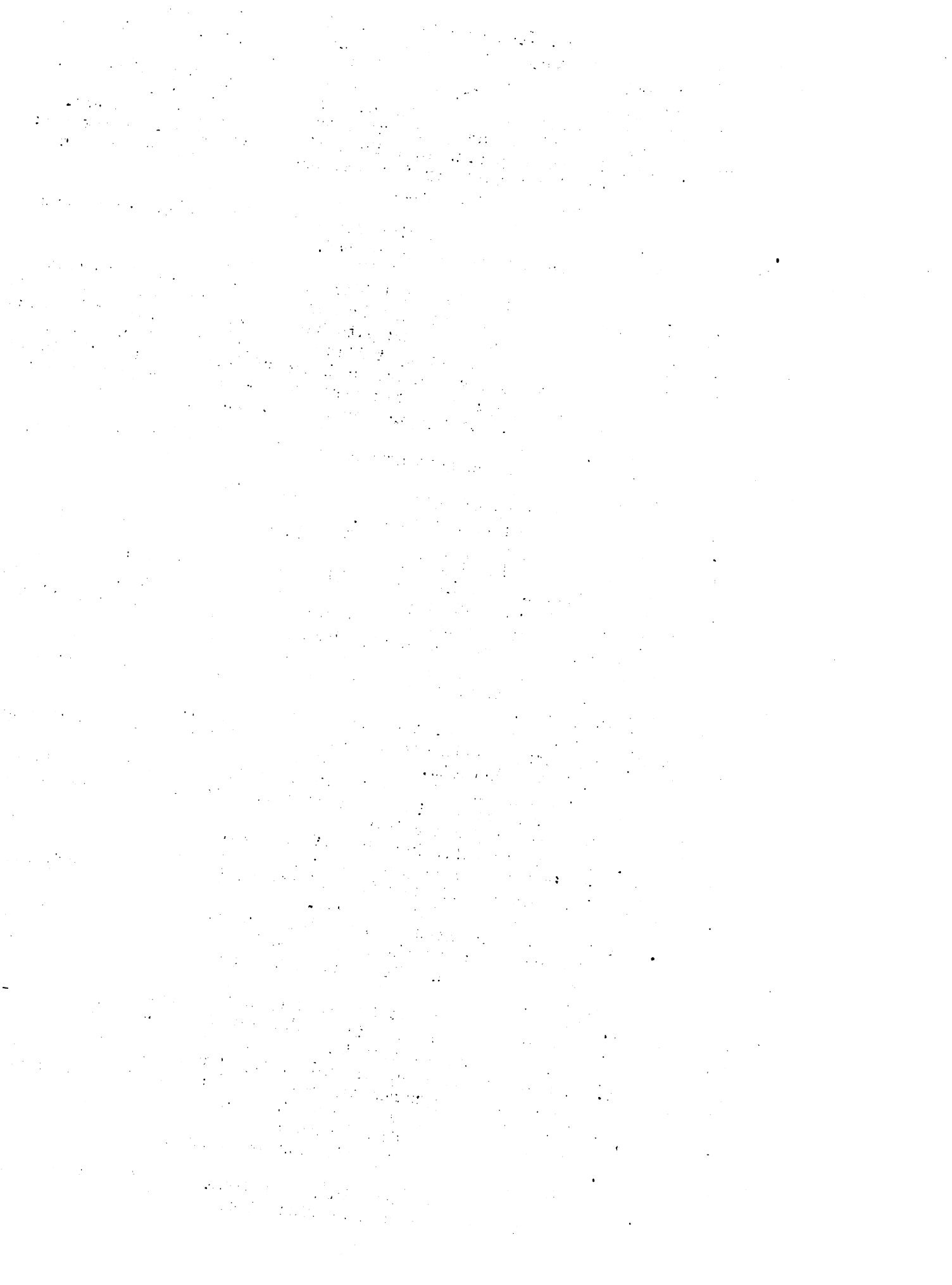
- (1.4) a. They are sent back to the car to wait alone.
- (2.5) b. They are left alone to quarrel and given a talking to after the shopping is done.
- (2.2) c. They are taken back to the house and their mother explains that their fussing would bother the proprietor so they will have to lunch on what is in the house which turns out to be dry bread and milk.
- (3.8) d. They are left alone until their father comes home at night and then they have to tell him what they did and take his punishment.

Rate 1 to 4. 22. Situation: Tommy takes his first visit to the store with his mother and at once begins to handle things.

Solutions:

- (3.6) a. The mother does nothing about it, asking the clerk if he isn't cute the way he is examining the perfume bottle he has picked up.
- (1.0) b. Before taking him his mother explains that there will be lots of pretty things in the store but that they are just to look at and not to touch them because they do not belong to them. If necessary she reminds him in the store.
- (2.9) c. His mother spanks his hands every time he touches anything.
- (2.5) d. His mother rushes him out of the store and leaves him in the car "because he doesn't know enough to leave things alone".

23. Situation: Mrs. Jenkins takes Danny to the store to buy him socks. After they were chosen the problem of paying for them arose. Solutions:
- Rate 1 to 3.
- (3.0) a. Mrs. Jenkins paid for them herself and when Danny asked what she was doing, she told him he wouldn't understand.
 - (1.6) b. Danny was given the money and told to give it to the clerk.
 - (1.4) c. Mrs. Jenkins explains that the socks belong to the storekeeper and that Danny must pay for them before he can have them and the money is given to him.
24. Situation: When it is nap time Betty always has a temper tantrum and refuses to go to bed. Solutions:
- Rate 1 to 4.
- (2.8) a. Her mother quiets her by telling her if she will play quietly for the next hour, she will be rested and won't have to go to bed.
 - (4.0) b. Her mother spansks her and puts her to bed each time it happens.
 - (2.9) c. Her mother quiets her by telling her that instead of a nap, she may sit on her bed for an hour and look at her favorite book.
 - (1.3) d. Her mother disregards her tantrums and puts her to bed leaving her alone to cry or scream until she is tired out.
25. Situation: Billy persists on getting out of bed after over being put in. Solutions:
- Rate 1 to 5.
- (4.0) a. His mother spansks him and puts him back.
 - (3.0) b. His mother ties him in bed.
 - (4.3) c. After putting him back several times, his mother decides he might as well stay up.
 - (1.6) d. His mother puts him back telling him if he doesn't stay, she will tie him, and proceeds to do so the next time he gets out.
 - (2.0) e. His mother puts him back in bed and tells him to go to sleep as often as he gets out of bed.
- Rate 1 to 5. 26. Situation: When told to go to bed, Kay says she isn't ready. Solutions:
- (4.8) a. Her mother spansks her and puts her in bed.
 - (1.5) b. Her mother tells her to finish what she is doing and then go to bed by herself.
 - (1.8) c. Her mother asks her what she wants to do before going to bed and explains how it can wait till after she gets up and will be already for her then.
 - (4.0) d. Her mother tells her that if she will ^{not} go right to bed, she can't have her newest toy to play with any more.
 - (2.0) e. Her mother tells her that if she will go right to bed, she may take her dolly with her.
27. Situation: Jane needs a nap badly each day because she is a very active child but she wears both herself and her mother out every day trying every trick she knows to keep from taking a nap. Solutions:
- Rate 1 to 5.
- (2.5) a. Her mother reads to her to keep her quiet and resting each day.
 - (1.9) b. Her mother lets her sit on the bed and look at books for an hour each day to take the place of a nap.
 - (3.1) c. Her mother puts her in bed, tying her in if necessary, closes the door and ignores her entirely for the whole nap time.
 - (4.5) d. Her mother goes up to see what she wants each time she calls but refuses her wishes each time.
 - (3.2) e. Her mother omits nap time and puts her to bed a little earlier instead.
28. ~~Situation: Mother sees Jimmie and Bobbie fighting over a truck which Jimmy has been playing with.~~
- ~~Solutions:~~



28. Situation: Mother sees Jimmie and Bobbie fighting over a truck which Jimmy has been playing with.

Rate 1 to 5.

Solutions:

- (3.6) a. She lets them fight it out.
- (4.8) b. She sends Bobbie to his room for trying to take the truck from Jimmy.
- (1.5) c. She explains to Bobbie that Jimmy had the truck first but perhaps would take turns since he has had it so long and at once asks Jimmy.
- (3.3) d. She tells Bobbie to leave it alone since Jimmy had it first.
- (1.9) e. She suggests that they use the truck together.

Rate 1 to 3. 29. Situation: Billy goes to his mother and tells her that Jack hit Solutions: (him)

- (2.9) a. Mother spanks Jack.
- (1.9) b. Mother tries to find out why and who was really the cause of it and makes Jack apologize.
- (1.2) c. Mother tells both children to go to their rooms to play alone until they are ready to play together.

30. Situation: Jane and Kay are playing house and are quarreling about who is to be the mother with no solution in sight.

Rate 1 to 5.

Solutions:

- (2.9) a. Mother tells them to play something else.
- (5.5) b. Mother tells them to stop quarreling or go back to bed.
- (2.4) c. Mother brings out a truck load of blocks and asks children who is father and says it is about time for him to start to work building the house while mother is doing the housework.
- (2.2) d. Mother asks them who else in the family they might be.
- (2.4) e. Mother suggests one child be the mother first and the other one second and says she will keep track of the time allowance for each if they would like her to.

(-)

31. Situation: Billy is perfectly capable of buttoning his own buttons and does so when his mother keeps after him but when there is anyone else around he gets them to do it for him.

Rate 1 to 4.

Solutions:

- (3.0) a. His mother tells him to do it but after his first attempts does it for him knowing he will go to his grandmother if she leaves him.
- (3.4) b. His mother overlooks the fact that he asks someone else to do it and pretends he has done it and compliments him on it.
- (1.8) c. He is put in a room by himself and not allowed to come out until the buttons are buttoned.
- (1.3) d. His mother takes a few minutes to do some sewing during his dressing time so she can be in the room to encourage him in his dressing.

Rate 1 to 5. 32. Situation: Jane can lace her own shoes perfectly well but often-times would rather play than do them.

Solutions:

- (3.4) a. Her mother allows her so many minutes to lace them and if they are not done puts her back to bed.
- (3.5) b. Her mother allows her so many minutes to lace them and if they are not done does them for her.
- (5.0) c. Her mother spansks her every five minutes that she takes to ~~lace~~ lace them warning her each time.
- (1.5) d. Jane is told her mother is going to the store or to do something around the house and Jane could help if she is ready. When a reasonable time elapses, her mother goes on without her.

Rating 32. (continued)
 Solutions:
 (1.6) e. Jane is put in a room by herself as devoid of interest to her as possible and told to join the rest of the family when her shoes are laced.

Rate 1 to 3. 33. Situation: Billy is old enough to dress himself and wants to because his older brother does but some of his clothes are just too difficult for him to manage.

Solutions:

- (1.7) a. His mother explains that he is much younger than James and isn't expected to do those things for himself.
- (1.1) b. His mother is careful to buy self help garments for him and to put large easily handled buttons on what clothes of his she
- (1.2) c. His mother tells him James can help him when (can). there is something that is too hard for him to do for himself.

Rate 1 to 4. 34. Situation: Billy and Jimmy had very few toys and only one of each. Problems often arose over which toys each wanted.

Solutions:

- (1.2) a. Their mother talks to them about playing nicely together and taking turns with the toys. She asks, them if they would like to take turns each day with a truck which is their favorite or each one have it every other day for the whole day.
- (1.9) b. Their mother tells them that if they can't play nicely with the the toys they do have, she will take them away.
- (4.0) c. Each time ~~the~~ mother finds them quarreling she spansks the one at fault.
- (1.9) d. Their mother tells them she will have to forbid them to play with one another's toys until they are willing to share them or take turns and each child is allowed his own toys.

Rate 1 to 4. 35. Situation: Jane is growing up to be a very selfish only child. Solutions:

- (3.8) a. Her mother is very cross with her whenever another little child comes to visit and Jane is naughty and spansks her when the visitor leaves.
- (3.3) b. Her mother warns her before company comes that if she doesn't let little Bobbie play with her toys, she will be put to bed immediately.
- (1.9) c. Her mother arranges for her to visit other children often so that she may learn to share their toys.
- (1.1) d. Her mother arranges for several little children to come in regularly each week and play with Jane under her own close supervision at first.

Rate 1 to 5. 36. Situation: When play time is over a problem always arises over how Billy's and Jane's toys are to be put away.

Solutions:

- (4.6) a. Their mother sends them on to their next task and puts the toys away herself.
- (3.3) b. A separate play room is used where the toys can be left out from one play time to the next.
- (1.8) c. Their mother makes each child put away what he is playing with.
- (1.3) d. Their mother helps them put the toys away encouraging each to put any of them away and not just what they had used.
- (4.0) e. Their mother tells them all toys not put away in a certain length of time will be taken away from them.

Name of Child

Name of Parent.

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Mean Jury Rating
NURSERY SCHOOL OBSERVATIONS

Child's Name

Child's Age

Observer

Rating

Check at three different times

A. Untidiness:

I. Situation: Child is untidy while eating
Possible Procedures

- a. Child asks to clean up own mess.
- b. Child refuses to clean up own mess.
- c. Child is very careful when eating and only spills accidentally and acts very guilty about that.
- d. *Child cleans up own mess willingly if asked but doesn't seem to notice it otherwise.*

II. Situation: Child is taking off rubbers or boots.

Possible Procedures:

- a. Leaves on floor where he takes them off.
- b. Carries around room and leaves almost any place.
- c. Puts one in locker and leaves other out.
- d. Puts both in locker when asked or commanded.
- e. Takes off and puts both in locker immediately
- f.

III. Situation. Child is taking off shoes and putting on slippers.

Possible Procedures:

- a. Takes off shoes and leaves them in middle of floor.
- b. Takes off shoes and throws them over bannister.
- c. Takes off shoes and puts them in locker or other proper place.
- d. Takes off shoes and puts them in slipper box.

IV. Situation: Child is putting on shoes after nap and taking care of slippers.

Possible Procedures:

- a. Leaves slipper under bed
- b. Leaves slippers in middle of floor.
- c. Leaves slippers in bath room.
- d. Throws slippers over bannister.
- e. Puts slippers in slipper box or other proper place.
- f.

V. Situation: It is time for child to put up toys
Possible Procedures:

- a. Child keeps on playing when asked to help pick up toys.
- b. Child starts to take care of some toy but becomes fascinated with it.
- c. Hides or goes to some other room when asked to help.
- d. Immediately begins to pick up toys.
- e. Begins to help if teacher helps also.
- f. Takes care of toys only when reminded each time by teacher watching him constantly.

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Third main paragraph of handwritten text, detailing further information.

Fourth main paragraph of handwritten text, providing additional context.

Fifth main paragraph of handwritten text, concluding the page's content.

Rating

Check at three different times

1 2 3

C. Destructiveness

I. Situation: Child while finger painting or drawing with crayons accidentally colors the table.

Possible Procedures:

- (1.3) a. Asks for cloth to wipe off table
- (1.7) b. Does not even seem to notice color on table.
- (3.0) c. Notices color and acts proud that he has colored table.
- d.

II. Situation: In playing breaks or damages a toy.

Possible Procedures:

- (4.8) a. Hides toy
- (3.8) b. Cries
- (1.2) c. Asks teacher to fix it.
- (3.5) d. Asks for another
- (4.6) e. Says he doesn't care
- (6.4) f. When spoken to, proceeds to further destruction.

III. Situation: Child is overly rough in play with books and book is torn.

Possible Procedures:

- (1.9) a. Takes book to teacher and asks to have it put away because it is torn.
- (1.2) b. Takes book to teacher and asks to have it fixed.
- (3.2) c. When reprimanded by another child, cries.
- (3.7) d. Says he doesn't care.
- e.

D. Crossness and Over-tiredness

I. Situation: Child is not playing congenially with the other children

Possible Procedures:

- (5.8) a. When reprimanded, child blames another.
- (4.6) b. When reprimanded, cries.
- (1.1) c. When told to go to another room until he can come back and play nicely, child goes willingly and soon comes back to play successfully with the others.
- (5.6) d. When told to go to another room, child cries and kicks and has to be forced.
- (4.0) e. When told to go to another room, child goes but sulks and does not come back by himself.
- (2.1) f. When given a different toy to play with, child starts playing with it.
- (4.9) g. When given a different toy, child refused to play with it.
- h.

Rating

Check at three different times

	1	2	3
F. Leaving Child			
I. Situation: One child is not well and must be left behind when the others go out. It is explained to him why he is to be left and things are suggested for him to do. Possible Procedures:			
(35) (15) a. Gets wraps and says he is going anyway.			
(34) (17) b. Finds something to do and is not concerned after he understands he must stay in.			
c. Cries and says he wants to go too.			
d. Cheerfully tells other children he is staying in and tells them good bye.			
e.			
II. Situation: The parent brings the child and proceeds to leave. Possible Procedures.			
(12) a. Parent kisses child and leaves.			
(29) b. Parent stays around the school for a while talking and then leaves.			
(41) c. Parent gets child engrossed in something else and then slips out when he doesn't know it without saying goodbye.			
(48) d. Parent hugs and kisses child and tells him how much she will miss him and has herself practically in tears as well as the child.			
(58) e. In order to get the child to stop crying and clinging to her, parent promises faithfully to stay and then slips out at the earliest possible moment without saying good bye.			
(19) f. Parent stays until the child finds something to interest him and then says goodbye and leaves.			
g.			
III. Situation: Parent brings child to school. Possible Procedure:			
(12) a. Kisses parent, says goodbye, and proceeds to take off wraps.			
(31) b. Asks parent to stay.			
(58) c. Cries and clings to parent.			
(38) d. Tearfully bids parent goodbye.			
(19) e. Seems to forget mother's existence the minute he arrives.			
f.			

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Rating

Check at three different times

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F. Washing

I. Situation: It is time for the child to wash for lunch.

Possible Procedures:

- a. Puts in water, washes, and dries self very systematically without wasting time.
- b. Plays with water.
- c. Does a very superficial job of washing.
- d. Plays in water without really washing but says he has washed.
- e. Plays with and bothers other children instead of washing.
- f. Climbs around bathroom.
- g. Talks instead of washing.
- h.

(1.0)

(3.6)

(2.1)

(4.4)

(6.0)

(5.7)

(4.4)

G. Behavior in Public.

I. Situation: Children are taken in a store

Possible Procedures:

- a. Start running through the aisles.
- b. Shouts, laughs and talks loudly.
- c. Touches commodities.
- d. Walks with teacher and looks at commodities without touching them.
- e. Asks for everything he sees.
- f.

(4.4)

(3.2)

(2.6)

(1.0)

(3.8)

H. Bedtime Problems

I. Situation: It is naptime and the children are told to go to the bathroom and get ready for bed.

Possible Procedures:

- a. Refuses to go until he is forced to go.
- b. Runs and hides.
- c. Begs to be allowed to stay up just a little longer.
- d. Goes and gets ready for bed and goes to bed immediately.
- e.

(3.4)

(3.7)

(2.0)

(1.1)

II. Situation: It is nap time.

Possible Procedures:

- a. Is noisy - talking, laughing and making noises to disturb others.
- b. Gets up and sits up when teacher leaves the room.
- c. Plays in bed with slipper, sock, or other clothing.
- d. Lies quietly or goes to sleep immediately
- e. Wiggles and turns and tosses for most of nap time.
- f.

(4.8)

(3.8)

(2.2)

(1.0)

(3.2)

Rating

Check at three different times

1 2 3

I. Children's Quarrels.

I. Situation: In playing one child does not get his own way.

Possible Procedures:

- (1.0)
- (3.5) a. Talks other child into compromise.
- (1.8)
- (4.2) b. Hits, bites, pinches or kicks other child.
- c. Goes to teacher with trouble.
- (3.5) d. Sulks and says he won't play with other child and perhaps tells other children not to play with other child either.
- e. Cries and says it is his and he wants it.

II. Dressing One's self.

I. Situation: Children are putting on their outdoors clothes.

Possible Procedures:

- (1.5)
- (2.9) a. Will allow no help and is very independent in dressing self.
- (1.6) b. Child says he can't do it before he even tries but when teacher refuses help, he manages by himself.
- (5.0) c. Child tries very hard but cannot manage all of it by himself so is helped.
- (5.2) d. Plays or watches rather than getting dressed and then expects help because he is the last one.
- (4.7) e. Says he is too little to do it.
- f. *Waits for help and does not try for himself.*

II. Situation: Children are putting on shoes after nap.

Possible Procedures:

- (4.2)
- (3.6) a. Sits and plays with his shoes or slippers.
- (3.1)
- (1.0)
- (4.0) b. Watches the other children or talks or plays with them instead of putting on his own shoes.
- c. Tries to put on his own shoes but soon gives up.
- d. Sits down and puts on his shoes.
- e. Waits for help and does not try for himself.
- f.

III. Situation: The children were lacing their shoes.

Possible Procedures:

- (1.0)
- (2.1) a. Child sits down and laces his shoes satisfactorily perhaps tying them as well.
- (3.8) b. Sits down and laces shoes anyway to suit his fancy even though he is shown where he is doing it wrong.
- (3.2) c. Sits and plays or watches others instead of lacing shoes.
- (4.8) d. Takes long time to lace shoes working toward having someone do it for him.
- e. Makes no attempt to lace shoes but shows he expects someone to do it for him.
- f.

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Rating

Check at three different times

1 2 3

K. Cooperativeness

I. Situation: all wagons are in use (or other popular toy) and another child also wants to play with one.

Possible Procedures:

- (5.2) a. Follows another child who has one without saying anything. *will give it to him*
- (2.7) b. Asks if other child ~~if he can play with him.~~
- (2.1) c. Asks other child if he can play with him.
- (2.4) d. Suggests taking turns to other child.
- (5.3) e. Goes to teacher and tells her he wants it.
- (5.5) f. Tries to take it away from other child.
- (3.7) g. Finds something else to play with.

II. Situation: Two children want the same toy

Possible Procedures:

- (4.1) a. Both hold on and begin to fight over it.
- (2.5) b. One asks other if he may have it.
- (2.6) c. One sticks up for rights saying he had it first and other gives up.
- (2.0) d. One suggests taking turns.
- (6.0) e. One gives up.
- (5.3) f. One or both run to teacher.
- g.

III. Situation: It is time to take care of the toys.

Possible Procedures:

- (3.8) a. Child hides.
- (1.7) b. Takes care of what he was playing with.
- (1.3) c. Works with others taking care of all of toys.
- (3.2) d. Fights with others over who is to put certain toys away.
- e.

