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Change in Parental Attitudes as a Result of Experience in a Cooperative Nursery School Program

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CHANGE IN PARENTAL ATTITUDES AS A RESULT OF EXPERIENCE IN A COOPERATIVE NURSERY SCHOOL PROGRAM

by

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ABSTRACT

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The purpose of this study was to determine if parents change in their attitudes toward child guidance after participating in a Cooperative Nursery School Parent Education Program. The study was conducted in the Fall of 1959 in the Weber College Department of Family Life.

Control and experimental groups were used. The experimental group was made up of forty mothers and father who were enrolled in the Parent Education Program and whose children were enrolled in the nursery school. The control group was made up of forty mothers and fathers whose children were on the waiting list of the nursery school.

Attitudes were determined by means of parent attitudes scale in the form of a questionnaire. The questionnaires were given to the control and experimental group before and after a thirteen-week Parent Education Program. The experimental group participated in this program which consisted of a ten-week study discussion group under the direction of the investigator, and a thirteen-week experience of actively participating in a cooperative nursery school under the supervision of a trained nursery school teacher.

Parents were tested in four areas in which they might change as a result of experience in a Cooperative Nursery School Program. These were (a) dependency, (b) child aggression toward parents, (c) child aggression toward other children and (d) relationships with other children.

The results of the study show statistically significant changes in all four areas in the attitudes of the experimental group mothers toward more permissive guidance, while the control group had essentially the same attitudes at the conclusion of the study as they had at the beginning.

Fathers and mothers differed in their attitudes toward child guidance in that fathers favored punitive control while the mothers were more permissive.

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Melba Judge Lehner

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INTRODUCTION

Parent education may be defined as the use of educational techniques to influence parental role performance. Parent education can be justified only on the grounds that it will have some beneficial effect on the behavior and belief of an individual striving to fulfill his role as a parent. Parent education can be viewed as an attempt to constructively influence and change the role of the parent.

Changes in Child Rearing Practices and Their Relationship to Social and Intellectual Trends of the Time

In the past two decades America has witnessed a revolution in child training practices which has been tremendous in its scope and far-reaching in its effect. A wide variety of programs drawing on a number of educational resources have contributed to this revolution. Probably one of the most influential has been planned parent education: informal education movement designed to help parents learn how they can best carry out their tasks as parents and enjoy family life to the fullest.

There has always been a sincere interest in child rearing in our culture and the mother of today is advised, like the mother of 1920 and 1930, that popular child rearing doctrine will produce the right kind of child if she will follow it. We have moved from an era where the mother was taught that a child must be left alone, must be fed on a rigid schedule, must learn to cry it out, must be toilet

trained early and must not be spoiled by being picked up or given too much attention. We have come now to a time when exactly the opposite is advocated.

The present needs-oriented point of view is not a new development, but, in many ways, a return to older practices. Miller and Swanson (4, p27) say, "The present day changes in child rearing are only the most recent of a long series of such modifications." The history of child training practices seems to relate to the social and intellectual trends of the culture.

Prior to 1860, Stendler's (22) research points out that the writers spoke with authority; they did not suggest. Parents were advised to behave as directed; baby's life must have regularity; weaning was a gradual process and bodily disciplines began early. Mothers were advised to dress babies in clothing which was loose and less abundant. The most prevalent attitude was to break the child's will. This attitude was associated with Calvinism, which saw the infant as damned with all mankind in Adam's fall. There were some attacks upon corporal punishment. This was pointed out in Stendler's (22) research. She examined the content of magazine articles to see the kind of topics dealt with and what was being advocated. The largest number of topics on child care were produced in 1890 and 1900. Most of these referred to health. Stendler (22) felt this interest had developed from adult education in general and from flourishing women's clubs. In 1889 the Federation of Women's Clubs had been formed and hundreds of thousands of members were devoting their club time to problems of child training.

Another trend which Stendler (22) pointed out was the mother's

role in the home and the development of good moral character. Typical comments of this period included: "The very atmosphere of their home shapes and molds their character, even when there is no formal teaching whatever."

Part of the reason for emphasizing the place of the mother in the home was because it was generally believed that good character developed by imitation. The mother should be good, honest, cheerful, and orderly so the child could imitate her. The earlier work of Darwin had emphasized that a man was the product of forces that work upon him. Walt Whitman in poetry and Whistler on canvas testified to this same exaltation of motherhood. The Stendler (22) study points out that the emphasis upon mother love is explained in part, as a way of building up the mother role in her home and a way of keeping her there at a time when more and more women were going to work outside the home.

Historians have pointed out that 1890 represented the triumph of business enterprise. This had several implications for family life. Father lived away from home more and to offset the sordidness of the business world which father had entered, mothers were put on a pedestal and mother love was emphasized as a possible check against the evils of materialism.

From about 1910 to the First World War there seemed to be a dramatic swing to the belief that the means to a good character was not through a shower of love. Discipline, strict schedules, a new taboo on physical handling, and advice on thumbsucking were emphasized. One expert wrote about thumbsucking - "Get some white cotton gloves and make her wear these all the time, even to school. They

will not only serve as a reminder but also make her ashamed when people ask her about them."

Wolfenstein (25), in her analysis of change in content in the "Infant Care" bulletin of the U.S. Children's Bureau over a period of several years, pointed out that the infant appeared to be endowed with strong and dangerous impulses. These were notably autoerotic masturbatory and thumbsucking---the impulses could easily grow beyond control and sometimes wreck children for life.

The 1914 Edition of "Infant Care" also stated, "The rule that parents should not play with the baby may seem hard but it is without doubt a safe one. A young delicate and nervous baby needs rest and quiet."

There seems to be no clear explanation as to the reason for this dramatic shift except that the turn of the century was characterized by a zeal of reform which left few aspects of American life untouched. There was great concern over the high rate of infant mortality and doctors advocated strict schedules.

Through the 1920's women were suffrage minded. Writers were attempting to help them become better informed on social problems involving children, so many articles on child labor, child health and welfare appeared. During this period Stendler (22) points out that in one lone article in the Ladies Home Journal the first expression of the Freudian theory was found, namely - "of equal importance during the years of plasticity in the life of the child is the avoidance of any act tending to produce in after years what the psychoanalysts call infantile fixation."

There were two important cultural trends during the twenties.

The prestige of science was very great, along with new machines and gadgets. Psychology shared in this prestige. The 20th century brought the flapper with her increased scorn of Victorianism and everything it symbolized. Grandmother and her ways were old fashioned. "We do it this way" was the vogue.

The impact of Watsonism was being felt and probably reached its peak in the early 30's. The up-to-date mother of the 30's was one who knew her calories and vitamins. Stendler reports (22, p. 68) that she was ripe for bringing up her baby by a book written on the latest theory.

Parenthood in 1929 and the 30's became predominantly a matter of know how. Parents had to use the right technique to impose routines and to keep the child from dominating them.

In this decade of the 1940's, there was a tremendous growth in articles and materials dealing with personality development, as well as self-regulatory and permissive procedures. The Children's Bureau Publications emphasized a reasonable practice of feeding a baby when he is hungry. Developmental aspects of behavior also received attention. Temper tantrums and thumbsucking were seen as phases and were recognized as normal behavior at certain ages.

Articles by Karl Menniger, Arnold Gesell, Benjamin Spock and many others were having their influence. The mother was important not from the sentimental, emotional concept of the 1890's, but because in mothering and cuddling her baby she imparted to it a feeling of security. The permissive theory was interpreted by some to an extreme degree. Inexperienced mothers were confused by hunger cries and babies were fed too often. The "Behavior is Caused" concept was

followed that human beings have certain emotional needs which must be satisfied if a person grows to be an emotionally mature person.

In recent years U.S. Children's Bureau bulletin, "Infant Care," has stressed the importance of parents. Parenthood becomes a major source of enjoyment for both parents--the father having come much more into the picture. Parents are promised that having children will keep them together, keep them young and give them fun and happiness. The child should learn that father and mother are two people who enjoy each other. Baby will enjoy new experiences more if his parents are having a good time. Wolfenstein (24, p.21) points out, "as we have seen, enjoyment, fun and play now permeate all activities of the child. Babies and usually mothers enjoy breast feeding; nursing brings joy and happiness." She goes on to say, "This idea of parenthood in terms of fun may express a new imperative--you ought to enjoy your child. When a mother is told that most mothers enjoy nursing, she may wonder what is wrong with her in case she does not."

Attitudes revealed in child training literature tie in with the wider range of attitudes in American Culture today. Fun, amusement and play are important today. Formerly there was felt to be danger in pleasure, and that by seeking fun there was a certain amount of wickedness involved. Today as Wolfenstein (21) puts it, "there is a fear that one may not be able to let go sufficiently so that we can have fun. Not having fun is not merely an occasion for regret, but involves a loss of self-esteem."

Riesman (5) has observed how extensively work and play have become fused in business and professional life. Activities formerly sharply isolated from work, such as entertainment, have become a part

of the business relationship. It would seem that mothers going into the employment world while young fathers are in school may have great significance in these ideas of having fun as a family.

Miller and Swanson (4) describe older and newer middle class occupations, the way of living associated with them, and how each has produced a distinctive pattern for training children. They state (4, p.5), "A comprehensive history of child care is yet to be written, but it certainly will show that the 'best' way to raise a child is infinitely complicated by the rate of cultural change in modern society."

The history of child training practices points up the fact that the culture, the social and intellectual trends of the time has its impact upon the way of handling children. It is a part of the values, hopes and expectations of parents, with the result that they treat their children in terms of these values.

History also points out that there will be other changes, and we will need to watch for them and not assume we have the answers.

From the historical data one must conclude that parent education has had some measurable effects on the American parent. Parent education over the past two decades has urged the parent to greater leniency in child care. Therefore, any shifts in actual parent practice toward greater leniency during the past two decades can be interpreted as the effect, in part, of these parent education programs.

Parent Cooperative Nursery Schools

Parent Cooperative Nursery Schools are one part of the total parent education program. The term Parent Cooperative refers to all educational groups organized by parents themselves for their pre-school children. Such cooperatives provide the rich and happy environment

that pre-school children need for optimum development. The characterizing element is the cooperation of parents not only in the organization and business operation of the nursery school itself, but in experience with guidance and education of the pre-school children, under trained guidance. Parent Cooperatives are usually in session for two or three hours a day, three to five mornings a week. Mothers give at least one morning a week assisting the nursery school teacher.

Through participation parents gain understanding of children's behavior and insight into their own feelings and behavior. Through sharing responsibility by participation, a mother builds up her sense of being important and really good at her major task, thereby increasing her sense of adequacy and, hence, her capacity to enjoy her children.

Fathers frequently become interested in the cooperatives through their wives and children, and become involved in some of the education and other activities. As a result their understanding of children increases. As both mother and father are better able to recognize and provide for their child's needs, tensions tend to relax; the family more thoroughly enjoys being together and seeks more shared experiences.

In the twenty odd years since they began, parent cooperative nursery schools have spread widely into many parts of the United States and into Canada. Taylor states (7), "They offer promise of wider development and richer contribution to the well being of children, their parents and their communities."

Statement of the Problem

The problem investigated in this study was the influence of experience in a Parent Cooperative Nursery School upon parental attitudes toward children's behavior.

Hypotheses

Four hypotheses were formulated dealing with various aspects of the study. These are as follows:

The first hypothesis to be studied: that experience in a cooperative nursery school program will produce modifications in attitudes toward child behavior of parents who participated in the cooperative nursery school program.

The second hypothesis to be tested: that fathers would modify their attitudes toward child behavior because of the influence of mothers who participated in a cooperative nursery program.

The third hypothesis to be tested: there are differences between attitudes of fathers and mothers.

The fourth hypothesis to be tested: that not all aspects of the parents' attitudes toward child behavior will be influenced in the same way.

REVIEW OF LITERATURE

The present review of literature was designed to include: (a) studies reporting change in attitude, behavior, and increase in knowledge as result of experience in parent education program; and (b) studies showing measurement of parental attitudes, feelings and overt behavior, and the effect upon child adjustment.

An intensive survey of literature indicates little information on change in parental attitudes as a result of an experience in parent education.

Studies Reporting Change in Attitude, Behavior and Increase in Knowledge as Result of Experience in Parent Education Program

The following studies assisted the investigation in establishing methods of procedures in the study of change in attitudes. Several aspects of change may occur in the learner as a result of a series of learning experiences. The first set of studies, some with a partially complete experimental design, evaluates the effect of group discussion procedure in increasing parents' knowledge. Hedrich (13) attempted to measure the effectiveness of a carefully constructed program of learning in changing attitudes of parents toward the development of self-reliance in children.

He used as subjects four groups of parents totaling 48 subjects. Each group met six times for a series of lessons. The educational

program was centered on teaching positive attitudes and practices of parents toward the development of self-reliance in their children. It was focused specifically on the four areas of eating, sleeping, toileting and use of clothing.

Three measurements of the parents were made both before and following the series of lessons. These included measurement of attitude toward self-reliance, measurement of knowledge concerning development of the child, and a measurement of practices in regard to development of self-reliance in eating, toileting, sleeping and the use of clothing. For the measuring of parent attitudes, the Ojemann Self-Reliance Scale was used. The scale has a range of eleven steps ranging from unfavorable to favorable. Knowledge tests of parents in regard to child development was measured by a test built by the writer.

Results of this study showed a significant increase in knowledge. Attitudes were changed from a position of 5.94 on the attitude scale to 4.81, showing a change to a more favorable attitude. There was evidence that a significant change in attitude occurred. Attitudes also were significantly improved in child rearing areas other than those dealt with in the groups; play, for example, thus suggesting that change was generalized.

Shapiro (20), measured the effect of a series of group discussion meetings (directed according to a well-defined methodology) upon the child-rearing attitudes of the parents who participated. Two measures before and after the series of meetings were employed with both experimental and control groups. Twenty-five individuals representing fifteen families attended from one to twelve meetings in the group discussion series. Each of these experimental subjects were matched

with a control subject with respect to occupation, education, religion, age and sex.

The questionnaire was employed in this investigation. Findings in this study show that after exposure to a series of group discussion meetings, a number of the experimental group modified their child rearing attitudes in the predicted direction; that is, toward increased good judgment and lessened authoritarianism to a statistically significant degree. The control group did not show significant modificattions in child rearing attitudes. Those who attended four or more meetings in the series of group discussions achieved significantly greater change than those attending three or fewer. Exposure to group discussion technique will modify parental child rearing attitudes in a pre-determined direction positively related to amount of exposure to group discussion.

Turning to attitude as a criterion, Chandler (12) had as subjects 28 mothers of elementary school children exposed to an eight-week reading and group discussion course. The course was planned, organized and conducted in accord with current philosophies and trends in parent education. The Duvall Traditional-Developmental measure was administered to the mothers before and after the study group program. This test is based on responses to the question, "What are five things a good mother does?" and "What are five things a good child does?" The conclusion was that during the eight weeks study course mothers who participate become more developmental both in their parent role concept and standards of child behavior.

Stott and Berson (23) studied changed attitudes resulting from a

preparental education program. This study was concerned with the measurement of the common attitudes and beliefs of young prospective parents about small children, their behavior, and their care and training; and with an evaluation of the changes in these attitudes taking place during attendance at a series of eight weekly educational meetings designed to prepare them for parenthood.

An experimental group of 28 couples and a control group of 13 expectant couples of the same socioeconomic group were used. A scale consisting of 30 statements was devised to measure attitudes and was given to the experimental and control groups at the beginning of the program and again at the end. The attitudes expressed in these statements ranged from highly permissive and lenient on one hand to authoritarian, prohibitive, and corrective on the other.

The results of this study were as follows:

1. With few exceptions changes in individual attitudes after participation in the series of preparental meetings were in the positive direction toward permissive and away from rigid.

2. The average difference between the first and second tests for the experimental group were highly significant while comparable differences for the control group were not. It appears, therefore, that the preparental program produced a desired modification of attitude and point of view over and above that produced by interaction between obstetrician and patient and the usual guidance given during the course of pregnancy.

3. A study of relative susceptibility to change in attitudes involving four areas of child care showed resistance to change in the following increasing order: Discipline, feeding, toileting and sleep. On this particular question further research is needed. (33, p. 303)

Several studies have evaluated the effect of mass media and are concerned with change in self-reported behavior of parents. The most extensive study of this kind was carried out by the staff (16) of the Michigan State Department of Mental Health. This study utilized

experimental and control groups of 1000 mothers in each group. Subjects were selected by sampling from experimental and control counties. A series of pamphlets "Pierre the Pelican" were mailed to the experimental group and withheld from the control group. A forty-three item questionnaire based on the pamphlet material was then mailed to both groups. Returns from the experimental group numbered 477 and from the control group 537. A comparison of experimental and control groups showed significant differences (5.05) on 10 of the 43 items. Two of these 10 differences favored the control group.

Three other measures of effects were used in the study, (a) treatment of all 43 items as if they constituted a test of information, (b) considered concept items, those involving some understanding beyond factual information, (c) comparison of the effect of 11 background information variables; for example, education of the mother upon subject responses. In the test information the average percentage of correct answers for the experimental group was greater than that of the control, and the difference approached statistical significance (4.10). In the concept items the average percentage correct for the experimental group was significantly greater (1.03) than for the control group. In the effect of background information variable, the results showed nine of the eleven background variables had a greater effect upon the answers of the control group than those of the experimental group. This suggests an interesting finding: That the pamphlet series reduced the individual variability in child-care knowledge and attitudes arising from differences in cultural and other background characteristics by providing a new and common core of knowledge for all experimental subjects.

Studies Showing Measurement of Parental Attitudes, Feelings, and Overt Behavior and the Effect upon Child Adjustment

Material which throws light on the relationship between the attitudes of parents and the behavior of their children holds significance for those interested in parent education.

In view of the importance of the problem of parent-child relationships and the prominance of parental attitudes and behavior as background for the behavior of children, there has been very little material developed to adequately measure parental attitudes, and that would aid in more precise inquires into the dynamic patterns of parent-child relationships. Merrill (15) attempted to study and measure the stimulus properties of maternal behavior toward pre-school children in standardized play situation. Viewing the behaviorial interaction of mother and child through a one way screen, this investigator kept a running record of her observations. The subjects were 30 mothers divided equally into a control and experimental group matched in terms of the predominant behavior shown in the first of the play sessions between mother and child. The experimental mothers were told before the second period that their children's actions in the previous session did not show full realization of his capabilities.

The control mothers showed consistent trends in behavior from first to second sessions. The experimental group in the second session; however, showed significant increases in the direction of more directing, interferring, criticizing, and structurizing change in activity.

Three specific aspects of the problems were considered in the analysis of data: (a) the consistency of maternal behavior, (b) the effects of increased motivation on maternal behavior, and (c) individual difference in maternal behavior.

The results revealed a possible relationship between behavior of the child and the behavior patterns of the parent.

Constructing a measuring device that would differentiate the parents of maladjusted children from the parents of adequately adjusted children was the study of Shoben (21). The hypothesis on which the investigation was based is that parents take sufficiently consistent attitudes toward their children to permit measurement and that those attitudes are significantly related to child adjustment.

A pool of 148 items was formed and administered to a group of 50 mothers of problem children and a group of 50 mothers of non-problem children. The items were analyzed for significance by the chi-square method, those items being kept which differentiated the groups at the five per cent level of confidence or better. Eighty-five items were retained. Five judges classified the items according to the categories: dominant, possessive, ignoring, and miscellaneous. This author reported: (a) that parent behavior as represented by parental attitudes is measurably consistent; (b) that parent attitudes are meaningfully associated with child adjustment; and (c) that apparently relevant and internally consistent variables can be extracted from a pool of items by means of the judgments of sophisticated judges; (d) that the University of California's parent attitude survey, an easily administered pencil and paper type inventory, is of sizeable potential value in the investigation of parental attitudes as the effect of children's adjustment.

Parental acceptance of children is believed to be one of the essential elements underlying the whole structure of the parent-child relationship. Porter (17), 1954, completed a study at Cornell University following some preliminary planning at Iowa State College on

measure of parent acceptance of children. The study had as one of its goals the development of an instrument or methodology by which family variables could be measured. A parental acceptance scale was constructed on the basis of the definition, operational criteria, and the conceptual frame. A self-inventory type of measuring device was developed and parents were asked to rate themselves according to the feelings they have and the actions they take in relation to their child. The scale was administered to 100 subjects, 43 men and 57 women, who had at least one child in the 6 - 10 year age range. One of the hypotheses listed in this study was that the degree of acceptance which is present within a given parent exists in measurable form sufficiently to differentiate that parent from other parents. The data gathered supported this hypotheses, and the acceptance scale was successful in distributing subjects on a continuum and appeared to be sufficiently sensitive to classifying parents over a wide range.

Shaefer and Bell (19) reported that parental attitudes toward child-rearing and the family are an important influence on the personality of the child. They attempted to develop a set of homogeneous measures of parental attitudes. A set of 32 concepts were selected which were derived from previous studies and from a search of literature on parent-child relationships.

Attitude scales of five to ten items which gave satisfactory reliability for research purposes were developed with an iterative technique of attitude measurement. Many of these measures were found to be related to education, for mothers with higher education usually had more approved attitudes toward child rearing. It is suggested that logically and psychologically homogeneous scales of attitudes toward

child rearing will be useful in investigating theories of the influence of maternal attitudes upon the development of the child.

Rigidity is thought to be a learned behavior pattern transmitted from parents to child through the adult's child rearing practices. Blum (10) reported a study showing a positive relationship between parental and child regidity. Data was secured through means of questionnaires given to teachers and to 34 parents of 17 children attending the University nursery school. The author hypothesized that (1) rigid parents have high control; flexible parents are permissive in child rearing practices; and (2) there is a positive relation between parental and child rigidity; and (3) a child with one flexible and one rigid parent has a flexibility-rigidity pattern similar to the parent with whom the child identifies.

The data in this study showed a positive relationship between parental and child rigidity. There was a relationship between parental rigidity and control in child rearing practices. The flexible child appeared to have parents with greater differentials in their patterns of rigidity, education, age, and child rearing practices.

Brown (11) did an experimental study of parental attitudes and their effect upon the child adjustment. The Brown personality inventory was administered to 500 seventh and eighth grade children. Two groups of 100 children representing each end of the adjustment distribution were selected for the experiment proper.

The Stogdill scale of attitude toward child behavior and attitude toward parental control was sent to 200 mothers. A return of 36 useable scales from mothers of well adjusted and 37 from mothers of poorly adjusted children was obtained. The results of this study showed:

1. Statistically reliable differences were obtained between teacher ratings of well adjusted and poorly adjusted children in all categories, with the exception of social adjustment.

2. No significant difference was found between parental attitude scores of well adjusted and poorly adjusted children on either of the Stogdill scales.

3. Low and statistically insignificant correlations were obtained between parental control attitudes and inventory scores (-108) and between child behavior attitudes and inventory scores.

4. A critique of assumptions underlying parental attitude scale indicates that many factors must be understood and equalled before reliable and meaningful parental attitudes can be measured objectively. (11, p. 229)

Various research findings argue against the notion that parent attitudes remain constant over a period of time. Iasko (14) in an investigation of maternal behavior toward first and second children rated forty mothers on twenty-one of the Fels parent behavior rating scales. Two separate ratings were made; the chronological ages of the first and second children were matched on the basis of the time the mother's behavior toward them was rated. Lasko found that the differences on most of the warmth variables favored the second child. The second child was also found to be more permissively treated. Findings ran counter, however, to the hypothesis that the parent is less anxious about and less protective toward the second child than the first.

Lasko concluded that, "There is significant consistency in the mother's policies and techniques of managing her two children, but the quality of her emotional relationships can be predicted from one child to the other." In other words, one can, through observation obtain a fairly clear picture of a mother's overall child-rearing techniques. Lasko also found that the absolute age difference between pairs of siblings is an important variable in determining maternal treatment.

Mothers of children close together in age tend to treat them more democratically and with more understanding than do mothers whose children are more widely spaced. A comparison of parent behavior toward second and third children seems to indicate that mothers develop an attitude of warmth combined with strictness as they have more children.

The relationship between socialization and the parent-child relationship was shown by Baldwin (8). Research is based upon the observations of pre-school children in the Experimental nursery school conducted by the Fels Research Institute. Each child was rated upon a battery of child behavior variables. Concurrently, he is visited in his home every six months by an independent investigator who rates the impact of home environment upon the child in terms of a battery of parent behavior ratings. The sample used was a group of 67 children observed at the approximate age of 4 years. The findings suggest that the predominant effect of parent behavior upon the socialization of the pre-school child is to raise or lower his willingness and ability to behave actively toward his environment. Extending freedom and permissiveness in the home by not punishing active explorations and aggressive reactions to frustration permits the child to become active, outgoing, and spontaneous. Children who are raised democratically seem to be rated higher on behavior reflecting an active socially-outgoing type of activity. Children in democratic homes are in a favored position in the group to which they belong and are generally rated high on activities demanding intellectual curiosity, originality, and constructiveness.

Baldwin, Kalhorn and Breese (9) conducted a series of studies in which they attempt to rate parent behavior and to establish a relationship between a particular type of parent behavior and the child. First,

they describe three fundamental factors in parent behavior; one of these factors is the warmth of the parent-child relationship. A warm relationship is described as one in which the parents generally like and enjoy the child.

The findings of this study indicated that parents who generally liked and enjoyed their children had children who were more socially outgoing than parents who disliked their children. The intellectual, objective parents had children who governed their overt behaviors by what they thought was an appropriate policy. Democratic practices within the home were found to have an effect upon nursery school behavior. Children from democratic homes were more cooperative in all matters than children from non-democratic homes.

Read (18), using two questionnaires devised by Goddard and Stogdill to measure parent attitudes reported that within a group of 32 parents mothers' attitudes showed higher relationships than did fathers' attitudes to child behavior; attitudes of both parents taken together were more predictive of child behavior than was either separately. The number of subjects was small and no tests of significance were made. The children whose parents expressed approval of freedom from parents' control, were judged to behave more acceptably than those whose parents approved of strict control. What the parents think about their own role of parenthood appears to be more closely related to child behavior than what they think of child behavior itself.

Summary of Review of Literature

This review of literature was made to study what research workers have reported in studies of change in attitudes of parents as result of experience in parent education programs and the effect upon child adjustment.

The following findings were revealed by investigators in the studies reviewed:

1. After exposure to group discussion experience, parents do modify their child-rearing attitudes to a statistically significant degree, toward increased good judgment and lessened authoritarianism.
2. Those parents who attended four or more meetings in the series of group discussions achieved significantly greater change than those attending three or fewer.
3. Several studies point out that parent attitudes can be measured from parent behavior.
4. Parental attitudes toward child rearing and the family are an important influence on the personality of the child.
5. The literature indicates little information on change in parental attitudes as a result of an experience in parent education. Brim (2, p. 29) points out, "only a few of the many studies undertaken in parent education are satisfactory from the standpoint of design and analysis,...The issue of how effective is parent education in changing parents or children, therefore, remains unresolved at present."
6. Extensive review of the literature shows no studies on change in parental attitudes as a result of experience in a parent cooperative nursery school.

METHOD OF PROCEDURE

The procedure followed in conducting this study will be described as follows: (a) setting for the study, (b) developing a scale for measurement of parental attitudes, (c) control and experimental groups, (d) collection of data, and (e) the parent education program for experimental groups of mothers.

The Setting for the Study

The Department of Family Life of Weber Junior College, Ogden, Utah, has conducted a parent cooperative nursery school since 1952. As defined in the introduction of this study, the term parent cooperative refers to educational groups organized by parents themselves for their pre-school children. Weber College's nursery school is a modified parent cooperative in that it is administered by Weber Junior College and not by parents.

One trained nursery school teacher is in charge of the nursery school. Since the school's inception, parents have participated in the guidance and education of their children by serving as nursery school assistants at least one day a week and by participating in parent study discussion groups one evening a week. Fathers participate in the study discussion groups, but not in actual work of the nursery school itself. In order for children to be accepted in the Weber College cooperative nursery school, parents are required to participate in the parent education program.

The number of children that could be served by the nursery school

since 1952 has been far less than the number of applications received; therefore, there has been a long waiting list. In numerous cases parents have put a child's name on the waiting list of Weber Junior College Cooperative Nursery, at birth.

Because this situation had existed for eight years (a long waiting list and parents actively participating), it seemed an ideal setting from which to draw two groups of parents for experimental purposes. The control group to be selected from those on the waiting list, and the experimental group from those participating in the nursery school itself.

Developing a Scale of Measurement of Parental Attitudes

The first task faced in developing a scale for measurement of parental attitudes was to select areas of behavior toward which parents might be expected to develop positive attitudes as a result of participation in the nursery and study discussion groups. Four areas were selected which seemed to be typical of pre-school behavior; (a) dependency, (b) child aggression toward parents, (c) child aggression toward other children, (d) relationships with other children. Although these areas of pre-school behavior are typical, experience has shown that parents react to them with a variety of attitudes which are both wholesome and unwholesome.

Dependency was selected because entrance into nursery school is usually the first step that the pre-school child takes toward independence from the family. Ordinarily, this is difficult for both parent and child.

Child aggression toward parents was chosen because it also is

typical of the nursery age child's behavior. It is closely related to the above steps toward independence, and also the beginning of a child's feelings about himself as an independent person. These feelings are expressed in a type of rebellion toward the parent which we call aggression.

Child aggression toward other children was chosen for study because it is so closely related to relationships with other children. In establishing his place in his group, he often uses an aggressive approach such as hitting, pushing, and grabbing. This behavior is usually most unacceptable to parents.

Relationships with other children seemed important because when a child first experiences association with a group of peers on entrance to nursery school, it is typical for him to experiment with methods of controlling them and relating himself to them. His methods of approach often are not acceptable to his parents.

The second step in developing the scale was to select and describe typical behavior characteristics of pre-school children within the four selected areas. (See Appendix I.)

The third task was to list and describe a variety of parental attitudes and reactions toward the behavior.

Several attitude scales were reviewed including: Shoben (21); The University of California Parents Attitude Scale; and Porter (17) A Measurement of Parent Attitudes. None were found that fit the Weber Junior College Cooperative Nursery School. The form and some of the statements from Porter's Measurement of Parent Attitudes were adapted to the scale used in this study.

The completed scale was a series of twenty questions: six in the

area of dependency, four in the area of aggression toward parents, six in the area of relationships with other children, and four in the area of aggression toward other children. Each question was followed by five or more ways parents might react. Parents were to indicate their course of action by checking one of the group.

The author was aware that Questionnaire Type Research is subject to certain limitations. The respondent may either consciously or unconsciously distort the facts for one reason or other. Or, he or she may feel and react differently in certain situations.

The items measuring parent reactions were rated high, middle and low. High ratings were given to the responses showing understanding, knowledge of the cause of the behavior, a positive attitude toward it, and some insight into the feelings of the child. Middle ratings were given where the responses showed some understanding, some indifference, but little reaction. Low ratings were given for negative attitudes, complete lack of understanding of the behavior, and a punishing approach.

Pre-Test of Scale

The scale for measurement of parental attitudes was pre-tested before adoption. This pre-test was administered to eight parents, four mothers and four fathers of pre-school children. The test was taken to the home of each couple, and they were all to check one of the multiple choice answers to each question. The introduction was read and the test explained. After the couple had completed the questionnaire, it was discussed and their suggestions were given. The questionnaire was found to be geared too much to mothers and to children in the nursery school. A few modifications were made to make the scale adaptable to fathers and control group without nursery school experience and

the scale was adopted.

The Control and Experimental Groups

In conducting this study two groups were used, a control and an experimental group.

Control group.--The control groups were chosen from the parents whose children were on the waiting list of the Weber Junior College Cooperative Nursery School. Many of these parents had a fundamental belief in the value of the nursery school for their children and were also interested in knowing how to be more effective parents.

The control group comprised a total of forty parents, twenty mothers and twenty fathers.

The age range of the control group of mothers was 22 - 39, the mean age being 30.8 years. The educational background of the twenty mothers disclosed that four had bachelor degrees, ten had attended college without receiving a degree, and six were high school graduates. With the exception of one who occasionally did substitute teaching, none were employed outside the home.

The age range of the control fathers was 26 - 39, the mean age being 32 years. The educational background of these subjects disclosed eight with post graduate studies, five with bachelor degrees, seven had college beyond high school. The professions represented were physicians, dentists, college professors, an architect and an artist. Others in the group were a contractor, policeman, railroadman, plumber, executive, insurance agent, truck driver, salesman and accountant. The number of children for the control group averaged 2.3.

Experimental group.—The experimental groups were parents whose children were enrolled in the Weber Junior College Cooperative Nursery School in the fall of 1959. Deep concern for their own child's best development motivates these parents to participate and give freely of their time. Through participation, they are learning about child behavior, learning to understand their own behavior, and learning to become more effective parents.

The experimental group comprised a total of forty parents, twenty mothers and twenty fathers.

The age range of the experimental mothers was 21 - 45, with a mean age of 30.9 years. The educational background of these twenty mothers showed that seven had bachelor degrees, nine had some college beyond high school, and four were high school graduates. None of these mothers were employed outside the home.

The age range of the experimental fathers was 27 - 49, with a mean age of 32 years. The educational background of this group of twenty fathers showed that nine had post graduate schooling beyond college, five had bachelor degrees, and six had some college beyond high school. The following professions were represented: physicians, dentists, college professors, engineers, a psychologist, a golf professional, a speech therapist, pharmacist, civil engineer, an abstractor, and a policeman. The number of children for the experimental group averaged 2.4.

Table 1 and Table 2 present data indicating similarities in age range and educational background between experimental and control groups.

TABLE 1. Age range in years and mean age of control and experimental group

	Control Group		Experimental Group	
	Mothers	Fathers	Mothers	Fathers
Age Range in Years	22 - 39	26 - 39	21 - 45	27 - 49
Mean Ages	30.8	32	30.9	32

	Control Group	Experimental Group
Average Number of Children	2.3	2.4

TABLE 2. Educational background of control and experimental groups[a]

	Control Group			Experimental Group		
	Mothers	Fathers	Total	Mothers	Fathers	Total
Post Graduate	. . .	8	8	. . .	9	9
Bachelor Degree	4	5	9	7	5	12
Beyond High School	10	7	17	9	6	15
High School Graduate	6	. . .	6	4	. . .	4
High School Incomplete	. . .	. . .	. .	. . .	. . .	. .

[a]Pattern for classifying on the basis of educational status:

Post Graduate	Parents who had received a M.D., Ph.D., or other Dr. Degree or Masters.
Bachelor Degree	Parents who had completed four years of college.
Beyond High School	Parents who had completed High School and had attended some college courses.
High School Graduate	Parents who had completed High School.

Collection of Data

The first step in the collection of data was to explain the purpose of the study and gain the cooperation of the parents.

A letter was sent to thirty-five parents on the nursery school waiting list explaining the study and inviting them to a meeting to be held at Weber Junior College. Twenty-two parents came. Because of interest shown by these parents in coming to this meeting, it was assumed the motivation makes for similarity between the control and experimental groups.

The investigator met with the experimental group at their first nursery school orientation meeting.

Although the parent attitude scale, used to gather the data, was self-explanatory and could have been filled out individually at home, it was decided that group procedure offered several advantages, such as:

1. Set an atmosphere conducive to better cooperation.
2. Gave the researcher an opportunity to explain the importance of their contribution to the study.
3. Reassure them of complete anonymity.
4. Assure spontaneous responses in a minimum of time, rather than ponder over items and responses individually at home.

Mothers of each group were administered the parent attitude scale at the beginning of the fall quarter, in September, and again at the completion of the course in January.

The questionnaire was taken home by the mothers of both groups so that the fathers could complete it. The mothers were requested to refrain from discussing it, or their own reactions to it, until the

fathers had completed the questionnaire. The mothers were deeply interested in comparing the father's answers with their own.

The control group of fathers mailed the completed questionnaire to the investigator. Those of the experimental group were brought back to the investigator by the mothers as they brought their children to the nursery school.

The completed questionnaires were carefully filed under the respective grouping.

Parent Education Program for Experimental Group

The parent education program for the experimental group consisted of two experiences:

1. Participation in the nursery school for thirteen weeks, one two-hour period each week under the supervision of a trained nursery school teacher. They assisted in the guidance of the children during the play period, story, and music experiences.
2. Participation in a study discussion group conducted by the investigator. The study group was a series of ten weeks, one evening per week for a two-hour period.

The basic course in Parenthood in a Free Nation (3) was the study material used in the study discussion group. This series of study programs known as Parenthood in a Free Nation, was developed in 1952 at the University of Chicago, and financed by a grant from the Fund for Adult Education, which was established by the Ford Foundation.

The Parenthood in a Free Nation program has the following distinctive features:

1. Its systematic approach is designed to help parents acquire knowledge and understanding of children's needs at various stages of

development, and to better understand themselves as parents.

2. Breadth of each topic.
3. Printed materials in a convenient booklet form.
4. Use of study-discussion methods.
5. Use of unique organization of sub-groups.
6. Use of various techniques in presenting topics.

The series of discussions were as follows:

1. Two meetings were held to discuss the nursery school program (the purposes, goals, and techniques of working with children) and to acquaint the parents with their responsibilities. These two meetings were under the direction of the nursery school teacher.
2. Eight meetings were devoted to the following discussions:
   a. Feelings of security and adequacy.
   b. Understanding self and others.
   c. Democratic values and goals.
   d. Problem solving attitudes and methods.
   e. Self-discipline responsibility and freedom.
   f. Constructive attitudes toward change.

The attendance of the mothers was excellent with very few being absent during the ten weeks. Ten fathers attended during the series, four attending the entire series.

At no time during the study discussion group or informally with the group members was the parent attitude scale mentioned or any part of it discussed. From this it seems reasonable to infer that the experimental subjects were probably unaware that the parent attitude scale was being administered in connection with the group discussion meetings.

PRESENTATION AND DISCUSSION OF FINDINGS

Introduction

Findings lend support to the hypotheses of the study. The first hypothesis: that experience in a cooperative nursery school program will produce modifications in attitudes toward child behavior of parents who participated in the cooperative nursery school program. The second hypothesis: that fathers would modify their attitudes toward child behavior because of the influence of mothers who participated in the cooperative nursery school program. The third hypothesis: there are differences between attitudes of fathers and mothers toward child guidance. The fourth hypothesis: that not all aspects of the parents' attitudes toward child behavior will be influenced in the same way.

The findings of all hypotheses are not uniform, but over all suggest the kind of parent education program contained in a cooperative nursery school results in modification of attitudes of parents participating in the program. There are significant differences between fathers and mothers in their attitudes toward child behavior.

The First Hypothesis

The first hypothesis of the study was that experience in a cooperative nursery school program would produce modifications in attitudes toward child behavior of parents who participated in the program. Changes in attitudes were tested in the areas of (a) dependency, (b) child aggression toward other children, (c) child aggression toward

parents, and (d) relationship with other children.

Attitudes Toward Dependency

Experimental group.--The findings lend strong support to this hypothesis. Table 3 presents the findings concerning changes of attitudes of the mothers in the experimental group regarding dependency behavior.

TABLE 3. Experimental group mothers' attitudes regarding dependency

	Low	Middle	High
1 st Rating	30	26	64
2 nd Rating	11	15	94

$X^2 = 17$ P. = .01

The mothers who participated in the cooperative nursery school program modified their attitudes toward dependency during the time they were participating in the experimental program. The change in attitude is in the direction of their becoming more permissive toward dependent behavior. This finding is significant at the .01 per cent level.

Control group.--The findings of the control group of mothers concerning attitudes toward dependency over the period of time covered by the study are presented in Table 4. The changes in attitude over this period of time is such that we cannot rule out the element of change as a basis for distribution. The probability of chance accounting for such a distribution is at 30 per cent level and is not statistically significant.

TABLE 4. Control group mothers' attitudes toward dependency

	Low	Middle	High
1 st Rating	26	25	69
2 nd Rating	17	29	74

$X^2 = 2.37$ $P = .30$

Summary.--The findings of both Experimental and Control groups lend support to the hypothesis that experience in a cooperative nursery school program would produce modification in attitudes toward child behavior of parents who participated in the program. Those parents who participated modified their attitudes toward more permissive behavior regarding dependency while those who did not participate had essentially the same attitudes at the conclusion of the study as they had at the beginning.

Attitudes Regarding Child Aggression Toward Other Children

Experimental group.--The findings concerning change in attitude of the mothers in the experimental group, regarding behavior of aggression toward other children are presented in Table 5.

TABLE 5. Experimental group mothers' attitudes regarding child aggression toward other children

	Low	Middle	High
1 st Rating	19	7	54
2 nd Rating	1	5	74

$X^2 = 15.62$ $P = .001$

The mothers who participated in the cooperative nursery school program modified their attitudes regarding child aggression toward other children in the direction of becoming more permissive toward aggressive behavior. The findings are significant at the .001 per cent level.

Control group.--The findings of the control group of mothers concerning attitudes toward aggressive behavior toward other children are presented in Table 6.

TABLE 6. Control group mothers' attitudes regarding child aggression toward other children

	Low	Middle	High
1 st Rating	10	8	62
2 nd Rating	6	7	67

$X^2 = 1.29$ $P = .50$

The change in attitude over the period of time of this study is such that we cannot rule out the element of chance as a basis for distribution. The probability of chance accounting for such a distribution is at the 50 per cent level and is not statistically significant.

Summary.--The findings of both Experimental and Control groups lend support to the hypothesis that experience in a cooperative nursery school program would produce modification in attitudes toward child behavior. Those parents who participated modified their attitudes regarding child aggression toward other children toward more permissive behavior, while those who did not participate had essentially the same attitudes at the conclusion of the study as they had at the beginning.

Attitudes Regarding Aggression Toward Parents

Experimental group.--The findings concerning change in attitudes of mothers in the experimental group regarding behavior related to child aggression toward parents, are presented in Table 7.

TABLE 7. Experimental group mothers' attitudes regarding child aggression toward parents

	Low	Middle	High
1 st Rating	18	30	32
2 nd Rating	10	18	52

$X^2 = 10.09$ $P = .01$

The mothers who participated in the cooperative nursery school program modified their attitudes regarding child aggression toward parents in the direction of becoming more permissive toward aggressive behavior in relation to parents. The findings are significant at the one per cent level.

Control group.-- The findings of the control group of mothers concerning attitudes toward child aggression toward parents are presented in Table 8.

The change in attitude over the period of time of this study is such that we cannot rule out the element of chance as a basis for distribution. The probability of chance accounting for such a distribution is at the 80 per cent level and is not statistically significant.

TABLE 8. Control group mothers' attitudes regarding child aggression toward parents

	Low	Middle	High
1 st Rating	9	30	41
2 nd Rating	11	30	39

$X^2 = 50$ $P = .80$

Summary.--The findings of both the Experimental and Control groups lend support to the hypothesis that experience in a cooperative Nursery School program would produce modification in attitudes toward child behavior. Those parents who participated modified their attitudes regarding child aggression toward parents toward more permissive behavior while those who did not participate had essentially the same attitudes at the conclusion of the study as they had at the beginning.

Attitudes Regarding Relationship with Other Children

Experimental group.--The findings concerning change in attitudes of mothers in the experimental group regarding behavior relating to relationships with other children are presented in Table 9.

The mothers who participated in the cooperative nursery school program modified their attitudes regarding relationships with other children in the direction of becoming more permissive. The findings are significant at .001 per cent level.

TABLE 9. Experimental group mothers' attitudes toward relationships with other children

	Low	Middle	High
1 st Rating	23	46	51
2 nd Rating	3	33	84

$X^2 = 18.4$ P = .001

Control group.--The findings of the control group of mothers attitudes toward relationships with other children are presented in Table 10.

TABLE 10. Control group mothers' attitudes toward relationships with other children

	Low	Middle	High
1 st Rating	7	46	67
2 nd Rating	6	44	70

$X^2 = .30$ P = .80

The change in attitudes over the period of time of this study is such that we cannot rule out the element of chance as a basis for distribution. The probability of chance accounting for such a distribution at the 80 per cent level is not statistically significant.

Summary.--The findings of both the Experimental and Control groups lend support to the hypothesis that experience in a cooperative nursery school program would produce modifications in attitudes toward child behavior. Those parents who participated modified their attitudes

toward relationships with other children toward more permissive behavior, while those who did not participate had essentially the same attitudes at the conclusion of the study as they had at the beginning.

The Second Hypothesis

Fathers would modify attitudes toward child behavior because of influence of the mothers who participated in the cooperative nursery school program.

The findings lend some support to this hypothesis. (See Table 11 and Appendix II)

TABLE 11. Experimental and control group fathers' attitudes toward specific behavior

	Experimental		Control	
	X^2	P	X^2	P
Dependency	1.01	.50	1.46	.50
Child Aggression Toward Other Children	4.86	.05-.10	2.34	.30
Child Aggression Toward Parents	9.61	.01	2.34	.50
Relationships with Children	1.50	.20	.85	.70

These findings show less change in attitudes of fathers than mothers but more change than the control group of fathers. The findings show fathers in the experimental group changed in attitude in one area, that of child aggression toward parents in the direction of their becoming more permissive toward aggressive behavior. This finding is significant at the .01 per cent level.

The findings in the area of child aggression toward other children is not significant at the .05 per cent level, but does approximate this and an interpretation that the differences are due to chance does not appear to be justified. The other two areas are not statistically significant.

The findings show that fathers in the control group in the area of child aggression toward parents are such that the element of chance cannot be ruled out. The probability of chance accounting for such a distribution is at the 50 per cent level and is not statistically significant.

Summary.--The control group fathers are consistent in that they show no change in attitudes in the four areas while the experimental fathers show wide range in changes of attitudes toward various aspects of behavior. Significant change in the area of child aggression toward parents is noted with fathers becoming more permissive towards aggressive behavior.

The Third Hypothesis

There are differences between the attitudes of fathers and mothers toward child guidance. This particular phase of the study does not consider the influence of a parent education program. The first rating on the parent attitude scale of fathers and mothers was used in comparing these attitudes. The ratings were taken at the beginning of the study.

The findings lend support to this hypothesis. The study shows there are significant differences between fathers and mothers in their attitudes toward child guidance. (See Tables 12 and 13.)

TABLE 12. Mothers' and fathers' attitudes toward behavior; dependency and child aggression toward children

	Dependency			Child Aggression Toward Children		
	Low	Middle	High	Low	Middle	High
1st Rating Mothers	56	51	133	29	15	116
1st Rating Fathers	52	67	121	44	16	100
	$X^2 = 2.87$ P = .20-.30			$X^2 = 4.59$ P = .10-.05		

TABLE 13. Mothers' and fathers' attitudes toward behavior; child aggression toward parents and relationships with other children

	Child Aggression Toward Parents			Relationships with Other Children		
	Low	Middle	High	Low	Middle	High
1st Rating Mothers	27	60	73	30	94	118
1st Rating Fathers	61	57	42	20	116	106
	$X^2 = 22.39$ P = .001			$X^2 = 4.94$ P = .10-.05		

The mothers tend to be more permissive in their attitudes regarding child behavior. Fathers tend to be more harsh with a more punitive attitude. This was statistically significant in the area of child aggression toward parents. This finding was significant at the .001 per cent level. In the area of dependency fathers were as permissive as mothers. In the areas of child aggression toward children and relationships with other children the findings are not significant

at the .05 level; however, they do approximate this and an interpretation that the differences are due to chance does not appear to be justified. More intensive study should be made to determine if change is due to chance or not.

Summary.--The fact that the mothers' attitude score was significantly, if only slightly higher, than the fathers' attitude score, might not be unreasonable to expect in the light of the traditional cultural conditioning which women receive concerning their attitudes toward child rearing. These mothers also have had to live in a closer relationship to their children and perhaps in the process of their everyday interaction with their children have become more understanding and permissive in their attitudes. In filling out the parent attitude scale fathers made the comment to the effect that they were not with their children enough to adequately answer some of the questions regarding behavior.

The Fourth Hypothesis

Not all aspects of the parents' attitudes toward their child's behavior will be influenced in the same way. The findings lend support to this hypothesis.

Control group.--No significant change took place in the attitudes of parents in the control group. This is to be expected since no influence appears to have been in operation to promote change in attitudes during the relatively brief span of time concerned by the study. Parents attitudes tend to remain consistent unless modified by new insight, new understanding and experience.

Experimental group.--Change did occur in the attitudes of both mothers and fathers. The mothers changed more than the fathers. (See

Tables 12 and 13.) Mothers changed in their attitudes regarding child aggression toward other children and relationships with other children more than in their attitudes toward dependency and child aggression toward parents. All were, however, statistically significant.

In those areas of child behavior relating specifically to the nursery school program, child aggression toward other children and relationships with children, mothers seemed to change in attitudes toward permissive behavior to a greater degree. (See Appendix I.) To the question "when my child shows off when others in his play group are behaving well" - the second rating showed all mothers having a high rating and a permissive attitude.

Questions concerning some phases of the home showed little change in attitude. The first rating showed a permissive attitude. To the question "when my child makes a fuss when I get ready to go out," the first rating showed a permissive attitude for all mothers except one; the second rating showed a permissive attitude for all mothers.

Summary.--Not all aspects of the parents' attitudes toward their child's behavior were influenced in the same way. There was no significant change in the attitudes of the control group mothers and fathers. The experimental group fathers changed in their attitudes toward child aggression toward parents. The experimental group mothers changed in their attitudes in the areas relating specifically to the nursery school program.

SUMMARY AND CONCLUSIONS

Summary

Parent education may be defined as an activity which uses educational techniques to influence parental role performances. Parent Education can be justified only on the grounds that it will leave some beneficial effects on the behavior and belief of an individual striving to fulfill his role as a parent. Parent education can be viewed as an attempt to constructively influence and change the role of the parent.

Parent education over the past two decades has urged the parent to greater leniency and a more permissive attitude toward child behavior. Therefore, any shifts in actual parent practice toward more permissive behavior can be interpreted as the effect, in part, of these parent education programs. Parent education arose not only in response to the needs of the parent, but to the growing belief on the part of many persons that there existed better ways of rearing children than those prescribed by tradition. This belief was nurtured by the great amount of research on child development.

The hypotheses of this study were as follows: (a) That experience in a cooperative nursery school program would produce modification in attitudes toward child behavior of parents who participated in the program, (b) That fathers would modify their attitudes toward child behavior because of influence of mothers who participated in the cooperative nursery school program, (c) There are differences between

attitudes of fathers and mothers toward child guidance, and (d) That not all aspects of the parents' attitudes toward child behavior will be influenced in the same way.

A parent attitude scale of twenty questions was constructed to measure four areas of behavior. These areas were (a) dependency, (b) child aggression toward children, (c) child aggression toward parents, and (d) relationships with other children. The scale was rated high, middle and low. High ratings were given to the responses showing an understanding knowledge of the cause of behavior, a positive attitude toward it, and some insight into the feelings of the child. Middle ratings were given where the responses showed some understanding, some indifference but little reaction. Low ratings were given for negative attitudes, complete lack of understanding of the behavior, and a punitive approach. The scale was pretested with a group of eight parents with pre-school children.

A control and experimental group were used in this study. These groups were made up of parents who were motivated by the same interest, that of knowing how to become more effective parents and a desire for their children to participate in the nursery school. The control group were parents whose children's names were on the waiting list of the nursery school. The experimental group were parents who were enrolled in the parent education program and whose children were enrolled in the nursery school. There were forty parents, twenty mothers and twenty fathers in both groups.

The educational experience for the experimental group of mothers consisted of two experiences. The first participation in a ten-week study discussion group using the series, "Parenthood in a Free Nation." This discussion group was conducted by the investigator. Some of the

fathers attended the discussion group. The second experience was participation in the nursery school for a period of thirteen weeks under the supervision of a trained nursery school teacher.

The parent attitude questionnaire was administered to the control and experimental groups at the beginning and again at the end of the parent education program. The parent attitude questionnaire was given to the mothers in a group. The questionnaire was taken home by the mothers of both groups for the fathers to complete.

The findings of this study indicate that participation in a co-operative nursery school program can modify the attitudes of parents toward child guidance, and can modify the attitudes of fathers, as a result of influence of mothers participating in the program. The findings also indicate that there are differences between the attitudes of fathers and mothers toward child behavior and that not all aspects of the parents attitudes toward child behavior were influenced in the same way.

Mothers who participated in the parent education program modified their attitudes toward more permissive behavior, toward understanding, and insight into the feelings of the child. These attitude changes were in the areas of: (a) dependency, which was statistically significant at the .01 level; (b) child aggression toward children, which was statistically significant at the .001 per cent level; (c) child aggression toward parents, which was statistically significant at the .01 per cent level; and (d) relationships toward other children, which was statistically significant at the .001 per cent level.

The control group who did not participate had essentially the same attitudes at the conclusion of the study as they had at the beginning and findings were not statistically significant.

Fathers modified their attitudes but to a lesser extent than mothers. The attitudes of the fathers in the experimental group were modified toward more permissive behavior in one area--that of child aggression toward parents, which was statistically significant at the .01 per cent level. The three other areas showed wide range in change of attitudes. The control group of fathers was consistent in that they showed no change in attitudes in all four areas.

The influence of the parent education program was not considered in this phase of the study of difference between mothers' and fathers' attitudes toward child guidance. The first rating of the control and experimental groups of mothers and fathers was used.

Mothers tend to be more permissive in their attitudes regarding child behavior in all areas except dependency where fathers were as permissive as mothers. There were statistically significant differences in the area of child aggression toward parents. There was a significance at the .001 per cent level. The mothers were more permissive, the fathers more harsh with a more punitive attitude. The areas of child aggression toward children and relationships with other children were not significant at the .05 per cent level; however, they do approximate this and an interpretation that the differences are due to chance does not appear to be justified.

Not all aspects of the parents' attitudes towards their child's behavior were influenced in the same way. No significant change took place in the attitudes of parents in the control group. Change did occur in the attitudes of both mothers and fathers in the experimental group. Mothers changed more than fathers. Mothers changed in their attitudes regarding child aggression toward other children and relationships with other children more than in their attitudes toward depen-

dency and child aggression toward parents. All were, however, statistically significant.

Fathers changed their attitudes but not all equally in terms of the various categories. Change was significant only in their attitudes regarding child aggression toward parents.

Conclusions

1. Parents who participate in a cooperative parent education program such as that operated at Weber College appear to modify their attitudes toward more permissive behavior, toward understanding and insight into the feelings of the child.
2. The degree of change in parents' attitudes appears to be directly related to the degree of their involvement in the cooperative nursery school program.
3. Mothers tend to be more permissive in their attitudes regarding child behavior in most areas. Fathers' attitudes are more punitive except in the area of dependency. In this one area fathers are as permissive as mothers.
4. Not all aspects of the parents' attitudes toward child behavior are influenced in the same way. Mothers change more than fathers. Mothers change in their attitudes regarding child aggression toward other children and relationships with other children more than in their attitudes toward dependency and child aggression toward parents. Fathers change their attitudes but not equally in all areas. Change is significant in their attitudes regarding child aggression toward parents.

Suggestions for Further Research

The issue of how effective is parent education in changing parents and children is a subject for further research, and, at the present time, there are many aspects to be resolved.

The ultimate criterion of effectiveness of a program of parent education would be improved parent-child relationships. As a result of change in parent attitudes the child's behavior and attitudes are altered in some measurable way. Further research is needed to determine the effect upon child behavior as a result of the parents attitudes after participating in a cooperative nursery school program.

It is highly desirable that future studies make a comparison between different broad techniques in regards to their effects. This study was composed of two experiences in the education program, that of the study discussion group and the actual participations in the nursery school itself. Further research, could determine: (a) if change in attitudes is due to the experience in the discussion group; (b) if change in attitude is due to experience of participating in the nursery school.

The sample of this study was small and limited to one setting. Further research is needed using many more parents and a variety of settings.

The Weber College Nursery School operated five days a week with parents participating one day a week. Further research might question the need of a five day week program. Could the cooperative nursery school operate with two groups each meeting two days a week. This would serve many more parents as well as more children. The effect upon the children of a two day a week program would need to be considered.

Further research is needed regarding the study discussion group; as to what techniques, types of discussions, whether structured or unstructured, and what types of materials are most effective in helping parents gain a better understanding of child behavior, self acceptance and the satisfactions of family life.

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APPENDIX I

STUDY OF PARENT ATTITUDES

We are trying to learn about parent-child relationships. To do this we need the cooperation of many parents. You can help us a great deal by filling out the following questionnaire as frankly and as carefully as possible. Sincere and frank answers are requested so that valid data can be secured. Please do not put book answers; we want to find out how you really feel and what you really do.

You will note the questionnaire does not call for any mark of identification. Thus, your answers as well as the many others will be absolutely anonymous. We are not interested in individual answers but in how groups of parents respond to these statements; therefore, all of the responses will be treated confidentially and will be used for purpose of scientific research.

Please answer <u>all</u> questions. If you cannot give the exact answer to a question, answer the best you can. Circle <u>one</u> answer for each question listed, giving exactly what you would do in each case.

Melba J. Lehner
Weber College

GENERAL INFORMATION

1. Sex: Male _____Female _____ 2. Year of birth _____ #. Year of Marriage _____ 4. Married more than once. Yes _____No _____.

5. If married more than once was previous marriage ended because of:

_____death _____divorce _____other (please state) _____.

6. Draw a circle around the number of years of schooling you have completed.

123456789	1234	1234	1234
Grade School	High School	College	Post Graduate

7. Religious affiliation:

_____ Protestant _____ Jewish _____ None
_____ Catholic _____ Other_____.

8. Husband's occupation (Be specific such as Dairy Farmer, Drug Store Clerk, College Professor, Automobile Mechanic, etc.) _____.

9. Wife's occupation _____.

10. Ages of children (to nearest birthday): Ages of boys:____;____;____;____;____. Ages of girls: ____;____;____;____;____.

I. When my child cries when I try to leave him at nursery school, Sunday school or some other group, I:

A. Feel he is too little to leave me.
B. Kiss him goodbye and tell him I'll be back later for him.
C. Tell him to be a big boy like the other children.
D. Plan to stay until he no longer feels he needs me.
E. Sit quietly in the background where he can see me and leave quietly when he is happily busy.
F. Stay right there and hold him in my lap.
G. Am ashamed of him.

II. When I am going about my daily work and my child hangs on me and follows me about, I:

A. Ignore it and go on with my work.
B. Tell him to go play somewhere else.
C. Fix a place near me where he can play and assure him now and again that I am close by.
D. Feel so irritated that I could scream.
E. Don't know what to do and it worries me.
F. Let him work along with me.
G. Shut him in another room.
H. Feel he needs companionship and talk with him while I work.
I. I stop doing what I am doing, give him some attention and get him interested in something.

III. When my child becomes very fond of his nursery school teacher, Sunday school teacher, a friend or neighbor, I:

A. Feel left out.
B. Ask him every night if he loves mother the most.
C. Am glad because it means he is becoming less dependent on me alone.
D. Am worried.
E. Ignore it.
F. Show him how much I admire the teacher and neighbor too.
G. Am afraid he doesn't love me as he did.
H. Try to make him jealous by pretending I love someone else.
I. Pleases me to see he is interested in someone else.

IV. When my child refused my help, I:

A. Am angry especially if I am in a hurry.
B. Help him by letting him do as much as he can for himself.
C. Do it anyway.
D. Give up and put him in his room until he's willing to cooperate.
E. Try to relax and give him more time.
F. Tell him he knows he can't do it.
G. Slap him.

V. When my child does things without permission which I have cautioned him not to do, I:

A. Threaten him with spanking if he does it again.
B. Feel frustrated and don't know what to do.
C. Give him as many opportunities as I can to make decisions.
D. Tell him I won't love him if he doesn't obey me.
E. Give him as much freedom as is suitable.
F. Feel angry with him.
G. Pleases me to see that as he grows he needs me less.
H. Spank him.

VI. When my child cries and makes a fuss when I get ready to go out, I:

A. Tell him if he isn't a good boy I might not come back.
B. Kiss him lovingly and say goodnight.
C. Spank him and put him to bed.
D. Arrange to have some one stay with him whom he enjoys.
E. Wait until he is asleep and slip out.
F. Tell him I am going and that I will be back soon.
G. I ignore the crying and just leave.

VII. When my child is quarrelsome in his play with other children, I:

A. Tell him to be nice to the other child.
B. Tell him he is a bad boy.
C. Try to find out what is the matter before I do anything.
D. Feel angry and spank him.
E. Take him away and tell him he has to play by himself.
F. If it is possible, I wait to see if the children can settle it themselves.
G. Send him to his room.

VIII. When my child hits another child in his play group and hits him hard, I:

A. Take him away and tell him he cannot play any more.
B. If no one is being seriously hurt, I wait to see if the children can settle it.
C. Tell the other child to hit him back.
D. Hit him so that he will know how it feels.
E. Quietly stop him and tell him it hurts the other child.
F. Tell him he is a bad boy.
G. Interest them both in something else.
H. Tell him I will tell his father.

IX. When my child shows off when others in his play group are behaving well, I:

A. Tell him to sit down and do as the other children are doing.
B. Do not notice what he is doing if he is not distracting the other children.
C. Tell him not to act silly.
D. Give him something else to do that interests him.
E. Feel embarrassed.
F. Take him out of the room.
G. If it is possible I give him a little extra attention.
H. Am ashamed of him.

X. When we have guests in the home with children about the same age and my child takes toys away from other children with whom he is playing, I:

A. Give the toy he has taken right back.
B. Tell him he must play nicely or he can't play anymore.
C. Wait to see if the children can work it out themselves.
D. Am afraid he will grow up to be selfish.
E. Make him give the toy back.
F. Give him another toy that serves the purpose as well and help him give back the one he took.
G. Tell his father he has been a bad boy.
H. Am embarrassed.

XI. When my child says angry and hateful things to me, I:

A. Tell him he is a bad boy.
B. Tell him, I know how he feels but that we still have to do it.
C. Tell him, I won't love him anymore if he talks like that.
D. Tell him his father will spank him for saying such things to his mother.
E. Pleases me that he feels free to express himself.
F. Threaten to wash out his mouth with soap.
G. Tell him to go to his room until he is ready to apologize.
H. Disregard what he has said and quietly go on with what we are doing.

XII. When my child hits or kicks me, I:

A. Hit him back, so he will know how it feels to hurt someone.
B. Leave the room until he has quieted down and then go back to see if he is ready to cooperate.
C. Hang on to him until he quits struggling, then tell him he has been bad and cannot have any dessert for supper.
D. Give in; it's easier than to stand his temper.
E. Firmly and quietly pick him up and put him on his bed until he has quieted down.
F. Spank him.
G. I feel ashamed of him.

XIII. When my child kicks, screams, and throws things, I:

A. Feel frightened and don't know what to do.
B. Give in and do what he wants.
C. Send him to his room.
D. Spank him hard.
E. Try to find out why he acts like this.
F. Ask his father to punish him.
G. Pay no attention to him.
H. Feel I dislike him.
I. Feel he needs to express his feelings as a release for him.

XIV. When my child has a day when he breaks to pieces almost everything he handles, I:

A. Take his toys away and tell him he can have them back when he is ready to be careful.
B. Give him old things to play with that he can pull to pieces and break.
C. Won't let him in the part of the house where my nice things are.
D. Spank his hands.
E. Give him sturdy toys that will not break no matter how hard he uses them.
F. Tell him he's a bad destructive child.
G. Put my own breakable things away during the time he is growing through this period.

XV. When my child can't ride his tricycle or climb like the other children do, I:

A. Tell him not to be a baby.
B. Understand that children develop at different rates.
C. Wonder why my child has to be like that.
D. Feel ashamed of him, and I wish he could do as well.
E. Disregard it and allow him to do the things he can.
F. Wonder if he is bright.
G. Urge him to go ahead for he can do it.
H. Know that it doesn't matter if he doesn't do everything the other children do.

XVI. When my child refuses to do what the others in the group are doing, I:

A. Tell him if he isn't good he can't play with the other children.
B. Tell him to sit on a chair in the corner until he is ready to do as the others.
C. Find our what he wants to do.
D. Don't pay any attention to him.
E. Insist that he does it.
F. Tell him he is a bad boy.
G. Let him take his own time.

XVII. When my child is with a group of children and insists on playing by himself, I:

A. Tell him he must play with the other children.
B. Don't pay any attention to him and allow him to take his own time.
C. Ask him why he won't play with the other children.
D. Regard it as evidence of his individuality.
E. Take away the things he likes to play with alone.
F. Understand that it takes children time to learn to play with others.
G. Tell him, I guess he's a big baby and had better stay home with mother.

XVIII. When my child goes from one thing to another and can't seem to settle on any one kind of play, I:

A. Tell him to sit in a chair until he can make up his mind.
B. Urge him to settle down and play with his toys for a while.
C. Feel nervous about it and irritated.
D. Realize that his attention span is very short at this age.
E. Makes me wish he were interested in some activity.
F. Arrange a variety of things to keep him interested.
G. Tell him if he can't be good, I'll give him away.
H. I do not feel concerned and pay no attention to it.

XIX. If my child has an imaginary playmate, who is very real to him, I:

A. Talk with him and point out that he knows there is no such person.
B. Do not feel concerned and pay no attention to it.
C. Fear he will grow up to be a liar.
D. Arrange to have him have some real life playmates.
E. Tell him it is silly.
F. Feel a bit frightened about it.
G. Punish him for telling a tale.

XX. When my child misbehaves in front of special guests, I:

A. Feel ashamed of him.
B. Send him to his room.
C. Do not feel concerned and pay no attention to it.
D. Feel he needs to express his feelings.
E. Am embarrassed.
F. Give him some attention and get him interested in something.
G. Feel he wants attention.

APPENDIX II

TABLE 14. Experimental group mothers' first and second rating of questions on parent attitude scale

Question		Low	Middle	High
1	1st Rating	3	7	10
	2nd Rating	. .	6	14
2	1st Rating	6	4	10
	2nd Rating	1	5	14
3	1st Rating	1	7	12
	2nd Rating	. .	4	16
4	1st Rating	. .	8	12
	2nd Rating	. .	. .	20
5	1st Rating	19	. .	1
	2nd Rating	10	. .	10
6	1st Rating	1	. .	19
	2nd Rating	. .	. .	20
7	1st Rating	4	2	14
	2nd Rating	. .	1	19
8	1st Rating	6	2	12
	2nd Rating	1	3	16
9	1st Rating	7	. .	13
	2nd Rating	. .	. .	20
10	1st Rating	2	3	15
	2nd Rating	. .	1	19
11	1st Rating	. .	. .	. .
	2nd Rating	. .	. .	. .
12	1st Rating	4	7	9
	2nd Rating	4	6	10
13	1st Rating	6	11	3
	2nd Rating	1	4	15

TABLE 14--Continued.

Question		Low	Middle	High
14	1st Rating	6	4	10
	2nd Rating	5	4	11
15	1st Rating	12	. .	8
	2nd Rating	. .	8	12
16	1st Rating	2	10	8
	2nd Rating	. .	3	17
17	1st Rating	2	11	7
	2nd Rating	. .	5	15
18	1st Rating	. .	7	13
	2nd Rating	. .	5	15
19	1st Rating	3	9	8
	2nd Rating	2	7	11
20	1st Rating	4	9	7
	2nd Rating	1	5	14

TABLE 15. Control group fathers attitudes regarding dependency and child aggression toward other children

	Dependency			Child Aggression Toward Other Children		
	Low	Middle	High	Low	Middle	High
1st Rating	30	35	55	20	11	49
2nd Rating	31	27	62	16	7	57
$X^2 = 1.46$ P = .50				$X^2 = 2.34$ P = .30		

TABLE 16. Control group fathers' attitudes regarding child aggression toward parents and relationships with other children

	Child Aggression Toward Parents			Relationships with Other Children		
	Low	Middle	High	Low	Middle	High
1st Rating	25	35	20	6	62	52
2nd Rating	22	32	26	6	55	59
	$X^2 = 1.12$ P = .50			$X^2 = 85$ P = .70		

TABLE 17. Experimental group fathers' attitudes regarding dependency and child aggression toward other children

	Dependency			Child Aggression Toward other Children		
	Low	Middle	High	Low	Middle	High
1st Rating	22	32	66	24	5	51
2nd Rating	20	27	73	13	5	62
	$X^2 = 1.01$ P = .50			$X^2 = 4.86$ P = .10		

TABLE 18. Experimental group fathers' attitudes regarding child aggression toward parents and relationships with other children

	Child Aggression Toward Parents			Relationships with Other Children		
	Low	Middle	High	Low	Middle	High
1st Rating	36	21	23	14	54	52
2nd Rating	18	25	37	3	64	53
	$X^2 = 9.61$ P = .01			$X^2 = 1.50$ P = .20		

APPENDIX III

September 17, 1959

Dear Parents:

During this fall quarter in our nursery school we are making a study to determine the effectiveness of our school. We are asking for the help of parents enrolled in the nursery school and those parents who are on our waiting list.

Facts are needed in this study to determine some parent attitudes toward child guidance and since you are the people who are right in the middle of the experience of rearing children we have turned to you for your cooperation.

This study will consist of a multiple choice questionnaire as to what you do in a particular situation. It should be made out individually by both parents and will take approximately twenty minutes to complete. The questionnaire does not call for any mark of identification, thus your answers will be absolutely anonymous.

I will arrange a meeting for the mothers which will be held here ar the college; this will also give you an opportunity to see the nursery school. I will write you as to the date and time, but I did want you to know beforehand about our study.

Your contribution to our study will be of great assistance in helping us build a more effective nursery school program.

Sincerely yours,

Melba J. Lehner, Head
Department of Family Life
Weber College

MJL:cl

APPENDIX IV

WEIGHTING OF PARENT ATTITUDE SCALE

Dependency

I. When my child cries when I try to leave him at nursery school, Sunday school or some other group, I:

3 Plan to stay until he no longer feels he needs me.
2 Kiss him goodbye and tell him I'll be back for him later.
2 Sit quietly in the background where he can see me and leave quietly when he is happily busy.
1 Feel he is too little to leave me.
1 Tell him to be a big boy like the other children.
1 Stay right there and hold him in my lap.
1 Am ashamed of him.

II. When I am going about my daily work and my child hangs on me and follows me about, I:

3 Fix a place near me where he can play and assure him now and again that I am closeby.
3 Feel he needs companionship and talk with him while I work.
3 I stop doing what I am doing, give him some attention and get him interested in something.
2 Ignore it and go on with my work.
2 Let him work along with me.
1 Tell him to go play somewhere else.
1 Feel irritated so that I could scream.
1 Don't know what to do and it worries me.
1 Shut him in another room.

III. When my child becomes very fond of his nursery school teacher, Sunday school teacher, a friend or neighbor, I:

3 Am glad because it means he is becoming less dependent on me alone.
3 Pleases me to see he is interested in someone else.
2 Show him how much I admire the teacher and neighbor too.
1 Feel left out.
1 Ask him every night if he loves mother the most.
1 Am worried.
1 Ignore it.
1 Am afraid he doesn't love me as he did.
1 Try to make him jealous by pretending I love someone else.

IV. When my child refused my help, I:

3 Help him by letting him do as much as he can for himself.
3 Try to relax and give him more time.
2 Give up and put him in his room until he's willing to cooperate.
1 Am angry especially if I am in a hurry.
1 Do it any way.
1 Tell him, he knows he can't do it.
1 Slap him.

V. When my child does things without permission which I have cautioned him not to do, I:

3 Give him as many opportunities as I can to make decisions.
3 Give him as much freedom as is suitable.
2 Pleases me to see that as he grows he needs me less.
1 Threaten him with spanking if he does it again.
1 Feel frustrated and don't know what to do.
1 Tell him I won't love him if he doesn't obey me.
1 Feel angry with him.
1 Spank him.

VI. When my child cries and makes a fuss when I get ready to go out, I:

3 Kiss him lovingly and say goodnight.
3 Arrange to have some one stay with him whom he enjoys.
3 Tell him I am going and that I will be back soon.
1 Tell him if he isn't a good boy I might not come back.
1 Spank him and put him in his bed.
1 Wait until he is asleep and slip out.
1 I ignore the crying and just leave.

Child Aggression Toward Children

VII. When my child is quarrelsome in his play with other children, I:

3 Try to find out what is the matter before I do anything.
3 If it is possible, I wait to see if the children can settle it themselves.
2 Take him away and tell him he has to play be himself.
2 Send him to his room.
1 Tell him to be nice to the other child.
1 Tell him he is a bad boy.
1 Feel angry and spank him.

VIII. When by child hits another child in his play group and hits him hard, I:

3 If no one is being seriously hurt I wait to see if the children can settle it.
3 Quietly stop him and tell him it hurts the other child.
3 Interest them both in something else.
2 Take him away and tell him he cannot play anymore.
1 Tell the other child to hit him back.
1 Hit him so that he will know how it feels.
1 Tell him he is a bad boy.
1 Tell him I will tell his father.

IX. When my child shows off when others in his play group are behaving well, I:

3 Do not notice what he is doing if he is not distracting the other children.
3 Give him something else to do that interests him.
3 If it is possible, I give him a little extra attention.
3 Makes me want to know more about his feelings.
2 Take him out of the room.
1 Tell him to sit down and do as the other children are doing.
1 Tell him not to act silly.
1 Feel embarrassed.
1 Am ashamed of him.

X. When we have guests in the home with children about the same age and my child takes toys away from other children with whom he is playing, I:

3 Wait to see if the children can work it out themselves.
3 Give him another toy that serves the purpose as well and help him give back the one he took.
2 Give the toy he has taken right back.
2 Tell him he must play nicely or he can't play anymore.
2 Make him give the toy back.
1 Am afraid he will grow up to be selfish.
1 Tell his father he has been a bad boy.
1 Am embarrassed.

Child Aggression Toward Parents

XI. When my child says angry and hateful things to me, I:

3 Tell him, I know how he feels but that we still have to do it.
3 Pleases me that he feels free to express himself.
2 Disregard what he has said and quietly go on with what we are doing.
2 Tell him to go to his room until he is ready to apologize.
1 Tell him he is a bad boy.
1 Tell him, I won't love him anymore if he talks like that.
1 Tell him his father will spank him for saying such things to his mother.
1 Threaten to wash out his mouth with soap.

XII. When my child hits or kicks me, I:

3 Firmly and quietly pick him up and put him on his bed until he has quieted down.
2 Leave the room until he has quieted down and then go back to see if he is ready to cooperate.
1 Hit him back, so he will know how it feels to hurt someone.
1 Hang on to him until he quits struggling, then tell him he has been bad and cannot have any dessert for supper.
1 Give in, it's easier than to stand his temper.
1 Spank him.
1 I feel ashamed of him.

XIII. When my child kicks, screams, and throws things, I:

3 Try to find out why he acts like this.
3 Feel he needs to express his feelings as a release for him.
2 Send him to his room.
2 Pay no attention to him.
1 Feel frightened and don't know what to do.
1 Give in and do what he wants.
1 Spank him hard.
1 Ask his father to punish him.
1 Feel I dislike him.

XIV. When my child has a day when he breaks to pieces almost everything he handles, I:

3 Give him sturdy toys that will not break no matter how hard he uses them.
3 Put my own breakable things away during the time he is growing through this period.
2 Give him old things to play with that he can pull to pieces and break.
1 Take his toys away and tell him he can have them back when he is ready to be careful.
1 Won't let him in the part of the house where my nice things are.
1 Spank his hands.
1 Tell him he's a bad, destructive child.

Relationships with Other Children

XV. When my child can't ride his tricycle or climb like the other children do, I:

3 Understand that children develop at different rates.
3 Know that it doesn't matter if he doesn't do everything the other children do.
2 Disregard it and allow him to do the things he can.
2 Urge him to go ahead for he can do it.
1 Tell him not to be a baby.
1 Wonder why my child has to be like that.
1 Feel ashamed of him, and I wish he could do as well.
1 Wonder if he is bright.

XVI. When my child refuses to do what the others in the group are doing, I:

3 Let him take his own time.
2 Find out what he wants to do.
2 Don't pay any attention to him.
1 Tell him if he isn't good he can't play with the other children.
1 Tell him to sit on a chair in the corner until he is ready to do as the others.
1 Insist that he does it.
1 Tell him he is a bad boy.

XVII. When my child is with a group of children and insists on playing by himself, I:

3 Regard it as evidence of his individuality.
3 Understand that it takes children time to learn to play with others.
2 Don't pay any attention to him and allow him to take his own time.
2 Ask him why he won't play with the other children.
1 Tell him he must play with the other children.
1 Take away the things he likes to play with when alone.
1 Tell him, I guess he's a big baby and had better stay home with mother.

XVIII. When my child goes from one thing to another and can't seem to settle on any one thing, I:

3 Realize that his attention span is very short at this age.
3 Arrange a variety of things to keep him interested.
2. Urge him to settle down and play with his toys for a while.
2 Makes me wish he were interested in some activity.
2 I do not feel concerned and pay no attention to it.
1 Tell him to sit in a chair until he can make up his mind.
1 Feel nervous about it and irritated.
1 Tell him if he can't be good I'll give him away.

XIX. If my child has an imaginary playmate, who is very real to him, I:

3 Arrange to have him have some real life playmates.
2 Do not feel concerned and pay no attention to it.
1 Talk with him and point out that he knows there is no such person.
1 Fear he will grow up to be a liar.
1 Tell him it is silly.
1 Feel a bit frightened about it.
1 Punish him for telling a lie.

XX. When my child misbehaves in front of special guests, I:

3 Give him some attention and get him interested in something.
2 Send him to his room.
2 Feel he needs to express his feelings.
2 Feel he wants attention.
1 Feel ashamed of him.
1 Do not feel concerned and pay no attention to it.
1 Am embarrassed.