Social Class Differences in Cognitive Development of Children

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SOCIAL CLASS DIFFERENCES IN COGNITIVE DEVELOPMENT OF CHILDREN

by

Jalaine P. Jensen

A thesis submitted in partial fulfillment of the requirements for the degree of MASTER OF SCIENCE in Family and Child Development
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Jalaine Pitcher Jensen

Jalaine Pitcher Jensen
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ABSTRACT

Social Class Differences in Cognitive Development of Children

by

Jalaine P. Jensen, Master of Science
Utah State University, 1969

Major Professor: Dr. Don Carter
Department: Family and Child Development

The social class differences in experiences which lead to cognitive development of children were investigated. A sample of 20 middle-class mothers with children enrolled in the Child Development Laboratory school and 18 lower-class mothers with children enrolled in the Head Start program in the Ogden City School District was chosen by placing the children's names in an age-ranked order. Two mothers who met the qualifications of being lower-class, but not having children enrolled in Head Start, were also included in this study. An interview outline was devised to attempt to standardize the interviews. It was concerned with five areas: (1) activities outside the home, (2) activities in the home, (3) reading, (4) toys and play, and (5) imaginative or dramatic play. The questioning was concerned with two problems: (1) are there differences between the responses of lower- and middle-class mothers in the reading and verbal interaction or conversation in which they participate with their children; and (2) are there differences in their responses concerning toys, play, and experience as a means of promoting cognitive growth.
Differences were found to the middle-class child's advantages in the following areas: (1) activities outside the home, (2) reading, and (3) shared activities in the home. Differences were found also to the middle-class child's advantage in the areas of toys and dramatic play, but not as strongly evidenced as in the three previously mentioned areas.

The data suggest the following tentative conclusions which, because of the exploratory nature of the study, are stated as hypotheses to be tested:

1. Knowing the social class position of a family does not necessarily indicate the nature of the child-rearing practices which will be found to prevail in that home.

2. Variations exist within each social class group, but, the middle-class home does provide important advantages in learning opportunities which are not available to children in lower-class homes. Within the lower-class homes, however, parent education programs such as are provided in Head Start, do operate to reduce the deficits encountered by the lower-class child. Increased efforts in parent education may further reduce this deficiency.

(139 pages)
INTRODUCTION

Origin of the Problem

Current thinking concerning the nature of man indicates a person's intellectual capacity is a product of his experiences, as well as his genetic endowment. At one time it was believed that man's intellectual capacity was genetically controlled. Galton (1869) believed the hope of improving the lot of man was in the selection of superior individuals to survive. Watson (1928) believed that experience in the preschool years was unimportant, as nothing useful could be learned until a child was grown. However, current thinking is that the more new things a child has seen and heard, the more he is interested in seeing and hearing. The more variation the child has to cope with, the greater is his capacity for coping (Hunt, 1966; Piaget, 1947). The belief in a fixed intelligence is no longer universal. The theory regarding the importance of having a great variety of experiences is much more hopeful, as well as currently more fully accepted.

The early years are particularly important. It is believed that 50 percent of the child's measurable intelligence is attained by the time the child is four years old, and general intelligence develops as much from birth to age four as it does from four to eighteen years of age (Bloom, Davis and Hess, 1965).

Deprivation in environmental stimulation is a relative thing. A child from any circumstances, if deprived of the stimuli he is capable of responding to, will be deficient in his potential capacity
for learning in school. This deprivation is not in quantity, but
in variety of stimuli.

The child needs opportunity to manipulate and organize visual
properties. A sparsity of objects hampers the child in the tactile
area of stimulation. Novel properties such as puzzles, blocks, games,
and colors increase the child's response level. Even different size
utensils in the home may increase the child's awareness. Deprivation
in the environment deprives him of information he should know about
his environment. (Jensen, 1967; Deutsch, 1963).

Middle-class children are generally reared in an environment which
teaches them abstract, categorical, and relation properties, which
give them training in verbal expression, memory, concept formation,
and problem solving. In contrast the lower-class child learns to
respond to concrete, tangible tasks with immediate gratification.

There appears to be a substantial difference between the attitudes
of middle- and lower-class mothers toward school, perception of educa­
tional purposes, and the role of the parent in preparing the child for
school.

Middle-class children are taught to view the school as a place
of learning, and to view the teacher as a person to help them. Lower­
class children are taught to view school as a situation with which
they must cope, and to view the teacher as a person in authority, not
someone to assist them. (Hess, 1965).

It is believed the ability to communicate, to share information,
and to teach a simple task is seldom favorably present among lower­
class parents. Lower-class mothers are less able adequately to give
their children directions, or to help in teaching or learning concepts.
The lower-class mother invokes her authority immediately with the child when he asks questions, thus pushing back his natural curiosity, and diminishing the opportunities for the child to learn for himself (Havinghurst, 1964).

**Statement of the Problem**

The home environment and abilities of the typical lower-class mother have been described as failing to provide the essentials a child needs in the growth and development of intellectual functioning. The lower-class child often comes from a home which lacks order, is lacking in growth promoting stimuli, is non-verbal, and full of disturbance. The child is oriented to immediate gratification. He has a poor sense of time, past or future. He usually has had very little, if any experience outside of his own neighborhood. His parents lack the ability to converse verbally, to share concepts and experiences, and thus deprive the child of the opportunity for feedback (Ausubel and Ausubel, 1963; Deutsch, 1963; Havinghurst, 1964; Hess, 1965).

Previous research appears to have established the destructive influence of deprivation in the area of cognitive and language development. This study did not attempt to validate this premise.

**Purpose of the Study**

The purpose of this study was to investigate the differences in the behavior of lower- and middle-class mothers in providing a variety of different kinds of experiences for their preschool children. The study dealt with two questions: are there differences between the responses of lower- and middle-class mothers in the reading and verbal
interaction or conversation in which they participate with their children and second, are there differences in their responses concerning toys, play, and experience as a means of promoting cognitive growth.
Many differences have been found between middle- and lower-class children. These differences are generally unfavorable to the lower-class child. Crow, Murray and Smythe (1964, p. 125) listed the following deficiencies of such children:

1. Lack of opportunity to develop perceptual skills in mathematics.
2. Limited knowledge of mathematical concepts.
3. Limited knowledge of mathematical nursery rhymes.
4. Limited number of objects in home to acquire form discrimination.
5. Limited experience in the use of money.
6. Inadequate spatial concepts.
7. Lack of experience with units of measure.
8. Inability to read mathematical problems.
9. Inability to relate mathematics to new experience.
10. Inadequate time concepts.
11. Inability of parents to help with homework.
12. Inability to see relationships in mathematics.

Silberman (1964) listed four deficiencies in the lower-class child.

1. The child may lack the sense of auditory discrimination due to the noise level in his home. He is forced not to listen.
2. The lower-class child has not had the opportunity of having adults correct his pronunciation, and mistakes in syntax or grammar.
3. He tends to have a poor attention span. He comes from a non-verbal household, and sentences are short. "Get that," for example.
4. They are poorly motivated, because they have had little experience with receiving approval for success, or disapproval for failure.

Gray and Kraus (1965) stated deprivation arises from patterns of interaction of children with others. They found five dimensions in these patterns. They have listed them as follows:

1. Total amount of reinforcement. The culturally deprived receive very little reinforcement.

2. Source of reinforcement. The source of reinforcement may arise from peers and siblings rather than from adults.

3. Amount of verbal reinforcement. There will be less verbal responses, especially complex ones.

4. The direction of reinforcement. Children are rewarded for inhibitory rather than exploratory behavior. The best way to keep out of trouble is to keep out of the way and be quiet. The natural curiosity of the child withers under this lack of encouragement.

5. The focus of the reinforcement. The reinforcement is not centered on the quality of the performance, such as "You're a good girl."

Milner (1951) stated the lower-class child seems to lack two things upon entering school when compared to the middle-class child: a warm positive family atmosphere or adult-relationship which is recognized as a prerequisite for later adult-controlled learning and, secondly, an opportunity to interact verbally with adults of high personal value to the child. The lower-class child is generally discouraged from talking, which limits the child's opportunity for interaction. Middle-class children are generally talked to in a
mature speech pattern and given the opportunity to talk back.

Murphy (1968) listed the following factors missing in the hard-core poverty neighborhoods:

1. An active, sustained emotionally supporting mother-child relationship.
3. Variety and change adapted to the tolerance of the child, enough to keep the child's curiosity alive.
4. Flexible, yet reliable, time and space structure which permit internalization of this structure through planning activities.
5. Active stimulation and encouragement by the environment.

In a typical deprived structure the child is suppressed.

6. The presence of rewarding, satisfying objects of identification.

Ausubel (1965) reported the more variable the environment to which individuals are exposed, the higher the resulting level of effective stimulation. The characteristics of the deprived environment are a restricted range and a less adequate and systematic ordering of stimulation sequences. The results of this deprived environment include poor perceptual discrimination skills, an inability to see adults as a source of information, correction, and for testing of reality, and as instruments for satisfying their curiosity; a poor language-symbolic system; and a paucity of concepts, information and relational propositions.

Ausubel and Ausubel's (1963) findings showed middle-class children are trained to respond to the abstract categorical and relational properties of objects; whereas lower-class children are trained to
respond more to their concrete, tangible, immediate and particularized properties. This difference in perceptual disposition is carried over into verbal expression, memory, concept formation, learning and problem-solving. Schools place great emphasis on the learning of abstract relationships and on the abstract use of language. Lower-class children, on the average, experience much greater difficulty than middle-class children in mastering the curriculum.

Powledge (1967) reported the lower-class child has many deficiencies. His home is physically crowded, and there is little privacy. Many homes are broken, so he may suffer from the absence of a male symbol. He may have responsibility thrust on him early to care for younger brothers and sisters, so that he is old and humorless for his years. He may come from a home where questions are answered only with "yeses" or "noes." He learns to tune out conversation, rather than listen. He enters school unable to remember things, because the adults do not link past to present by calling to mind prior experiences. The lower-class child is not compartmentalized as to time units, such as those into which the school day is divided. He does not have coping mechanisms for internalizing success or psychologically surviving failure in the formal learning process. If the lower-class child starts to fail, he does not have the support of his family.

Powledge continued by observing that the lower-class child is likely to be deficient in tactile, verbal, visual abilities. He had less opportunity during his preschool years for exposure to puzzles, blocks, pencils, paper, and stuffed animals. He is deficient in the environmental stimuli which will help him to build many of the basic
concepts necessary for a child to be successful when entering school. In addition to toys, he will be limited in the kitchen area where he may learn size, shape, weight, and color concepts. He, also, will not have a comparable opportunity to use his father's tools, or to have pets of many varieties, as will the middle-class child.

Hunt (1966) stated that during the second year of a lower-child's life, the child is likely to find his development of interests hampered by the crowded atmosphere in which he lives. When he begins to learn that things have names he will find his questions unanswered, because his father (if present) and mother are too preoccupied with problems associated with poverty and their crowded living conditions.

Henry (1966) found poor children lack the emotional background to build a structure for conventional education. Their homes are noisy, overcrowded, lack order; they have no schedule that can help the child begin to adjust to the schedule of school. They have no fear of lack of achievement and have no motivation to achieve.

Liddle and Rockwell (1967) reported the most important learning begins in the home. Here children learn the extent to which they can expect others to help them, or to hurt them. They also learn the extent to which one can trust others, and the extent to which the world will be a painful or a pleasant experience. In the home, children learn to communicate; they learn new words, intonations and the actions which establish or inhibit communication with other people. They learn the importance of listening and when it is best to withdraw into yourself. In the family the child learns self-identity and how he is valued by others in the family. Rockwell further stated that the deprived child receives a sufficient quantity of stimulation as
his home is noisy and crowded, but the stimulation lacks variety and meaningfulness. What he sees on TV is not interpreted, so its educational value is limited. Frequently viewing late shows on television, as the deprived child often does, is inhibitory for learning the next day. The disadvantaged child has too few books and toys, and too little opportunity to be read to, or to engage in conversation with adults.

Middle-class parents and teachers teach children that life is a series of hurdles which must be jumped, but the lower-class parents teach their children that life is a series of unpleasant situations that should be avoided if possible. The families of disadvantaged children vary greatly. Some are vitally interested in their children’s education, but have not had the experience necessary to help them. Others love their children but do little to help them educationally, because they fail to understand the importance of education. Some are overcome with problems of coping with a society with which they are not in harmony.

In contrast, Powledge (1967) stated the middle-class child, from birth, has been taught the sort of things that will be expected of him when he enters school. He learns the alphabet, and also has learned the value of speech, and will be encouraged to carry on conversation with adults and peers. He knows colors and has access to crayons and construction paper. He also has access to reading material as soon as he is old enough to have stories read to him. When he enters school it will be the same type of environment he has been accustomed to at home. The middle-class child has experienced success and failure. He will know that the teacher can be consulted for problems, and also
that the teacher can ask questions. He has fewer brothers and sisters, so he will receive more individual attention to his desires, problems and education.

Davis and Havinghurst (1952) stated that middle-class parents expect their children to learn to cook, sew, help in the house, and generally assume responsibility at an earlier age than do underprivileged parents. The deprived child is not expected to pick up his own toys, or put them away at as early an age as his middle-class counterpart.

Dinkmeyer (1965) reported the child's first teachers are the parents, who have a greater influence on him than any other single agency. Many of his habits, attitudes, and values are established when the child reaches school. The parents provide the child with his first social interaction. Their attitudes toward learning serve as a model for the child to accept or reject.

Pines (1966) stated the middle-class home usually provides a varied and abstract environment for their offspring, even without special planning. Middle-class parents tend to reward both curiosity and achievement.

Bloom, Davis and Hess (1965) regarded the home as the most important influence of the preschool child. The ways the parents spend time with their children at mealtime, at play, and at other activities during the day have been found to be significant factors in preparing the child for school. The interest in learning, as shown by the parents, the toys and other objects in the home, and the amount of opportunity the child has to express himself verbally, are all of great influence in the development of attention span, and motivation,
as well as cognitive and learning development.

Two other writers have noted the importance of mealtime. Keller (1963) noted that only one-half of the slum children regularly eat one meal with one or both parents; the rest either eat alone or with siblings. This robs them of one of the most potentially stimulating intellectual and socializing experiences of childhood.

Bossard and Boll (1960) stated that mealtime is a focus for a number of important emotional, cultural and educational experiences. Participation and interaction with significant others in an organized way helps shape the personality and sensitizes the participants to each other's needs and inclinations. Organized conversation helps shape vocabulary, facilitates the development of verbal facility, and determines a whole set of attitudes and feelings about the use of language. At a family meal the members teach each other and develop a way of seeing themselves and the way they live. The family meal has been described as a clearing house for information, as a school for life, and as a way to act out deeper personality needs. Such experiences are usually absent in the lives of at least half of the lower-class children in their research sample.

Strom (1967) said the parents of deprived children usually spend less time and have less ability to develop verbal abilities in their children. In a situation of so much crowding, the child has less opportunity for verbal feedback (corrective or developmental). Objects and toys found in the home are not used effectively to promote learning. The experiences the deprived children have outside of the home are not of the types which help prepare them for the school's expectations.
Bibier and Franklin (1967) reported that during the course of the preschool years, action is a way of life and also a way of learning. Through the perfection of body coordination and through the development of different manipulative skills, the child acquires a means for a wide variety of contacts with the reality of the physical world. These contacts give him knowledge of the world on a non-verbal level. There is also a possibility that he will also gain knowledge of himself as a discoverer and explorer. However, this can happen only to the extent that a variety of experiences are provided for him within a limit of safety which gives him full use of his power, and pleasure in his mastery, as well as freedom from fear. They continue that the child also makes another kind of impact on his environment when he can transform objects, change form, bulk, or consistency by his own manipulation, such as mixing sand with water, or pounding a ball of clay. For this type of experience he needs an educational environment that is planned to include a variety of raw materials with an appropriate set-up for free self-initiated play. There also needs to be a way provided in which the significance of the behavior, for learning and problem solving, is recognized.

These same authors further stated that, at another level, through the use of paint on paper or blocks stacked into three-dimensional structures, the child can begin to deal indirectly with his experience—symbolically reexpressing it and reorganizing it into its most important meanings, if this opportunity is afforded him in his environment. The child's advancing competence in dealing symbolically with his experience through control of the symbol system of language increases his mastery in the world of ideas. At the close of the preschool
period the child can have achieved a great deal of mastery over a large collection of confusion and perplexity. Events, especially those within his experience, are related in an ordered movement.

Hess (1965) reported mother-child interaction is a class-related environmental difference which could affect learning and intellectual development. He listed three aspects of successful teaching in the interaction situations. (1) The mother must provide the child with symbols or tags for the lesson she hopes to teach. (2) The mother must give opportunity for feedback. (3) The mother must motivate the child to engage in the learning process. Hess (1965, p. 418) further stated, "the significant human beings in a child's life and their various attributes must be considered as an important variable." He studied the way mothers of the two social classes prepare their children for school. A difference was found in the maternal attitudes towards school, perception of education purpose, and the role of parents in preparing children for learning. One method determined the perception of the school purpose. He asked the mothers what they would tell their child on the first day of school. The middle-class child was told the teacher was like Mommy, the child could learn from her, to go to her if the child had trouble, and that the child would learn to read and write. The lower-class mother told the child to go to school, do what the teacher said, not to fight, stay out of trouble, and come right home after school. This explanation was from the viewpoint of authority, not of learning, in contrast to the situation for the middle-class child.

When asked to tell about a picture of a teacher and a mother in conference, the lower-class mother regarded it as a discipline problem,
while the middle-class mother viewed the problem as the mother going to the teacher to consult her on a learning problem. The lower-class child learns to view the school situation as an institution with which he must cope, while the middle-class child views it as a place of learning.

When the mothers were given a jigsaw puzzle and told to explain to the child how to work with it, the lower-class mother merely dumped the puzzle in front of the child, without any verbal directions and said, "You do it." The only direction the child received was an occasional, "Turn it around, turn it around." Although the mother of the deprived child was trying to be helpful, she did not know how to teach and could not convey the concepts needed to solve the puzzle. The ability to communicate concepts, to share information, and to program a simple task is seldom present in the low-income family. A feeling of apathy and despair results when a child encounters this type of problem, time and time again.

Strom (1967) believed the patterns of communication that develop between mother and child have a lasting effect upon the child's cognitive equipment, influencing what he attends to, how he interprets messages, and how he responds to his environment.

Marans and Lourie (1967) reported the scarceness of verbal communication in the slum household. Body language, grunts, facial expressions, shouts or monosyllabic responses are used to replace the missing words. The child learns to communicate with those people with whom it is important to communicate. When inadequate emphasis is placed on words as a means of achieving interpersonal relations, or
achieving comprehension of his environment, the young child's development of verbal ability will be restricted.

John (1963) reported on work done in which she found that the middle-class child has an advantage over the lower-class child in the amount of tutoring and help available to him in his home. She emphasized that without such help it is very difficult for a child to acquire the more abstract and precise use of language. What is found is a deficiency based on class and race in the measure which reflects abstract and categorical use of language, as opposed to denotative and labeling usage.

Kohn (1967), reporting a 1960 sample of a longitudinal study, found the higher the family status, the less dictatorial were the mother's attempts to influence their children's behavior, and the less severe were the penalties for misbehavior. He also stated that mothers of higher social class had more clearly formulated concepts of childrearing, and more often attempted to accelerate their child's achievement development than the lower social class.

Strodtbeck (1967) found that Aid to Dependent Children (ADC) mothers tend to use more physical punishment, with little use of praise, reasoning, or positive models, in the training of their children. Punishment and reward are immediate, so their children rarely encounter the experience of delayed gratification. The failure to discipline in terms of language symbols reduces the need for cognitive mediation in control of the child's impulses. The child is told to "be good." "Being good" in the terms of a lower-class mother means being physically inactive, non-observant, and non-verbal. The mothers are extremely vulnerable to threat, and they teach their
children to be fearful and cautious.

Walters, Connors, and Zunic (1967) reported that mothers of middle-class and upper-class evidence more directing behavior, more helping behavior, more structuring of behavior, and more teaching behavior than lower-class mothers. Lower-class mothers play interactively very little with their children. Middle-class as compared to lower-class mothers evidenced more responses such as contacting, directing, helping, lending cooperation, being attentive, teaching, playing interactively, and structuring with interference. These authors also stated that middle- and lower-class parental value differences are derived from the differences in the conditions of the middle- and lower-class life and that these differences are important in the parents' relationship with their children.

Duvall (1946) characterized working and middle-lower class parental values as "traditional." They want their children to obey rules, to respect and please adults, and to be clean and neat. Middle-class parental values are more "developmental." They want their children to be eager to learn, to be happy, to be well and healthy, to love and confide in parents, and to cooperate and share.

In general the difference is: working class parents want the child to conform to externally imposed standards. The middle-class parents are concerned with internally imposed standards.

Lorentan and Umans (1966) stated the disadvantaged child has fewer interests than the middle-class child. His form of communication tends to consist mostly of gestures, sounds (nonwords), and local words. He does not hear sounds as we pronounce them. He closes out sounds, such as the teachers' voices. What he hears is
not necessarily what is meant to be heard. He has a low estimation of himself. He comes to school feeling that he cannot succeed. They further believed the disadvantaged youngster has experienced no logical pattern in his life. He lives now, not for the future. He has had little experience in setting or striving to reach goals. His actions are in response to immediate stimulus. These youngsters can be referred to as limited, not in intellect, but rather in scope.

Eisenberg (1967) reported the lower-class child is externally oriented rather than introspective. Questions about what people do are more meaningful than about what people feel. They have little training about thinking about how they feel. These children run if they are angry. They do not talk about why they are angry. Their thinking is concrete, not abstract. Their logic is inductive rather than deductive.

Hess and Shipman (1965) said the meaning of deprivation is a deprivation of meaning. It is a situation where behavior is controlled by status rule rather than taking into consideration the specific situation, and one where behavior is not mediated by cues given verbally or teaching that events relate to each other. This type of environment brings forth a child who obeys authority rather than using rationale; who is compliant, but is not reflective in his behavior; and for whom the consequences of an act are considered rather than the long-range goals, or future effects.

Deutsch (1963) feels the urban slum apartment, which is overcrowded, offers the child a minimum of stimuli. There are few, if any, pictures. Other objects such as furniture, toys, or utensils are sparse, repetitious, and lack both color and form variation.
The lack of diversity and the sparseness of objects which are meaningful and available to the child, plus the lack or unavailability of personal training, gives the child few opportunities to organize and manipulate his environment. This also deprives him of development in the tactile area. The lower-class child does not have the wide variety of cooking utensils, or the blocks which are especially for children to manipulate and learn to discriminate between the differences. In the deprived child's home there is a lack of objects of many types, especially of toys, puzzles, books, pencils, and paper. These materials do not need just to be present in the home to bring about productivity, even though these objects by being there do help the child to become familiar with the tools he will use when he enters school.

Berlynne (1960) reported that novel stimuli in the environment (games, blocks, crayons, and puzzles) give rise to an increase in response level of the subjects exposed to these varied stimuli. It was also learned that responses increase when the subject is using an object which he can manipulate in many ways.

Deutsch (1960) reported the more narrow an individual's social frame of reference and the greater its distance from the mainstream of the culture, the less effective or meaningful are the cultural values of the dominant society, which are forced upon him in school and other social institutions. He reported that 65% of the Negro children had never been more than 25 blocks away from home, 50% reported no pencil or pen in the home, and the majority of the homes had no books (comic books and magazines were available in some of the homes, and 60% had television sets). A large number of the
children came to school without breakfast, and also a substantial proportion of the children had to fix their own breakfast. In comparing the Negro children with white children, the Negro children showed greater academic retardation and smaller yearly gains in achievement. They also regarded their home environment as less desirable even in cases of equal socio-economic level, and despite greater crowding in some of the white homes. The greatest differences were found between the two groups in incidence of broken homes, generally without a father, and on the measure of self-image.

Havinghurst and others (1951) stated the houses in which upper middle-class people live are usually larger and more elaborately furnished than the houses of lower-class people. Middle-class children are more likely to go on trips with their families and thus to learn about other parts of the country. They are also more likely to go to summer camps, and there gain experience in learning about plants and animals which urban lower-class children cannot receive. Church and Sunday school attendance is more frequent for middle-class children than for lower-class children. Books, magazines, and newspapers are more plentiful in the middle-class home than in the lower-class home, and as a result the middle-class child has more opportunity to become familiar with the topics dealt with in literature. Middle-class homes have a wider variety of games involving language and literature. Hobbies are more frequent in the middle-class home. Activities such as photography, chemistry, and stamp-collecting give middle-class children information and skills found in an intelligence test. Musical and art information is also gained more readily in the middle-class home.
Conant (1961) says that, in visiting a school in a lower-class area, the teachers reported to him the only way to improve the reading of the children in the primary grades was to do something with their mothers, if the head of the household could be located and brought into communication with the school. Attempts were made to stimulate interest in newspapers, magazines, and even books. One teacher said, much could be accomplished if the family attitude about reading could be changed. She went on to say that away from school the children never see anyone read even a newspaper. If reading can be stimulated in the adults, then one major block in the child's education is eliminated.

Bruner (1966, p. 141) stated sensory deprivation deprives the child of the opportunity to develop models of his environment, and deprives him of a means to evaluate information he receives about his environment. He cannot learn "what leads to what and with what likelihood."

Bloom, Davis and Hess (1965) reports the difference between a very favorable environment and an underprivileged one can result in a difference of 2.5 IQ points in intellectual development each year of the child's first four years. It can also result in 20 IQ points cumulative over the first 17 years when contrasting environments are as different as they are in America today.

Sutton-Smith (1967) described lower-class children who exhibited an inability to categorize in representational terms, and who were also impoverished in their play, showing a high frequency of motoric activity, minimal role playing, and block play of low elaboration. This evidence suggests the possibility that play may not only increase
the number of available responses, but that, where encouraged, it may also heighten the ease with which representational set can be adopted towards diverse materials.

Strom's (1967) findings showed that the size of the lower-class child's world is small. Many slum children have never been outside of their own neighborhood or city, to the forests, to the park or a zoo, or on a lake. This indicates the adult's unawareness of the need for the children to have certain experiences to prepare them for formal education.

Davis and Havinghurst (1946) reported travel around the city, experiencing its variety and learning its characteristic patterns and structure, are all more the characteristics of the middle-class child. This is contrary to the stereotype of the lower-class child being the wanderer, free to come and go with little parental supervision. They reported that middle-class eleven-year-olds traveled over a wider area than the lower-class group. They also reported that the middle-class mothers expected their children to go downtown earlier than the lower-class mothers did.

The effects of an enriched environment have been studied in other areas as well. Hodges and Spicker (1967) reported the classic study of Skeels and Dye, who in 1939 placed mentally retarded, institutionally raised children under three years of age with older mentally retarded girls for "mothering." After one and a half years it was found that these children's IQ had raised an average of 27.5 points, and in contrast a group of 12 children who were left in the institution had dropped 26 points. In a 30-year follow-up study of the experimental and control group, it was found that those children
who had received the mothering were living in society and considered socially adequate, economically self-sufficient, and had obtained more schooling than the controls. The control group were in institutions for the mentally retarded and/or mentally ill, had poor employment habits, and were not socially well adjusted.

Jensen's (1967) studies of rats have led to some findings which are of interest to persons interested in human problem-solving ability, although it is recognized that generalizations from animal studies must be viewed with caution. He found that rats raised in an enriched environment learned mazes and solved rat-type problems much faster than litter-mates raised in the usual laboratory cages which provide limited visual stimulation.
METHODS AND PROCEDURES

The sample consisted of 40 mothers. There were 18 mothers of children selected from among those who were enrolled in Project Head Start in the Ogden City School District. The deprived group also included data from two mothers who met these same qualifications, although the children were not enrolled in Head Start, thus making a total of 20 mothers in the deprived group.

The study also included 20 middle-class mothers of nursery school children enrolled at the Utah State University Child Development Laboratory. These mothers were chosen on the basis that they were education oriented as indicated by the fact their children were enrolled in nursery school.

The procedures followed in this study were to select a sample of middle-class and lower-class mothers and to interview them regarding their behavioral practices in communication with their children and in providing a variety of experiences for them. An interview outline was designed to serve as a guide to the interviews in such a way as to produce a standard or similar approach to all interviews conducted in the study. See Appendix A. Areas covered in the interviews included: (1) experiences outside the home; (2) reading; (3) shared activities in the home; (4) toys; and (5) creative or dramatic play. The questions were designed to determine what the child had been allowed to do, what value the mother placed on these experiences, if she conversed with the child while the experience was taking place or after, and why he could participate in this type of experience.
The outline proved to be quite satisfactory in most respects. At times some of the lower-class mothers found it hard to remember specific examples of conversation about the different areas covered in the interview. The most difficult item to answer for the lower-class mothers proved to be the question asking what value they felt the particular activities had for the children. The investigator feels that if some test could be devised to get examples of conversation, such as giving the mother a puzzle, as Hess (1965) did in his study, it might prove to be helpful and possibly a more valid way to get examples of conversation from the mothers.

The interviews were tape recorded, with the exception of two instances in which the recorder did not function. The recordings were transcribed and typed for the purpose of analysis of their content. Excerpts of these interviews are included in Appendix B. Tables were prepared to indicate the mothers' responses to questions in the interview, and data in the tables were interpreted in narrative form.

Statistical analysis of the data was not attempted because of the nature of the responses of the mothers, and because it seemed desirable to utilize the individual responses of mothers.

Prior to conducting the interviews with the sample population, a pilot study was conducted for the purpose of testing the interview outline.

The pilot study was undertaken in which the investigator interviewed several families which appeared to meet the qualifications of the lower-class and the middle-class family. This was to aid the investigator in learning to conduct the recorded interview, to become more familiar with the questionnaire, and to find if the questionnaire
actually would reveal any differences between the lower- and middle-
class groups.

The investigator contacted two lower-class families and two
middle-class families in her own home town. They were contacted
first by telephone, and then a personal interview was conducted in
their homes. The size of the lower-class child's world of experience,
in this group, was found to be very small. There was a marked con-
trast in the experiences in all of the five mentioned areas of the
study. One lower-class mother could not express herself at all when
asked about the value of the child having any of the experiences out-
side the home, being read to, having experiences with foods, and
cleaning in the home, why she preferred certain toys, and allowing
the child to dress-up and act out roles. In contrast, the middle-
class children had a wide variety of experiences in going places and
doing things. The mothers expressed a desire to furnish the children
with experiences which would widen the child's knowledge of his environ-
ment and would also make the child more inquisitive about things he
did not know.

Obtaining the Sample

The sample of children from the Ogden City School District Head
Start program was obtained by contacting Dr. Rulon Garfield, who is in
charge of the Head Start Program in the Ogden City School District.
He referred the investigator to four schools where a list of the
children enrolled in the Head Start Program was obtained from the
principals. The mothers were then chosen by arranging the children's
names in age-ranked order on a list and then choosing the oldest
children to meet the requirements of five Negro girls, five Negro boys, five white girls, and five white boys. The middle-class children were then chosen to age-match the Head Start children. The mothers of the Head Start children were then contacted by a note sent home through the child's respective school. The note explained that a student from Utah State University would like to call at their home and discuss the experiences they had with their children. It further stated the days the investigator would like to call, giving a choice of three days, and also a choice of time—morning or afternoon. The mother then checked the time and day she would be available and returned the note, with the child, to school the next morning. The investigator then checked at each school before going out for the interviews. All the mothers agreed to allow the investigator to come to their homes. However, one mother avoided the interview by saying she did not have the time to be interviewed as she had other appointments. Another mother of a child of the same age, sex, and race was chosen to take this mother's place.

The Child Development Laboratory mothers were chosen in the same manner as the Head Start mothers. The list of all five groups of nursery school children was obtained, and these children were placed in an age-ranked order list also. The children were age-matched with the Head Start children, then the mothers of the children whose names were selected by meeting the criteria of age and sex were chosen. The investigator then contacted the mothers by telephone, explaining that the investigator would like to discuss the experiences they had with their children. A time was arranged for the investigator to call at the home, or several mothers felt it would be more convenient to be
interviewed at the laboratory nurse's room. All the mothers originally chosen readily accepted and seemed interested in sharing their experiences with the investigator.

**Description of the Head Start Families**

The Head Start final sample (two interviews were found to be defective when they were being transcribed from the tape) consisted of nine Negro mothers and nine white mothers chosen from Head Start class in the Pingree, Grant, Hopkins, and Horace Mann schools in Ogden, Utah. There were two white mothers included from the investigator's home town who met the qualifications of the deprived group, although not enrolled in the Head Start program.

The average number of children in the families was 4.9. The age range of the children in the families was 5 months to 28 years. There were five families with over nine children, and three families with only one child. Two families of the twenty chosen did not have a father-person present in the home. Two other families were being reared by the grandparents; one couple was divorced and the mother living in Los Angeles, California. The other was a family of two children being reared by the grandparents even though the parents were living in the downtown area of Ogden. The largest age range of children in one family was 27 years to 3 years, with 12 members in the family.

There were four mothers employed outside of the home. Their employment consisted of two working as janitors, one doing clerical work for the government installation at Hill Field, Utah, and one employed through the local Community Action Program of the Office of Economic Opportunity.
The fathers' employment consisted mostly of manual laboring positions such as roundhouse worker, cannery worker, janitor, trucker, and cook. There were two fathers in the armed service, five government employees, and one father was disabled. The fathers of the two families included in this study not enrolled in Head Start but classified as deprived families by the investigator had employment, but with low incomes.

Description of the Nursery School Families

The Nursery School mothers had an average number of three children. The largest number of children per family was seven. Two mothers were expecting a child at the time of the interviews. The age range of the children was from 20 years to 7 months.

The fathers' occupations consisted of occupations requiring education beyond the high school level. These positions consisted of teachers, both high school and college level; engineers; dentists; students and a forest ranger. The investigator found no mothers holding positions outside the home in the nursery school group.

The nursery school at Utah State University is operated as a Child Development Laboratory by the Department of Family and Child Development. It consists of three laboratories with six groups of 20 children (120 total) attending four days a week for 2 1/2 hours. The program for the children consists of a wide variety of first-hand experiences for the children, to acquaint them with basic concepts in science, food, music, art, and excursions on campus and into the town of Logan to see firsthand many things as reinforcement for what is being taught to them in the laboratory. There are
four student teachers and one instructor in each group of 20 children, making for a low teacher-pupil ratio. One group of the Nursery School was not included in the selection of the sample because this group is comprised of children of students at Utah State University. The parents of this group of children have at least the father, and many times the mother, going to school making a limitation on their time and also their funds.
FINDINGS

The findings in relation to the first question of "Are there differences between the responses of lower- and middle-class mothers in the conversation, reading, and verbal interaction in which they participate with their children?" appear to indicate that the middle-class family provided a greater variety of reading and verbal interaction experiences for their children than is true of families of the lower-class.

Similarly, the findings in relation to the second question of "Are there differences between the responses of lower- and middle-class mothers in their responses concerning toys, play, and experiences as a means of promoting cognitive growth?" seem to indicate that there are differences between the two class groups. Parents in the two classes are not in agreement as to the most valuable kinds of toys for children. Middle-class parents tend to value play as an educational experience more than others, but lower-class mothers more often participate in play activities with their children. Middle-class parents tend to value activities in the home, such as cooking, for their educational benefit to the child, whereas the lower-class mother is more likely to value this experience as a means of helping the child to learn to work.

Activities Outside the Home

The data regarding experiences of lower- and middle-class
Children in activities outside the home indicate that the middle-class child participates more frequently in experiences which have potential educational value for him. (See Figure 1.) The greatest differences between the social classes in the experiences which they provide for their children are found in (1) taking trips out of the state; (2) shopping for groceries; (3) trips to the Salt Lake area, the zoo, and other educational facilities; and (4) participating in sports such as golf, swimming, and horseback riding.

Travel outside their own community is very seldom done by members of the lower-class. Shopping with their parents for groceries is an activity reserved almost exclusively for children in the middle-class. It is interesting to note, however, that shopping for clothing is an activity which frequently involves lower-class children even though it, too, is more often an experience provided for the middle-class child, as is also true of attendance at movies. Trips to the zoo, to the major metropolitan area of the state, and to other educational facilities are more frequently available for the middle-class child, probably because such families do travel more extensively, and also because they tend to value including the child in such activities.

Participating in sporting activities such as golf, swimming, and horseback riding seems almost exclusively to be middle-class activities, as well as activities in which participation is often a family enterprise.

The activities which are more frequently available to the lower-class child include (1) fishing and camping, (2) church attendance and religious study, and (3) automobile rides. Fishing and camping represent the area in which the lower-class child participates most frequently, in contrast to the middle-class child.
Figure 1. Comparison of experiences of lower- and middle-class children in activities outside the home.

- Trips out of state
- Shopping for groceries
- Shopping for clothing
- Fishing and camping
- Trips to educational facilities
- Movies
- Church and religious study
- Picnics, park, flying kites, hiking
- Car rides
- Walks in the neighborhood
- Visits to relatives and grandparents
- Sports
- Other activities
- Private hour
Activities in which children in each social class participate with similar frequency include (1) picnics, hiking, flying kites and activities at the park, (2) taking walks in the neighborhood, and (3) visiting relatives. Of these the activity most frequently provided for children in both social classes was that of picnics, hiking, flying kites and activities at the park. This is a typical activity for children in both groups.

Activities which are exclusive to one social class include fishing and camping, and automobile rides for members of the lower-class, and providing a regular time for a "private hour" in which the child has access to the parent for his own choice of shared activity for children in a limited number of middle-class homes.

Conversation During Activities
Outside the Home

In considering the data considerable differences were found in regards to the mothers' involving the children in conversation when doing activities outside the home. (See Figure 2.) The middle-class had an advantage over the lower-class children in that more middle-class mothers involved themselves in conversation with their children than did the lower-class mothers. There were more lower-class mothers who stated they did not involve themselves in conversation than middle-class mothers.

The typical comment from the lower-class mother who involved herself in conversation with her child during activities outside the home was, "I try to answer all their questions." The middle-class mothers reported, "We try to include him as one of us," or "We talk to him just like he's an adult."
Figure 2. Comparison of lower- and middle-class mothers' discussion with children during activities outside the home. Response to the question, "Do you talk to your child while doing activities outside of the home?"
Examples of Conversation Regarding Experiences Outside the Home

One interesting example of conversation was from a lower-class mother. She stated she took her child on the bus when she had a day off because he had never been on one. She said they talked about the money used for the fare, and the driver, and just different things. This is in sharp contrast to the example cited by Hess (1965) in which he reported the lower-class mother did not allow questions or offer explanations to her child. This mother offered information as well as providing an opportunity to the child which he had not previously experienced. However, one example of how small the lower-class child's world can be was found when interviewing one mother for the pilot study, and who was included in the data of the regular investigation, stated she did all her grocery shopping in a small rural store approximately one block from home. She had not been further than 17 miles with her child. This was to go to a small city to buy essentials not available at the small store. This trip took place once a month when the welfare check came to them in the mail. When asked of the value of activities outside the home with her child, she stated, "I don't know."

Regularity of Activities

Both groups tended to do activities outside of the home during the weekends when the father wasn't as busy. However, the lower-class mothers reported activities for warm weather, and in some instances stated they didn't do much in the winter. Their activities would indicate the need for warm weather such as hiking, camping, picnicing, and flying kites.
Toys Preferred by the Mothers

The data concerning toys preferred by the middle- and lower-class mothers show that they do not agree on the best type of toys for the preschool children. (See Figure 3.) Both groups preferred, but to differing degrees, (1) dolls or ladylike things, (2) cars and trucks, and (3) physical development toys. Dolls and ladylike things and cars for boys were preferred by the lower-class mothers to a greater extent than the middle-class group. Both groups preferred in a similar frequency the physical development toys.

Toys mentioned only by the lower-class group were quiet toys, something that doesn't break, and something which doesn't hurt the child. There were two lower-class mothers who stated they had no preference for toys for their children.

The area of response for the middle-class exclusively found the greatest area of difference for the entire area of toys preferred by mothers. Imaginative toys were mentioned exclusively by the middle-class mothers perhaps because the middle-class mothers recognize the value of imaginative toys for the cognitive development of their children. Other toys reported by the middle-class mothers which would indicate this same value included puzzles and blocks, which were reported in a lesser degree. The middle-class mothers also reported they preferred musical and stuffed toys in a smaller way. The middle-class mothers also reported an interesting criteria for choosing toys; two mothers reported they preferred toys which didn't make a mess.
Figure 3. Toys preferred by middle- and lower-class mothers.
In reviewing the data concerning conversation during play in which the child used toys, an equal amount of mothers from both groups stated they talked to the child while he was playing. (See Figure 4.) The lower-class mothers had a larger group than the middle-class who reported they did not talk to their children while the child was engaged in play using toys. This area of conversation found the lower-class mothers enacting a role assigned by the children. The middle-class mothers were more the onlookers who offered comments after the child had completed some form of play. The general comment of the mothers who did not talk to their children in both groups was, they "would just let their children go ahead on their own." Two lower-class mothers gave examples of restrictive conversation when asked for examples of how they talked to their children during this type of play. One gave as an example how she liked to use a coloring book to teach her child to stay within the lines. The second lower-class mother said she used paper and pencil to play with her child and tried to teach the child to stay on the lines and not waste paper.

Reading

The data regarding reading experiences of lower- and middle-class children indicated that the middle-class child participates more frequently in reading activities which would give him opportunity for greater verbal interaction, thus building a larger vocabulary as well as arousing an interest in reading and books. The greatest area of
Figure 4. Mother talking to the child while he is playing with toys.
difference in response between the two groups was found in the following: (1) mother reading to the child; (2) father reading to the child; (3) father reading to himself where the child could see him reading; (4) regularity of reading to the child; (5) quality books available in the home; and (6) interaction concerning what has been read between the adults and the child. (See Figures 5 and 6.)

More middle-class mothers and fathers read to their children than lower-class parents. The middle-class child was also read to with greater regularity than the lower-class child. More middle-class mothers reported reading daily or weekly than the lower-class, perhaps because they recognize the value of the child hearing books read to them for the interest and the vocabulary building. The middle-class mothers have more books available in the home, thus giving the child the opportunity to handle books and examine the pictures and printing at his own discretion. More middle-class than lower-class mothers reported talking to their children about what they had read; the middle-class again could recognize the value of interaction to clarify any points and to develop recall of the story. The middle-class had more mothers using the public library than the lower-class, but the lower-class reported more strongly the use of the school library books. This perhaps could be because the children would bring the books home from school which would not necessitate the mother leaving the home to get the books.

The areas of higher response level for the lower-class were the following: (1) siblings reading to the preschool child; (2) books purchased at the grocery store; and (3) using the school library. (See Figures 5 and 6.) Where the middle-class child had quality books
Does the mother read to the child?

Does the father read to the child?

Does the father read to himself where the child would observe him?

Do the siblings read to the child?

Do you use the library?

Lower-class

Middle-class
Figure 6. Comparison of lower- and middle-class mothers in reading and availability of books.
available at his home, the lower-class child has books from the library at school and books bought at the grocery store. The siblings in the family can also be tied in with the use of the school library, perhaps the older siblings read to the younger ones to serve the purpose of the school child reading and also to conserve the lower-class mother's time. However, the amount of older siblings reading to the lower-class child does not vary greatly from the middle-class response.

The middle-class child was read to daily or weekly, whereas the lower-class children had eight mothers who reported either reading only occasionally or not at all. This indicated an awareness on the part of the middle-class for the need for the child to have this type of experience regularly.

Shared Experiences in the Home

In reviewing the data concerning shared experiences in the home, the writer found very little difference (see Figure 7) when considering the opportunity for the child to interact with his mother. However, when considering the types of work the child was allowed to do the differences were found. The middle-class child was found to be allowed to go into the educational part of work at home, such as handling raw materials to go into cooking, handling a food mixer, and given the opportunity to question the mother as to what would go into the food they were cooking next, or what a certain ingredient was that was going into the food. The lower-class child's experiences in the home consisted more of the work for work's sake experience, such as cleaning, taking out garbage; and, if cooking was allowed, it
Figure 7. Activities in the home such as cooking, cleaning, etc., where there was opportunity for interaction, resulting in language development, with adults or siblings.
consisted more of making an item of food such as toast or cereal for breakfast.

Where the lower-class valued the experience for the child learning to work, the middle-class valued experiences in the home for the educational experience the child can gain from doing the activity.

Dramatic Play

The data regarding experiences of lower- and middle-class children in the area of dramatic or imaginative play indicated that the middle-class child participated more frequently in this type of activity than the lower-class child. (See Figure 8.) The greatest differences between the social classes in the opportunities connected with dramatic play occur in the areas of: (1) providing materials for dramatic play; (2) talking to the child during the time when dramatic play was occurring; and (3) developmental conversation taking place during this activity. More middle-class mothers provided materials for dramatic play, perhaps because they recognized the educational value of children being able to act out many roles with various types of clothing to stimulate their imagination. The middle-class mothers talked to their children in a developmental form inasmuch as they gave examples of offering suggestions and giving praise to stimulate the children.

The middle- and lower-class mothers were comparable in their response to the question, "Do you take part in dramatic play?" One more lower-class mother reported taking part in this type of play than the middle-class mothers. The lower-class mothers who did take
Do you provide materials for dramatic play?

Do you take part in dramatic play?

Do you provide materials for dramatic play?

Do you talk with your child while he is engaged in this type of play?

FIGURE 8. Comparison of lower- and middle-class mothers concerning dramatic play.
part in dramatic play reported examples of play in which they assumed roles assigned to them by the children. There were two examples of restrictive conversation given by the lower-class mothers.

Summary Question

In response to the summary question, "What benefit does a child get from going places, experiencing imaginative and dramatic play, being read to, sharing activities in the home, being played with, and using manipulative toys?" four middle-class mothers stated that it broadened the child's understanding of the world. There were 11 other middle-class mothers who responded with comments similar to the four previously mentioned comments. They stated, "It's all part of the learning process," "It's learning about life and everything," and "It carries over into life as they grow up, and it helps make an adjustment into life." One mother stated, "A child learns by experiment and by doing things, and by asking questions. A child needs these experiences to grow, to learn, to be a better adjusted adult. It develops their personality to the 'umpth' degree. It is necessary to be well-rounded and well developed." Another stated, "It gives them all sorts of expression of experience."

Another middle-class mother showed the awareness of the necessity of this type of experiences for building the child's IQ. She responded as follows: "I think anything like that gives them a great deal towards their IQ. . . . It can definitely help their IQ and communication and everything else."

Another mother responded mentioning the value she felt Nursery
School had for her child. She stated, "This enriches a child's whole life to do things like that. They learn so much more, and I think in Nursery School she has grown so much learning songs and stories and gaining confidence. I think she is totally acceptable in everything she does."

The lower-class mothers responded in ways similar to the middle-class mothers. One mother stated dramatic play "broadened their outlook" to have this type of experience. Another responded saying, "It helps build their mind. It gives them a better knowledge of what's outside."

There were two lower-class mothers who felt all these experiences helped to build their child's vocabulary. There were four lower-class mothers who stated the value of this type of experience in developing social skills. One mother stated, "It helps them to meet the public better, and I think they enjoy the people after they meet them and associate with them, rather than just the family."

Another lower-class mother, responding to the value of these experiences socially, reported, "Well, activities outside the home help the child learn to give and take. It helps them to mingle with people more and to be better citizens. It helps their attitude with people so they aren't selfish. I'm an only child, and I have a large family, and I don't think they have the problem I had when they get out."

There were two lower-class mothers who stated, "I don't know." One further stated, "If we go places they enjoy it."

One lower-class mother reported the value of children having some money to spend at the store, and also expressed her feelings
for reading. She responded as follows:

"I think it is a great experience for them to do things like this. Now, when I take them to the store, I'll let them have their money and let them buy it themselves to know that everything doesn't come free. They have to buy it and they have to spend their money wisely for it. The greatest thing you can do is reading. I don't do a great deal of reading myself, which I should do more of, and I believe in having books for them. It helps them. Anything like that helps them."

One enthusiastic lower-class mother reported her feelings in the type of experiences being questioned about. She stated in response to the summary question:

"Oh, I believe I feel sorry for the child that doesn't. If you want my truthful opinion on it, I wish there was a way we could go around and pick all these children that cannot go and never been able to go, or never seen a parade. There is some kids that I have met. I have had work to do with them, and I don't work for the public or anything of the such, but these kids don't know the difference between a turkey and a chicken. Put 'em both in front of 'em and point them out. I'll say my little ones don't know much about 'em, but knows. If she doesn't tell you this it's because she don't want'a, but I have seen a lotta kids that don't know whether they're eatten beef or pork, and I believe that is very educational for 'em. I wish I had been taught that way. I had the opportunity when I was a child. Course, I was brought up on a farm and I knew animals. How else are you going to be a family if you don't read to your children and have your children read to you? How else can you express your love? You can't hold them in your arms and tell them that you're lovin' 'em. You gotta' work with 'em and through your work you let them know you love them and them you."
DISCUSSION

In the review of literature the writer cited references in which Piaget stated that the more new things a child has seen and heard the more the child is interested in seeing and hearing. The investigator found the Head Start child not to be deprived to the same degree as described in the literature. This could be because of the different background or culture that is present in this particular area, or it could be that Head Start has influenced the findings. These children and their families had been in Head Start for half a year at the time of the investigation. The investigator found several mothers who reported being influenced by the workers of Head Start. One Head Start mother said she read every day to her child, even if it was only the funny papers, because the Head Start lady said she should. Another lower-class mother reported she read to her child because the Head Start lady said they should. She further stated that it would surprise you what new words the child learned from this reading. The two non-Head Start mothers who were included in this study indicated no awareness which was comparable to that of the Head Start parents.

In connection with the reading which was previously mentioned, no inquiry was made about the area of storytelling. Where the mothers reported the fathers did not read to the children, perhaps there might have been more activity in the father just telling stories. Two middle-class mothers told of incidents where the fathers told stories which continued from one episode to another.
One interesting observation made in the lower-class homes was the presence of a set of Bible story books for children. This was evidently not a set for the young child, but it did show an evidence of the parent's awareness of a need for books for children in the home although it was not of the type used for the teaching of the preschool child.

A child learns not only from what is directly taught to him, but also from his environment. The middle-class homes were well cared for, although some were definitely not as well furnished as others. All of the homes were clean and pleasing to anyone's eye. The investigator found a much different situation in the majority of the lower-class homes. At one home it was necessary to walk through weeds up to the hips of the investigator to get to the mother's home. Around this home were many old wrecked cars turned over on their tops, or tipped up on the sides. The yard also contained old refrigerators, chairs, washing machines, and other refuse which would not be conducive to general learning. The home itself had shingles on the walls, many were missing. Windows were broken and shingles were nailed over the hole to partially cover the space. The small boy who lived in this home had previously told the investigator of being bitten by a rat on the finger. The investigator was visiting in the school with the teacher and children when the boy came to the investigator and asked for a story of a mouse to be read to him. The investigator started to read when the boy remarked that the mouse was a rat. The investigator then told the boy it was a mouse, and that rats were larger. The boy said, "I know what a rat is. One bit me on the finger." He then went further to say that his grandmother had killed two that were
fighting in their doorway at night some time previously.

At another home it was necessary to drive down a dirt lane past abandoned buildings to get to the lower-class mother's home. Tin cans littered the front yard. Upon entering the front door a baby was observed lying on a bed. There wasn't any covering on the mattress of any kind. The ticking on the mattress was split, letting balls of cotton fall through to the floor. This cotton littered the floor along with broken cardboard boxes and other clutter. At this home a child younger than preschool age came over to the investigator and sat down on the floor. The child ran her hand up the investigator's nylon stocking and began to pull at it. She then stuck her fingers in her mouth and rubbed her fingers up the stocking once more. The investigator told the child that the stocking was not too clean, and to not do that because she would put her fingers in her mouth and perhaps get germs from it. The child then climbed onto the arm of the overstuffed chair where the investigator was seated. She ran her fingers over the investigator's glasses and around some gold loop earrings which the investigator was wearing. Suddenly she sprang off the arm of the chair onto this writer's lap and threw her arms around her neck, hugging as she did so. The mother remarked that the child had not felt nylon stockings too much before because she did not wear them herself.

Some of the homes were free from clutter, but this could be because the mothers were expecting the investigator to come to the home and had made an effort to clean as best she could. The homes, however, still were not clean and orderly as the middle-class homes.
At another lower-class home the investigator was invited in, and a bed was observed in the front room. It was made up with bedding, but the room itself was interesting. There were no floor coverings on the floor and the flooring was not of a hardwood. Plaster was off the walls in several rooms allowing lath to show through. There were two television sets in this room. On top of one was a bar with assorted bottles of different sizes and shapes and numerous glasses. Around the outside of the home were many old wrecked cars tipped up against the house and lying on their tops in the front yard. The home was situated in a business district where the child would not have neighbors to play with without walking or being driven several blocks through heavy truck traffic.

Although a section was not included which differentiated between the home environments of the middle- and the lower-class children, the writer felt a need to include some of the experiences encountered in interviewing these mothers. The middle-class child would definitely have an advantage over the lower-class child when considering the environment as being conducive to learning.

Another lower-class mother expressed almost the same thoughts expressed in the study by Hess (1965), in which he stated the lower-class mother told the child not to fight, to go to school, and to "be good." This mother said she reared her grandchildren as her mother had reared her. She said she told her children not to talk, to behave themselves in school, and to come straight home. These were her instructions for the child when going to school. This offered no information to the child as what to expect of the teacher or other children in school, only restrictive advice.
SUMMARY AND CONCLUSIONS

The purpose of the study was to investigate the differences in the behavior of lower- and middle-class mothers in providing a variety of different kinds of experiences for their preschool children. The study dealt with two questions: are there differences between the responses of lower- and middle-class mothers in the reading and verbal interaction or conversation in which they participate with their children, and secondly, are there differences in their responses concerning toys, play, and experience as a means of promoting cognitive growth.

One group of lower-class mothers whose children were enrolled in Head Start in the Ogden City School District and a group of middle-class mothers whose children were enrolled in the Nursery School program at Utah State University comprised this study. Originally 20 mothers in each group were chosen from an age-ranked list. However, in the process of taping the interviews at the homes of the respondents two of the interviews were not transcribed because of a defective tape. These two were replaced by two lower-class mothers in a rural community which met the qualifications of being deprived although not enrolled in the Head Start program.

An interview outline was devised to serve as an aid in standardizing the interviews which served as the means by which to explore the practices of middle- and lower-class mothers in the areas of: (1) activities outside the home; (2) shared experiences in the home;
(3) reading; (4) dramatic or imaginative play; and (5) toys. The interview attempted to determine what they did, why and how often they did the activity, and what value the activity held for the child. The interview concluded with a summary question asking what benefit a child could get from the five mentioned categories.

The data were obtained by a personal interview in the respondents home after being contacted by a letter sent home through the school in Ogden, and by personal telephone call to the middle-class homes for the appointment. Some of the nursery school mothers chose to meet the investigator at the Child Development Laboratory for the interview. The interview was conducted personally by the writer and was tape recorded for ease in transcribing the data. The data from the interviews were then compiled into categories of behavior and arranged on charts for ease of comparison of similarities and differences.

The data showed some substantial differences in the area of activities outside the home, particularly in trips outside the state, participant sports, and shopping for groceries. In activities in the home the middle-class child had the advantage because he was permitted to participate in activities which were more developmental to the child, while the lower-class child's activities were more work for work's sake. In the area of reading the middle-class child was read to more often and with greater regularity. He also had more books available in his home for him to handle and to hear. There were very few differences in the area of toys and their value as an educational device. Some of the middle-class mothers did recognize the value of imaginative toys, but very little difference
was noted in other areas. In the area of dramatic play the middle-
class had more mothers who permitted dramatic play and who talked
to the children while this type of activity was taking place, but
the difference was not as striking as in other previously mentioned
areas of the study.

The data suggest the following tentative conclusions which,
because of the exploratory nature of the study, are stated as
hypotheses to be tested:

1. Knowing the social class position of a family does not
necessarily indicate the nature of the child-rearing practices
which will be found to prevail in that home.

2. Variations exist within each social class group, but,
the middle class home does provide important advantages in learning
opportunities which are not available to children in lower-class
homes. Within the lower-class homes, however, parent education
programs, such as are provided in Head Start, do operate to reduce
the deficits encountered by the lower-class child. Increased
efforts in parent education may further reduce this deficiency.
LITERATURE CITED


Murphy, Lois Barclay. 1968. Child development then and now. Childhood Education 44:302-306.


Appendix A

Interview Outline

Experiences outside of the home

Goal: Experiences outside of the home such as walks, visits to the park or zoo, shopping for groceries and clothing widen the child's knowledge of the world and help him to obtain new concepts. His being able to observe a wide variety of new things, and being able to ask and receive information about them, contributes to his ability to make comparisons, to categorize, and to understand. The goal of this area is to investigate the different types of activities in which the children participate, why and how regularly they have these experiences, and if the mother recognizes the learning possibilities available in these experiences.

Questions:

1. What type of activities do you do as a family outside of the home?
2. How often do you do this? Daily, weekly, or monthly?
3. What do you do with the child?
4. What does the child do?
5. Where has the child been outside of his neighborhood?
6. For what purpose do you do these things for the child? What value do you feel this has for the child?
7. Do you converse with the child while doing these activities? Can you give me an example of your conversation? (Restrictions, admonitions, concept formation, questions.)

In summary the goal will be to determine the kinds of experiences which are provided for the child outside his home, or what, why, when, with whom, and how.

Reading

Goal: Reading to a child widens his knowledge of the world, and his vocabulary, as well as giving him enjoyment and

Questions:

1. Do you read to the child? Why?
2. Do the siblings in the family read to the child?
contact with the reader. It also develops in the child an interest in reading, thus preparing him for learning to read in school. Studies have shown that it helps a boy want to learn to read if he sees and hears a male read from books and other reading material. The goal of this area of questioning is to investigate the differences in time spent reading to the child, the purpose of the activity, who reads to the child, and the type of reading material available for reading to the child in the home. Or, in terms of reading, to determine who reads to the child, when, what, why, and how often.

Shared experiences

Goal:

Many experiences in the home provide the child with opportunities to become introduced to new concepts, such as cooking and cleaning. The child can develop concepts of taste, touch, smell, number, size, and placement through the use of materials found commonly in the home. The child's being able to use materials and to question and receive feedback from an adult provides a favorable situation for learning. The goal of this area will be to find if mothers recognize the possibilities inherent in shared experiences, and to determine the differences, if any, in conversation patterns between mothers of different social class, with their children, as they share experiences, and perhaps the use of materials, in various activities together.

3. Does the father read to the child?

4. Does the child see the father read?

5. What do you (or they) read when reading to the child?

6. How often is the child read to?

7. Do you talk to the child about what is read to him? Can you give me an example of your conversation? (Restrictions, concept formation, admonitions, questions.)

8. Are books available in the home for the child to handle and look at? Library or personal (picture-quality) books?

Questions:

1. What does your child do in the home with you? Do the siblings in the family do things in the home with the child? What do you do? What does the child do?

2. Why do you have the child do this with you? What value does this have for the child?

3. What materials do you use while doing these activities?

4. How often do you do these activities?

5. Do you talk to the child while doing these activities? Can you give me an example of your conversation? (Admonitions, praise, concept development, restrictions, questions.)
In summary, the purpose will be to determine the frequency and purpose of the shared activities, and in terms of what, when, how and why.

Toys and play

Goal: Many toys offer a wide variety of learning experiences for the child. He may learn through touching, seeing, tasting, and by manipulating the toys in various ways. A mother can teach a child a great many concepts by involving herself in playing and conversing with the child. The goal of this area will be to determine the different types of toys the parent and child value, and why they value these; and to learn what form of conversation the parent enters into with the child, restrictive or developmental.

Questions:
1. What are your child's favorite toys? Why?
2. What toys do you prefer? Why?
3. Do you let the child play alone with the toys?
4. Do you play with the child while using toys? Which toys? Why? How often?
5. For what purpose do you do this? What value do you feel this has for the child?
6. Do you talk to the child while playing with these toys? Can you give me an example of your conversation? (Praise, admonitions, concept development, restrictions, questions.)

Imaginative and dramatic play

Goal: Dramatic play allows children a way to clarify their roles in an adult world, relieve frustrations, and act out their feelings. Imaginary companions offer a child companionship and provide a means by which to express his feelings and emotions. The goal of this area will be to find the differences in attitudes of the mothers

Questions:
1. How do you feel about playing house and dress-up?
2. Do you provide materials for imaginative play?
3. Do you feel adults should take part in dramatic or imaginative play? Why?
4. What do you do? What does the child do?
toward allowing and providing for dramatic play, and to find if they enter into play with the children to converse with them, and the type of conversation, restrictive or developmental.

5. Do you talk to the child while he is playing? Can you give me an example of your conversation? (Admonitions, questions, restrictions, concept formation.)

6. What would you do if your child talked to an imaginary friend while he played?

Summary question

What benefit does a child get from going places, experiencing imaginative and dramatic play, being read to, sharing activities in the home, being played with, and using manipulative toys?
Appendix B

Head Start Interviews

Respondent 1

What do you do outside of your home as a family?

We go on picnics sometimes in the summer. You know.

Is there other things you do as a family? What about your shopping for groceries and clothing?

We shop for clothing together, but my husband does the grocery shopping.

Where do you usually go?

Ogden Canyon and Brigham, I believe that's the name.

What do you do with your child when you go on a picnic?

Oh, they play in the water, and look at birds and bird nests.

Do you do it with them?

No.

Do you talk to them about what they are doing?

Yes. Well, you know, see there's a bird and what kind of bird is it. Maybe we'll watch and see if the bird has a nest and we'll watch other things that crawl on the ground.

Where has _________ been outside of his neighborhood?

Well, to Lagoon, and we went on a trip to Arkansas. To the natural hot springs in Brigham. That's about the only place I can think of.

Do you feel there is a value for them to go places?

Sure. Experience is better than teaching.

Do you read to your child?

Some, just about every day. They bring the comics and I read them, and I'll read two or three times from story books.

Can you tell me why you read to them?
Well, mainly because they (Head Start personnel) ask me. When the children start school, the teacher says they should be read to over and over. We all wondered why.

You say you read every day. Have they emphasized that in school?

Yes, the lady from the school said she wanted us to keep reading the same thing over. So I read the funnies three or four times and they'll walk off. They'll come back and want this read to them.

Do the other children do activities in your home with______?

Oh, yes, they love to teach him how to fight. I have all boys. Then they play ball with him. They teach him how to run and things like that.

Do you think there is any value for the child to do things like this?

Yes, sure, well they learn how to do things, one way I can figure.

Can you give me an example of how you would talk to him when he's doing things with you?

I'll tell him, "If you don't help you won't get to go outside and play," or something like that. They cook at school, and at home we just don't cope with children's cooking. Of course, he thinks he can really cook, not just set the table. His daddy is a cook and so he thinks he is a man and he can cook.

What kind of toys do you prefer?

Well, I think the bicycle is the best exercise for him. You know toys for the little release and exercising.

Can you give me an example of your conversation when he's playing with his toys?

Well, the man's here to pick up some lumber to build a house or something like that.

Response to Summary Question: Well, they learn how to get along with other people. That's about all I can see.

Respondent 2

What type of activities do you do outside of your home with your boy?

Outside? Mostly church, like to Sunday school, sacrament meeting, primary, relief society, the roadshows. Maybe to a movie like to "Jungle Book."
Do you do these things regularly?

Well on the church activities it is, as they come around. To the movies maybe twice or three times a year. If it happens to be that many come around.

Where do you do your shopping? Do you do it at a supermarket or is it at a neighborhood store?

Well, quite a bit down here on the corner, but I do like to go to a supermarket. But it's too far to walk.

When you buy his clothing do you take him with you?

Oh, yes, always.

Do you read to him?

I read to him a lot.

Why do you read to him?

He learns more things and more words, more things about animals.

Do you use the library?

I don't use the library. You have to be a resident or something. There's things involved in getting a card or else I think I would. I have in other places. Not in Salt Lake or here. Illinois we used to go to the library. They had aquariums he used to like to look at, and a pond with all these beautiful ducks. We used to go and watch them.

Does he help cook?

Not too much. He likes to stir mush.

Does he ever play with pans and things in the kitchen?

Not any more much. He loves to make hats out of bowls.

Is there any special reason why you have help you?

Well, it helps me and it helps him to learn to do things. He can't learn how to do things if he doesn't do anything.

What kind of materials would he use when he helps you?

Take, he likes to help me with the snow. The shovel.

What type of toys do you prefer?
I like things that will help him physically. I like things where he can build things or construct things, where he can have his own ideas instead of having them on paper.

How do you feel about playing house and dress-up?

He does dress-up. He'll fix up like he's an Indian. He especially likes to be an Indian.

Do you provide things for him to dress up in?

I helped make him a head-band of paper. It will last for months for him.

Do you talk to him while he's playing like this?

Well, if he gets rough I tell him maybe he might break things. I tell him he's too high.

Response to Summary Question: Well, I think their range of understanding conversation of other people. If they know something then they're more interested. They talk better. Even Mrs._______'s (teacher in Head Start) granddaughter is a good pal because they have a good vocabulary. They both can express themselves and understand each other well. Some of the other kids are still learning how to talk English. Maybe their mothers don't have time to talk to them. Some mothers want to get their kids out and away all the time. They'd just rather have them out from under their feet and I don't like him out. In fact, I don't let him out very much. I'm always glad when it's time for them to come in.

Respondent 3

Can you name some of the things you do as a family outside your home?

We don't go out much. Sunday rides once in a while. The kids go fishing with their father. A lot of times we go camping.

Do you play with them?

Oh, yes. We put all our attention on them.

Can you tell me a little about what you do while you're there?

Well, we play ball. I don't know what all kind of games the kids got. They play with one another. I don't know. They just enjoy them. We take them up to the zoo in Salt Lake. We take them and they enjoy them animals and we take them out in the country to see animals, so's they'll know a pig--difference between a cow and a pig. So they won't think they're all alike. And a chicken, you know, so they know what it is, and a lot of times we ask them if they know what it is. They pretty well know what everything is, you know.
Do you let her help you cook?

I have no choice. She's right there. When I make cookies she helps cut 'em and when I make cupcakes she decorates them for me, and right now are embroidering. I have to give them a pillow case and some hoops. They start workin' on that and they'll continue to learn. My oldest boy wanted to crochet. I don't believe there's anything in the household they can't do. Cause they can cook, wash, iron. I had surgery two months ago. They took care of the place. They scrub, wax, wash windows. There is just nothin' they can't take care of.

Do you read to your children? Why?

Yes. We read a lot of our Bible books. Church books. We have little stories about the Bible, cause that's very important that they know a lot of that for their Sunday classes and that. And then I read them a lot of stories like Jack in the Beanstalk. They have, I think, it's fine books and it's got different stories I didn't even know when I was a kid. I don't even recognize them when I read 'em. I read 'em not too often, Maybe once or twice a week. Because the two boys take accordion lessons and in the evening is when their practices is, and then after that they have to go to bed. Before that you're lucky if you can even sit 'em down.

Do you have personal books? Do you use the library?

Just a few we bought. I went in and got me a library card and it's good for all of them. It's good for them to read. Anymore I try to get them to read to me as much as possible. If they have trouble I try to help, but once in a while I'll read them stories.

What activities do you do here in your home?

She picks up in her bedroom and toys in the front room. She helps me vacuum the front room. She plays alot. She is always on the go. She sits down to watch "Dark Shadows" with me.

When you're cleaning do you work right along with her?

Yes, you have to. Well, you don't have to, but it is best that you do, and when she's vacumin' in the front room and I'm helpin' her, lotta times I don't. Lotta times I'm workin' in the kitchen doin' dishes, she'll go in and clean the bathroom and then she'll call me to come and see the beautiful job she's done.

How do you talk to her when she's done something like this?

Oh, I'm proud of her. I'm just as proud. You dunno how proud I am. I tell her. She has stars in her eyes. They're just twinkling.

Why do you have ______ do these things for you?
Well, if I don't, in my feelin' maybe I'm old-fashioned, but if she doesn't learn how right now and I wait until she's fifteen or sixteen, where am I gonna begin? I cannot begin after she's grown.

What value do you feel it has for her?

I think it's a wonderful thing. I was brought up that way and I never been to anybody's home and had them ask me to do something that I couldn't. I've never been embarrassed by havin' someone ask me to do something I'm not willin' to do. And I figure I want to teach them what I know, what I was taught. Of course, every day you learn something that I learned to quilt, crochet, embroider, and cook, sew. I do most of their clothes. And I want her to do the same.

Does she do activities around your home quite regularly?

Oh, yes, she has to. There's a lot of work. Everybody's got their chores.

Response to Summary Question: Oh! I believe I feel sorry for the child that doesn't. If you want my truthful opinion on it. I wish there was a way we could go around and pick all these children that cannot go and never been able to go, or never even seen a parade. There is some kids that I have met I have had work to do with 'em, and I don't work for the public or anything of the such, but these kids don't know the difference between a turkey and a chicken. Put 'em both in front of 'em and point them out.

I'll say my little kids don't know much about 'em. But Tammy knows, if, she doesn't tell you this it's because she don't wanta. But I have seen a lotta kids that don't know whether they're eatin' pork or beef. And I believe that is very educational for 'em. I wish I had been taught that way. I wish I had the opportunity when I was a child. Course I was brought up on a farm and I knew animals.

How else are you going to be a family if you don't read to your children and have your children read to you? How else can you express your love? You can't hold them in your arms and tell them that you're loving 'em. You gotta work with 'em and through your work you let them know you love them and them you. You also know what they're learning and what they know, and you learn about your child. Sometimes your child can be a stranger to you. And if you don't get close to 'em, you're never gonna make it.

If you ain't got time for your child, you ain't got no business bein' a parent. That's my opinion. I believe it is so important for parents to be with their children. After all we brought 'em up. That's why I don't work because I don't want my kids to be alone. I know a lot of 'em have to, and I know I should sometimes too, but I feel my children needs me a lot more. One day when they grow up fine, I'll go to work, but right now nobody could teach my kid what I could.
Respondent 4

What activities do you do with your family outside of your home?

Well, to tell the truth nothing except just take them out to the park.

What about shopping, do the children go shopping?

Oh, yes. The children love to go shopping.

Do you go to the supermarket?

We go to the supermarket, generally on Fridays.

How do you buy their clothing? Do you let them pick out their clothing?

Not always. Once in a while, but like their shoes. We take them to try them on. But most of the time we just buy their things on sale.

What about eating out?

We've only eaten out at a drive-in. The little ones they're really rowdy ones. Seems like I spend more time with them.

When you do these things like going out to the park and places, what do you do?

Well, I have constant watch over them. I let them play, but I keep them in my eye sight all the time. Most of the time when we go we plan a lunch. We take lunch with us and plan on spending a few hours with the family, and I make sure there is one of them to watch the younger ones. They take them on rides. You know stuff like that. They run. They just run like they've been penned up and a hollerin'.

Where has _________ been outside of the neighborhood here?

They've been to Salt Lake several times. We've taken them to Lorin Farr Park. We don't go out for sports or anything like that.

Do you feel these things have a value?

Oh, yes. I do really, well, for one thing they see the pictures of these different animals in books, you know, there you can actually see them for real. It's good to see how excited they get over it, then they ask questions.

What about the trip?

They love to go when we go out in the car. They like to look and they count the horses, and the cows, and things they see along the road. You know, like the barns. Things they pick up. I'll never forget the last trip we went to Price. It was just like a picture all the
way down. Even the little ones noticed how pretty it was. They look forward to it now. They are always looking for something along the side of the road.

Do you talk to the children about the things you've seen?

Yes, they ask so many questions you can't help it. You know, they'll ask what it is and there is so many what's and whys.

Do you read to the children?

I'll bet I never take them uptown where they have just story books unless I have to buy them one or two. Sometimes I believe they can read the way they can show you pictures and they can tell you the names of the children. They can say what it is. They see things on the television a lot.

How often are the children read to?

Not often enough.

Do you ever use the library?

No, I don't. We use the books my daughter brings from school. We don't check too many out because we misplace them for the little ones.

Do they help you with the cooking or cleaning?

They love to wash woodwork. When I get around to wash woodwork. It seems to me they are always dripping water all over the floor.

How about cooking?

Well, lots of time when I make pie or I make bread they love to make cinnamon rolls. I give them a piece of dough and then I get cinnamon and sugar out and that's all.

What value do you feel this has for the children?

Well, I think if I were to work with them more it would be more helpful to them, but to tell the truth, it seems like I don't have much time to spend with the kids. Most of the time I'm in a hurry and I don't spend time with them. You know, I'm always running. I've been going to school and I say I wish we had two more days on the weekend, and then a couple more hours at night. I've been going to school on vocational retraining. Typing, filing.

What kind of toys do you prefer?

I'll tell you the one I enjoyed the most that they had. It's this talking toy with sounds. Not only them, but the whole family did. You pull a string and it would say things like choo-choo goes like this and then it would make the sound. You can move it to different
pictures and then it makes the sound. They really got the biggest kick out of it, and we did too. We would take it and sit on the floor and play with it. I think it was educational for them because now if they hear that sound they know what it is.

Do you feel there is a value for you to play with them?

I think it does. I don't know, I kind of feel you grow more closer together if you spend some time with them.

How do you feel about playing house and dress-up?

That's another thing they do. They love to dress up in high heels and long dresses. I'll knock on their door and they'll let me in and I'll say, "How are you today, Mrs. Jones, will you have a cup of tea with me today." They just love that and their sister's make-up. We have a time keeping them out of their sister's make-up. They got it all over my table cloth. I had a hard time getting it out.

Response to Summary Question: Well, activities outside the home help the child learn to give and take. It helps them to mingle with people more and to be better citizens. It helps their attitude, with people so they aren't selfish. I'm an only child and I have a large family and I don't think they have the problem I had when they get out.

Respondent 5

What activities do you do with your family outside of your home?

At night we have our meals together. We watch television and they do the dishes. That's about all we do. On the weekend I'm kind of busy on Saturday and they help. We spend all day on Sunday School and church. We take time out for a ride or to get something to eat.

Do you feel there is a value for children to do things like this?

Yah. It relaxes them and they can learn different kinds of animals. If kids don't get out they don't know how to act out in public. I just don't have time to.

Do you read to her?

No, I don't.

Does your mother read to her?

My sister does.

Do the older children read to her?

No.
Do you use the library?

My sister does that. They've all got a card.

What kind of toys do you prefer?

Usually I ask them what they want and then if it's okay I get it, like a doll or teddy bear.

Do you feel adults should take part in dramatic play?

No, I don't. I feel you should be interesting on your level. You should just enjoy them being around you.

Response to Summary Question: I think it helps them to grow up and to get along with other people, and to enjoy themselves. It's good for kids to get out with other people so they know how to act. They learn how to use their manners when they get big.

Respondent 6

What about shopping? How do you usually do that? Do you let the children choose their own clothing?

We used to, but lately most of their clothing we give to them for Christmas.

What about grocery shopping? Do you take them with you?

No. They stay home. They'd rather stay home and see what I bring home. They're just too radical in stores. Chasing.

Can you tell me a little more about how you feel about school?

Since has went to school he has really got along a lot better with his brothers and sisters. He shares more. He has learned his manners a lot better. In fact, he has even taught me how to say thank you and please.

What stories do you read?

They look at the Humpty Dumpty book. I used to read them stories out of that, but they have a whole bunch of Humpty Dumpty books they look at and can ask questions about them.

How often do you read to them?

Every two or three days. They don't get it too often.

Can you tell me some of the activities you do in your home with your boy?
He sets the table when he feels like it. Last night he done the dishes. He more or less just wants to help. He likes to clean and do the things I do. Yard work—he likes to rake. His dad has him help rake. 

Do you feel this has a value for the children?

It teaches him which side to put the spoon on, and it teaches which is right and which is left.

What materials would he use when he is doing things around the house?

Well, he carries my laundry downstairs. I have a wringer washer and they like to hold the hose to put the water in. They like to put soap in, and pull the clothes out of the wringer. They pick up the toys in their own room. We just fixed a room up downstairs, so he really thinks that's nice. He makes sure his pajamas are hung up. He dusts the furniture once in a while.

What toys do you prefer for him?

Oh, he's got some building blocks. I believe I like those the best. Because he can build things and it tests his mind more than if he rides his horse.

Do you feel it has any value for you to play with him?

Oh, I think so. It shows him that we care. It shows him we're still close to him. Just cause he's grown up its not over. I think he knows that we still care.

How do you feel about him playing dress-up?

He doesn't do that. He played Batman. I made him a batman thing out of an old bed sheet. He really liked that.

Response to Summary Question: Well, I think it helps him to be a better person from the more knowledge that he knows. The more places he goes, the more he sees. He understands things more if he doesn't have to learn them all at once when he does go out. If you take them here and there I just think it helps him to build his mind and get him better knowledge about what's outside.

Respondent 7

Where has __________ been outside of your neighborhood here?

We go to Brigham and stay with her aunt once in a while.

Can you give me an example of how you would talk to her when you're doing things like this?
Well, when we walk through the park we talk about the different types of trees. She picks up rocks and brings home and she'll bring home leaves off the different types of trees and once in a while we buy her a candy bar after we run to the store. We explain such as how trees grow and we go through quite a lot of this. Now I've got one daughter who is curious about things. You ask something and get the encyclopedia out. One time she would want to know how the blood worked, so the encyclopedia have started to being handier. I kind of thought they were a waste at the time, but now they're starting to use them. The kids get them out.

Do you take __________ shopping for groceries and clothing?

Yes, I let her try to pick out what she wants.

Do you do your shopping at a supermarket?

Well, we used to shop out at the base all the time. Now we usually go up to Albertson's. We don't go to any of the neighborhood stores. Once in a while we walk over and get some candy.

Do you use the library?

A library card is the best you can have. That's why I try to get them books and records. When we lived over in town the library wasn't too far and we'd walk over and get books.

Do you talk about what you have read?

Yes, we go back through the story and we stop on different pages, and talk about what the story is really about so they'll understand it.

Can you name some of the materials she would use when she's helping you?

Well, she liked the electric mixer. I let her hold that when I'm whipping the batter, and she dusts for me or tries to vacuum. When I'm cooking she'll get a chair and watch me, but if I'm baking a cake she'll want to help and hold the mixer. If I'm cutting stew she'll wash the vegetables for me.

Do you talk to her while you're doing things like this? Can you give me an example of your conversation?

I don't really know how to answer that. We just talk. She's always talking.

Do you talk about what you're doing?

Yes, I try to tell her how we do it and why we do it.

What kind of toys do you prefer?
Well, educational toys mostly. I mostly always buy more educational toys; something that has to do with educational toys. She has a train set that she just loves to put together. I kind of thought even though she was a girl she might like it and she does. She is always playing with it. They put the tracks together, build the bridges up on it and she enjoys that toy.

Can you tell me why you prefer it?

Well, it helps them in their co-ordination and they accomplish something after they do it. It's just that I like educational toys a lot better. When they were younger I used to get these wooden educational toys that you put different sizes of blocks in.

When you play with her do you use any particular type of toy?

If she wants me to color with her I'll sit down and color with her.

Could you give me an example of conversation?

If it is when we are coloring she'll tell me how dogs should be certain colors, the trees should be certain colors and just a general conversation, actually.

How do you feel about playing house and dress-up?

Well, I have always given them old clothes to play with and you can see a lot of yourself. If you want to know what kind of mother you are just listen to them. When the kids are playing school they play school a lot and my one daughter, I guess she had a teacher that beat on her desk with a ruler all the time and she would sit and would pound on her table with a ruler.

Do you provide things for imaginative play?

Yes, I always give them all the old dresses that I have if I don't throw them away. Then they have high heels. They get their dolls out and they usually use __________ as the baby.

**Respondent 8**

What do you do outside of your home with your family?

Oh, well, not as many things as I'd like to. I'd like to take them out more to places where you would have a lot of fun. I don't usually take them very many places.

Can you name some of the places you go here in town? How do you do your shopping?

Yah, I take 'em when I'm just going to pick up a few things. Like when I go to Grand Central I used to take 'em there.
Where have they been outside of their neighborhood here?

The only place they've really been would be to Lagoon and the Lorin Farr Park. I like to take them down there because it's close. That's about all.

Do you feel there's a value for them to do things like this?

Yes, I do. I feel they get a lot out of it. That's why I want to take them to the zoo.

When you go somewhere like shopping do you talk to __________?

Yah, I don't know. When we go somewhere all he's interested in is toys or something. He usually picks the most expensive and I'll tell him, "No, you can't have it. It costs too much, maybe next time I'll have a lot of money." Something like that.

Can you tell me how you talk when doing activities in the home?

Well, I mostly explain how I want them to help me. We shake the sheets, spread the top sheet on. That's all we talk about when we make the bed.

What type of toys do you prefer?

Mostly cars.

Can you tell me why?

I don't want 'em to get attached to guns. B-B guns or stuff like that. I don't think I'd ever buy 'em B-B guns. I'd be afraid they'd hit somebody in the eye or something.

Do you talk to him when he's playing with his toys?

Yes. Well, most of the time it's not about what he is playing with. He gets carried away sometimes and gets a little too loud. I'll tell him not so much noise.

How do you feel about dress-up and playing house?

The only things they like to do is take my towels and wrap them around their shoulders and play Batman. That's popular down here.

Do you feel an adult should take part in this type of play?

No. I don't think so. Well, I don't think an adult should run around with a towel. Batman is fictional anyway and I don't think we should encourage this.

Response to Summary Question: Well, I think they get to know a lot about life when they go see things, get books read to them, and helps them a lot just finding out things.
Respondent 9

What kind of activities do you do outside of your home with your family?

Well, not too much really. We don't do a lot. We don't do too much extra special except that we do go to see friends and it isn't just the children off to themselves. We're all together. We usually play games with the children. My husband really doesn't do too much with the children. He has to really be in the mood for a child before he'll really get in with them. So we really don't do much family-wise. It's generally him with the boys and me with the girls, or me with all of them, but all together we don't do too much.

Where has been outside the valley?

We really haven't been on any family trips. My husband and I have talked about this this summer. We want to take a family trip. We haven't been able to afford it before. She went up to Idaho with me about a month and a half ago, but that wasn't a special trip. I took my husband's mother up there for a funeral. We haven't really been able to afford to take a vacation together.

What about to Salt Lake? Has she been there?

Oh, yes, she's been to the zoo and that park near the zoo. We've gone over to that. We're going to go to the tabernacle and a few things like that.

Do you read to her?

Oh, yes, I mean we don't have a regular bedtime story, but when the children bring books home from school we read them together. I've got one book of children's stories, and sometimes we get in the mood and read for two or three hours. But it's not every day.

Why do you read to them?

Oh, I don't know. It's good for them and I kind of enjoy it, too.

Does your husband read to the children?

No.

Do the children see him read?

Oh, he reads the paper and sports magazine, but he don't read aloud.

What type of books do you read to the children?

Oh, children's stories.

How often do you read to them?
Well, like I say when I'm in the mood, two or three times a week, but then they'll be two or three weeks go by that I haven't read.

Does _________ help you in the home?

She's a great one for helping me when she's in the mood and she's helped me with dishes, and helps her sister to get her bedroom cleaned up. We cook sometimes and when their daddy's at work we take turns cooking. One time the older boy will cook the soup and of course, I'll help her, but we take turns with that.

What value do you think it has for her?

She enjoys it and it's good for them to learn to cook and clean house. She's awful young, but she's willing to do it and I think it's good for her.

Can you give me an example of how you would talk to her when you're doing these activities in the home.

I don't know. I kind of talk to her like she's an adult. Sometimes I get mad and yell at her and I know I shouldn't, but I really can't answer that.

Do you talk to them when they are playing?

I talk a little. Oh, _________ dresses up and she's mother and she'll bring her baby and ask me to take care of it. I'll tell her I'll take care of it, but she has to be good and come back real soon to get her, and things like that.

What would you do if your child talked to an imaginary playmate?

If it doesn't go too far, I'll go along with it. If she played just with an imaginary friend and no one else I'd do something about it. I'd find out what I could do about it.

Response to the Summary Question: All these things are important to them in their education, really. They get so much from all of them.

Respondent 10

What activities do you do outside of your home? Do you go places and take her?

We haven't been. That really worries me a whole lot because she really needs to be taken places, and we, my husband and I, grew up with the same idea. We grew up in the country, and we observed. We loved animals. We love plants. Guess you can tell with all the trees in here. And I would like to get her interested in things like this. We have decided later on in the summer we'll take her out to somebody's farm. And let her see the animals and go fishing and let her see fish and do things like that.
Where has she been outside of her neighborhood and down to school? Have you been on a trip or shopping?

Well, no we haven't. I've been trying to get to Salt Lake to the zoo for a long time and we haven't gone there. I would like to take her to Salt Lake and let her see some of the things we hear so much about like the Temple and things like that. We just came back last Monday, we just came back from visitin' with her mother. We went last September too. We got to fly that time. It took us so long we decided to fly. She never been on a train before so we went on a train. We took her to see the "Jungle Book" and "Good Time Charlie, the Cougar." I don't believe she realized enough to enjoy it like I did, but she enjoyed it. I really did enjoy that show. I don't know whether she'd remember it or not, but we went to Tijuana. She got into another country and that was Mexico and she got to see the oranges growing on the trees.

Do you feel there's a value in her doing this?

Oh, I think that's her life.

Can you give me an example of how you talk to her?

Well now the animals is what she likes. Everytime she sees a cow or a horse, she sees the boys are riding it. Things like that. Oh, and we saw the people lining up the herds to feed them and getting ready to milk them and I told her about the cow's udder being so big and that's where the milk came from.

Respondent 11

What type of activities do you do as a family outside your home?

We take them to the park. We try to play with them as much as we can. My husband isn't physically able to do much.

When you go on excursions like this with the children what do you do?

We more or less watch. is real alert. If he sees something he wants to know what it's for.

Where has been outside of his neighborhood here?

To Salt Lake.

Do you read to him?

Yes.

Can you tell me why?

Usually he asks me if I'll read him a story.
Does your husband read to the children?
Yes.

What do you read when you're reading to the children?
Oh, the Humpty Dumpty magazine. It has some real cute stories in it. Bible stories. They go to Sunday School and everything.

How often do you read to the children?
Every afternoon if I'm not too busy.

Do you talk to them about what you have read?
Yes, if there is pictures we talk about them. If he doesn't know what they are, I try to help him.

What activities does _________ do here in your home with you?
We've helped him fly a kite. He sweeps the floor.

Respondent 12

What type of things do you do together as a family?
Oh, usually like the summer we go to Lagoon or go to the park and Sundays we go to church.

What do you do with your little boy?
I take him to see ______ or take him to the store and especially we ride in the car or especially when I am off in the morning we go on a bus. We just ride downtown on the bus because he had never been on one and then we take him to the dentist and the doctor.

Where has _________ been outside of the neighborhood?
We mostly visit to Salt Lake, and we took a long ride one Sunday we went out to Evanston, Wyoming and we sometimes ride down to Brigham.

Can you give me an example of how you would talk to him?
On the bus we talk about where we put the money in the box and the bus driver and just different things.

Do you read to _________?
Oh, I haven't been reading to him lately. The big kids they usually do. His older sister reads to them everyday.
Does ________'s father read to him?

Every now and then.

Does his father read himself, magazines and things?

Oh, yes. We keep quite a few.

What kind of books do you read to ________ when you read?

Oh, we usually read the funnies and the school books, the children bring home all the different ones about Jane, the particular school books that they have.

How often do you usually read to him?

Not too often. When I have a book and the other girl reads poetry to him.

Do you talk to him about what you read to him?

No, we have never had any discussions. We just read it to them and the children are getting records to listen to and we play the records and then they listen to them. We just talk.

Does ________ have books of his own? Do you use the library?

Every day we get library books. The children read the books with them. The other children go to the library and we have quite a lot of books at the school. Now last year they gave us a lot of the discarded books.

What things do you do in the home with ________?

We play records and talk to him and read and watch TV together.

Do you ever have him help you cook and clean and things like that?

Oh, he plays in different things or he helps the girls when they cook and he shakes the rugs.

Do you feel that doing this kind of thing has a value for him?

He has learned a lot. I noticed with ________ as our younger boy that he has grown up faster than the others because he watches everything that has been done and picks it up much faster.

What kind of toys do you prefer?

I usually give him little trucks and cars.

Response to the Summary Question: I think it just helps to develop them and give them a little broader outlook on life. We usually go and take pictures. We have a movie camera.
Respondent 13

What activities do you do with your child outside your home?

Just go to Logan.

Have you ever had her anywhere else?

No.

How often do you go to town?

Just the first of every month.

What do you do with her when you go there?

Carry her around.

Do you go shopping in the stores?

Yes.

Do you get your groceries and clothing in Logan?

I buy her clothes in Logan.

Do you get your groceries over here, all of them? (Small country store)

Yes.

Have you ever had her outside of the valley?

I take her to my mother's once in a while.

Where's that?

To Lewiston. (About 7 miles)

Do you feel it is any value for her to go anywhere like that?

I think she should get out more often so she wouldn't be scared of people.

Does your husband read to her?

He reads to her once in a while.

What kind of things do you read when you read to her?

Story books.

Do you ever go to the library?
No.

When you say story books you mean the ones that you buy in the grocery stores?

She likes Little Red Riding Hood.

If there is a new idea that she hasn't heard before in the book when you read it to her do you talk to her about it to help her learn more about it?

Oh, yes. We tell her what the pictures are.

What do you do in your home with your little girl?

Well, she likes to help me do the dishes or get a pan out so she can have a boiled egg, and packs in coal in a little bucket.

Is there any special reason you have her do these things?

I guess just to show her how to do it. I guess when I don't have time she can go up and do it.

What kind of things do you use when you are doing this?

An axe. Oh, I have little pans.

Do you ever let her play with your pans?

No.

How often does she do these things with you?

Well, any time she gets a chance.

Do you talk to her while you are doing these things?

Oh, yes.

Do you praise her for doing it?

No.

What are your little girl's favorite toys?

She likes the radio and things like that, trucks, wagons, trikes, Hondas. She used to have a little Honda.

What kind of toys do you like for her?

Most anything. I don't like them to have stuff to hurt them on.

Can you name any special ones you like for her?
Well, it doesn't matter as long as it doesn't hurt her.

Do you feel that an adult should take part in play with the child?
I don't. They teach them how to do stuff.

No response to Summary Question.

Respondent 14

What kind of activities do you do as a family outside of your home?
Well, on the weekends I take them to visit their mother and daddy.

Where do they live?

They live downtown and we would take the kids and we go riding sometimes when the weather is good but not in the winter, and we have little outings in the yard in the summer time. We go to the store and we buy ice cream, pop, cookies and first one thing and another and we put a table out in the front yard and we have a little party, and if the weather is still good we usually go walking with them and take them down on the park. I like to go fishing but I don't take them fishing because I'm afraid they might fall in the water. So that is about all we do and they play around with the other kids in the neighborhood. We also bought a little bike and she knows how to ride and she does bike riding, and has a little tricycle and uses that to go around in the yard and that's about all they do. Since I've been working I hope to go somewhere after it starts getting better. The days are getting longer and I get off a little earlier and we are planning on going out for rides and different places.

What value do you feel visiting and going on trips and doing things has for the child?

Well, I think it is good if you take them around after you go to these places and the neighbors are very nice and everything. It's according to who you are going to visit. Now I think it's real good for them because they get to meet new children and see new families. I think it's real nice.

Can you give me an example of the conversation you have with the child?

Oh, well really asks us the questions, asks me different things about what is that over there and what is what and if I know what it is for and know what it is. I answer the question back. It depends on what it is, He's always asking questions. He never gets in the car unless he wants to know different things and we just ride slow and tell him. Even teach him the signs on the stores, the different names of the stores and things that he wants to know when we just ride around.
Do you read to him?

Well, yes. I read. I have three or four little story books that I read to him and that's all.

Can you tell me why you read to him?

Well, he likes to listen. He's a very good listener and you can tell it and then he can repeat some of the things that you read to him.

Does your husband read to him?

Well, no. My husband tells him little stories and things like this. My husband goes to work before I do and he helps me keep up the house as much as he can and do some of the cooking, so after he gets off he lays down and rests so they don't bother him too much.

Do the children see him read?

Oh, yes. They know what the Bible is and will get the Bible and he reads it and they know what the Bible is. Well, they even like to talk to his friends. He goes right in the house and talks to them and I just let them.

Can you tell me what some of the things are that you read to the children?

Oh, I read the different stories about Humpty Dumpty and of course, the little girl has a good memory and she can memorize some of the little stories that I read, and of course, I read her own books to her and then she half way memorizes them. I don't care for her to memorize them, I want her to learn the words whenever she comes to them. I would like her to know them because this memorizing something I don't think is too good and they wouldn't actually be learning it if they had a good memory even down to that. Of course, I had a good memory when I was going to school. I could read overnight and then get up the next morning and say a poem in school if the teacher assigned me to do it, but that part of it is alright but this memorizing a book like reading it to someone and then she is going to get it and read it right back to you, that is really not knowing. I don't think she should. I think she needs to know the words.

Do you use the library?

Her grandfather brings her books from up where he works at. Different ones give them to him, and also, she brings her own books from school ever so often. The teacher gives them to her to bring home and go over her lesson.

Can you tell me now some of the things does with you in your home?
Well, when I get home in the afternoons I fix supper and he will want to go out and play but if it's too cold we don't because I'm afraid he might get sick and of course, we always set down and we look at different things on TV and they just love the cartoons, and now this is really what they do in the mornings before they get ready to go to school while I'm dressing them, they're sitting down and watching cartoons and they do this until about 8:30 and then most of the time I take them to school.

Do you ever let _______ help you cook?

Yes, _______ can make toast and also the little girl can actually go into the kitchen, take the butter out of the frig and put it on the bread, get them a dish towel, put it in the stove and I think they'll only let some burn about three times out of the year because they were in the front room while the bread was in the stove, and they had to run in and take it out. Of course, the little girl can cook eggs. She can fix the toast, she can fix cereal. They love to do things like this, but I don't really try to keep them from it. I just tell them to be careful with the stove, of course, something like this. I use to try and keep them from fixing their breakfast because I really wasn't brought up to waste food and I would try to keep them from fixing it so I would have them crying for 15 or 20 minutes and they were crying because they wanted to do these things so now I don't try to keep them from it.

Do you feel it has a value for the children?

Oh, no. I don't really think so.

Do you think there is a value for the children to learn to cook and handle some things in the home?

Well, I think it is because after they grow up larger they'll know how to do these things, and if they don't do it now while they are coming then they won't know anything about how to even put water on the stove boiling. I've seen a lot of these things happen where kids grow up and get married and wouldn't even know how to do anything, but my mother use to let me do the same thing and from the time I was seven years old I could cook about with seven or eight in the family and know about how much to cook and everything so I think it's nice to let your kids go into the kitchen and cook even if they waste it.

Can you give me an example of your conversation with the child?

Now when they come out of school we have a long talk on how they should act when they go to school. They should not fight. They should do what the teacher says and they should not run around in the school and they should not talk. Oh, I just teach them everything that my parents taught me when I was growing up.
What kind of toys do you prefer?

Well, I don't really have any special kinds of toys for them to play with except something that don't have sharp edges. They might fall and hurt themselves. I like for them to pick out their things because it makes me feel good that they have the knowledge of doing this.

What value do you feel playing with them has?

Well, it makes a child feel like that you really care something about him to take up this time to play with them, but then you must teach them too that you can't play too much with them because, I mean, if you have too much to do with them in playing they get to the point where they won't mind you either. You've got to teach them to play some with them and yet they've still got to mind you because my grandmother raised up about 16 children, and of course, with any of the 16 that she had she and my grandfather would get out and play ball with them and they cut up playing with her like anybody else but she let them know they had to mind her. So I've got to teach them all along that just because you play with them they don't think that they don't mind. Really you can't raise kids now these days unless you put a foot on them. I mean a lot of people doesn't believe in whipping their child. They say, "I wouldn't whip my child." Well, I got a whipping when I was coming up and I do think they would need some, too, and that teaches them to know that you not going to let them do everything that they want to do. If you didn't whip them at all I don't know what would become of the kids these days.

How do you feel about playing house and dress-up?

The little girl, well we just let her take the house to tell you the truth. She goes in and gets some of my dresses but of course, some of them are too small and I just got run out and don't need something. She puts on my high heel shoes, walks around in them, but she gets my new shoes and took them out and I didn't even know she had them out of the house, but she brought them back and I told her, "Don't take mama's new shoes out of the house anymore because I just bought them," so I put them up and she hasn't had them out since.

Do you think an adult should take part in play like that?

I actually think grown-up people should take part as much with kids as they possibly can because it makes them better for one thing, where the kids know that their parents are taking an interest in them and talking to them. My husband, he talks to both of them. He tells them how to act and all of these things and he tells them don't be hard-headed and tells the little girl that she's a little girl and she should not go out to visit unless I know where she's going and don't stay out until night. Now won't stay out until night. He comes home when it starts to get night. He won't, but the little girl gets to playing and she doesn't realize when to come home and I am trying to teach her not to do this.
Response to Summary Question: It gives them ability to use their hands when they are playing with toys of any kind because I think them playing you can tell that a child doesn't have a mental ability because they can use their hands properly, and of course, going to visit in different places, it teaches a child more about a place, I mean a different place from where they live at. They see different things and they get interested in things and they ask you questions about what is this and you will tell them so I mean some children do forget. Now I have told my kids things, those two little kids, and it has been a year and so they will forget. So if you tell them something, well something good, and let them see something so they will grow up to the fact that there are different things in the world because there are so many kids that don't have the opportunity to go anywhere and they don't know.

Respondent 15

What type of activities do you do as a family outside of your home?

We fish. We go to the canyon on Utah Lake.

What other things do you do?

I read stories to them.

How often do you do things like this?

We go quite often during the summer.

What do you do in the winter as a family if you do anything?

Oh, we play games.

Do you do anything special with just your child?

No, not more than the Bible study. We do visit with people in the summer but other than that we don't have any recreation.

Bible study, is that with your children here in your home?

Yes.

What does your child do when you do things like this?

We usually take them with us and spend the night and they enjoy it.

Where has ______ been outside of her home?

Oh, we don't go any place.

When have you taken her in your car? Have you taken her to Salt Lake City?
No comment.

Do you feel that there is any value for _______ to go fishing with you?

I don't know that there is any value for them, but mostly it is their only recreation that they have as a family, and I don't know when they are so young but we have enjoyed it.

Do you talk to her when you are going fishing. Do you talk and converse?

It would be mostly on the Bible study than fishing because mostly when I'm fishing I'm too busy to much talk, but we have Bible study and she enjoys that and we study from the Paradise books and I show her the pictures of Noah and his family and she knows quite a few of them and she enjoys that very much and we have it once a week.

Do you read to _______?

Yes.

Can you tell me why you do?

Well, they like me to read to them, and they understand the pictures much better when you read to them.

Do the older children read to the younger children?

Yes, they do.

Does your husband read to them?

No.

Does _______ see him read? Does he read magazines and the newspaper?

No, he doesn't do much reading.

What kind of things do you read when you read to the children?

 Mostly from the books they bring from school other than the Bible. I can't remember just now what books they are.

How often do you read to them?

I read quite often.

Do you talk to the children about what you're reading?

Yes.

Can you give me an example of how you would talk to them?
Well, I usually tell them about a story they just read. I'll ask them what they did and some of them can tell me mostly _______. He'll tell me what they did and things like that.

Do you have other books other than your Bible here at home? Do you use the library or how do you get your books?

No, I don't have any except the Bible books. I just read the ones they bring from school. We don't ever get any from the library.

Do you have any special things you do with just her?

No.

Do the children in the house do things with her?

They play.

What kind of things do you do when they play?

Well, they play paper dolls and they got some tinker toys and they build things and they play house.

Do you feel that this playing has any value for her?

I really don't know.

What about cooking and cleaning? Does ______ help you with that?

No, she helps clean and pick up her own paper dolls but she don't help cook or anything.

Do you ever let her play with pans or taste food when you are cooking? Do you make your bread?

Yes.

Does she play with the dough?

No, she usually, when I bake a cake, she takes the cake pan and eats out of that but other than that she don't play with the dough.

Do you ever talk to her while she is playing?

No.

What's ______'s favorite toy?

Dolls. She loves dolls.

Can you tell me why?
Well, I think it's just because she likes kids, and I think little girls feel that dolls are just like babies.

What kind of toys do you like the best for children to have?

I don't know. I think dolls and trucks are the best. Most kids like them better than they do anything else.

Do you have other reasons?

No.

Do you just let _______ play them by herself when she's playing with her toys?

No, mostly I talk to them while I'm reading to them or when they are playing.

How do you feel about playing house and dress-up and things like that?

Sometimes they'll get an older dress I have and put on but I never buy any for them.

Do you have old shoes?

Yes.

Do you feel that adults should take part in the dress-up play?

I think it would be nice. I really do think it would because children enjoy their parents playing with them but somehow it seems like I don't.

Do you talk to her when she's dressing up and doing things like that?

No.

What would you do if she talked to an imaginary playmate while she was playing?

Oh, I don't know.

Does she ever do that?

No. She plays with the other kids. I think kids do that mostly when they play by themselves all the time, or when there are kids here they talk to each other mostly.

Response to Summary Question: Well, I think it makes them meet the public better, and I think they enjoy the people after they meet them and to know them by associating with them other than just the family all the time.
Respondent 16

What kind of activities do you do outside of your home with your family?
That depends on how our finances are.
Can you name some of them?
Oh, we go to see relatives, some of my friends and oh stuff like that.
How do you do your shopping?
I usually try and see that they go. Every time we go to the store they want this and they want that and I tell them I'd buy the store if I had the money.
When you go visit your relatives, how often do you go, very often?
No, we can't afford to or we would.
Where outside of town can you tell me has been?
Oh, she's been to a town about 20 miles south and to Logan whenever I can. I take her over there even if it's to see daddy, and she really enjoys going out to dinner with him; and I took her up north, all over the valley.
Where has she been outside the valley?
Ogden. I think she's been to Salt Lake once when she was very small.
Have you been to the zoo?
No, that's one place he said there is too much traffic and I'm scared to drive down there. That traffic is getting worse every day.
Do you feel visiting with your relatives has any value for your child?
In a way and in a way I don't. Well, relatives, it seem, never agree with what you're doing no matter what you're doing, and they don't realize you don't agree with everything they do, so we don't go to see the real close ones like cousins or aunts once removed. There's one aunt we go see. She tends them once in a while for me and she is just as nice as she can be and she's always trying to tell you how you can do this a little better and if you tell her you don't care about that you do the best you can and can't do it the way she wants you to, she just drops it.
Do you feel it has helped?
Yes, I think from going over there before I think that it's helping her to understand what is her business and what is not her business and what she should and shouldn't get into and stick her nose into.
Why do you read to her?

Well, in books I have read in child care and child knowledge it says that you should read to them in order for them to learn the sounds and speech and reading and well [is good on reading but not very good on the sound. He doesn't put any emphasis, but when I read to them, which isn't very often, they sit there and drink in the story. That's the way my mother was.

What do you read to the children; what kind of a book?

Books, children's books, that come through the mail or from the school library that they have to take back. Like the last one he read was Cinderella.

How often do you read to [ ]?

Well, whenever we're not too tired at night to read before bed. They insist on it.

Do you talk to [ ] about what you have read?

Sometimes I'll say, "I read you a story last night," I want to know what it's about and after I tell her two or three times like that she'll sit down and tell me about the story. I say, "Well, wasn't that a good story."

But you do get books from the library here?

Usually, that's why I had to have a car was because we can't get anything around here in the summertime and whenever I go over for something or have an errand to run, I go to the library if I'm going through.

What does [ ] do in the house with you?

They want to play hide and seek and tear the house.

Do you ever have her help you cook?

I tell her if she would just stand a little bit further away from it and reach for it she wouldn't get spattered so much. They all can cook a little bit.

Did she ever help you with ironing or cleaning or anything?

She sweeps the floor and picks up clothes and like the other day she said she was out of britches so I told her it wasn't my fault because the bucket was empty and I didn't know where they put them so she went rounding up a quarter bucket full of pants and I got them done up for her. My relatives have told me kids have to have something to do around the home or they'll never learn. Everybody with some authority has told me the more that they learn right now about keeping house and cooking and how things are done everyday, the better they will be in later life whatever they do.
What kind of things would she use when she's doing things around the house?

Sometimes when she picks up the britches and stuff she uses a bucket. We have two diaper pails and she uses them and then for clothes she will take them in and put them in a box and the toys they put them in a box.

How often does she do this kind of thing?

Sometimes quite often. I insist to them that it will not get done if they don't do it.

Do you talk to her after she's done something?

I encourage her on it and compliment her and everything.

What are __________ 's favorite toys?

A box or a sack and her doll.

Can you tell me why?

Because she can make a crib out of the box. She can make a doll dress out of the sack.

What kind of toys do you prefer?

Anything that won't break. Anything that can't be pulled apart.

Do you ever play with ________ while she is playing with her toys?

I tease her a little bit. I say, "I'm no dolls' grandma" and tease her about it.

Do you talk to ________ while she's playing by herself?

She's something like her daddy, she don't hear.

What would you say to her if you were talking to her?

Are you having fun and she'll say yes.

How do you feel about playing house and dress-up?

Well, I don't mind it as long as they put it away when they get done which is very seldom. So I try to get them to do it outside and then try to make sure they bring it back in. In fact, I've set a new rule around here, nothing goes in and nothing goes out because they were bring rocks in and dirt and everything they could find and they brought one of my kettles I just washed. They brought it full of dirt and gravel and you know how that is and I went out to the back one day and the back yard was full of blankets and everything had dirt on them.
You do provide things for the kids to play in and dress-up in?

No, they use their own clothes.

Can you give me any more of an example of what you would talk to them about while they are playing?

Usually I'm telling them not to scatter it so much or they shouldn't be quarreling over playing with each other's stuff.

Respondent 17

What do you do together as a family?

We go fishing quite a bit.

Where do you go?

Oh, most anywhere when the fishing is good. It depends. We have gone up the canyon. We have gone to Wyoming, Idaho and Utah.

Do you do things like that often?

Well, last summer we did it almost every weekend. It depends on when we can get away.

What things do you do in the winter?

Not too much because they usually keep him working on weekends and things like that. We have gone to the show and the youngsters have their games and they play and watch TV.

What kind of things do you do just with your child?

Oh, we have been to the school several times together, and she plays with her Barbie dolls. She plays here at home while I do my routine housework.

Do you feel it is any value for her to do things like this?

Oh, I think she learns many things; how to take care of herself a lot. She seems to enjoy it quite a bit.

Do you read to her?

Oh, yes, out of little books. I can't remember the names of them, but she has some little books that the little boys gave her for Christmas.

Why do you read to her? Do you have any special reason?

No, only that they seemed, when they were in school with the older children, it was good to read to them. They learn quicker.
What kind of material do you read to her when you read?

Well, there are these little books uptown that are jungle books and I have a book of Bible stories that I read to the kids and nursery rhymes.

Do you talk to her about what you read?

Yes, I found that if you kind of work with them they usually will ask questions about the story and the pictures in the book. They learn a little faster, too.

Can you give me an example of how you would talk to her?

Well, I read her the story and then we ask her what this figure is. It would be the horse, a cow, an elephant or something like that.

What does your child do in the home with you?

Well, like I said, we generally try to teach her how to keep her things hung up, her hair brushed, and like I said she draws her own pictures and colors in her book.

Does she ever help you cook?

No, she hasn't tried that yet. She hasn't wanted so much to. She tries to help her sister when she makes a cake.

What about cleaning? Does she help you with the cleaning?

Oh, yes, she enjoys scrubbing woodwork. If she gets into that she really enjoys it.

What do you do when she is doing things like that?

Oh, most generally I am doing the same thing. She likes to help when I'm doing it. She likes to wipe the dishes. She has done that several times.

Do you feel that it has any value for her?

I think the earlier they learn these things the better they are.

Do you talk to her while you are doing these things? Can you give me an example of your conversation?

I ask her what she did at school. In fact she came home yesterday in a pink outfit and I said, you have had your shoes off, haven't you and she said yes. Her stockings were hanging out of her pockets. Yes, she comes home with her finger paintings and her kite, and they made a flag, and it just about broke her heart when it got worn out. These are some of the things that she has brought home. They made snowmen out of paper plates, and at Halloween they made witches out of egg cartons.
Do you have any particular type of toys you prefer?

No. When I was younger all I had was the dolls to play with. Daddy built our little table and chairs to sit on and many things like that.

How do you feel about dress-up and playing house?

She just delights in dressing up like that. I think this is good, clean fun. I don't see anything that can hurt them and they learn how to co-ordinate their colors.

Do you provide things for her to dress-up in and for imaginative play?

Yes, she has old dresses that her sister doesn't wear and she takes old curtains and makes a crown out of them or a veil.

Do you think there would be any benefit for her?

Well, I imagine it is that they learn how to be different characters other than themselves.

Response to Summary Question: I think it helps them learn a lot faster. I don't know, she seems to be a lot quicker at picking things up than some of them have been. She learns different words faster.

Respondent 18

Can you tell me some of the things you do as a family together outside of your home?

Well, we go fishing together and we go on a lot of picnics. We go out by the river or up in the canyon, and part of the time we don't plan ahead of time, we just throw some weiners in the car and away we go and have a weiner roast and then we do take trips like to Provo and different places like that once in a while, and then we take the children to the show. We try to take them to the show every now and then and we go to church together and then we have church activities, of course.

What kind of activities?

Like our primary. I happen to teach the primary too, and the children go and I try to take them to different things that I think would be of interest. Both my husband and I have different things we think would be interesting, but our biggest activity outside of the home is just getting out and away and on a picnic.

When you go on a picnic do you play with the children?

Oh, yes. We all usually have a hand getting the sticks for the fire and then we go looking for willows and certain ones their dad shows them which ones to get for roasting weiners and marshmallows, and then
we usually go for a nature hike and then their grandfather has a hobby collecting bottles and things so we usually go looking for old bottles, and then they have another grandmother that likes rocks and so they are always on the lookout for rocks. In fact, we have even got an arrowhead collection that we have started, the family together, and it gets quite interesting for the children.

Do you give it a purpose?

Not always. Sometimes we just want to get away and never know where we are going when we start out and we never know what we are going to end up doing. It is different every time. Sometimes we start out fishing and end up doing something different entirely.

What value do you think this has for your children?

Well, I think it brings us all closer together and it also helps teach them different things about nature. Like the boys are creating quite an interest in fishing now because their dad takes them, and last year we got them all fishing rods for their birthdays.

Do you talk to the children while you are doing this kind of activity?

Yes, we usually are always talking and they are asking questions and you are kept pretty busy answering their questions about this because there is always something new and something different to see, like on one of our weeks they found these toadstools that were growing on the trees and wanted to know what they were and they even took one off and showed them what they were like and told them that they should never eat them and point things out.

Do you read to your kids?

In the evenings I'm sometimes too busy so the older girls have taken over where I used to do it entirely. She has taken over and she reads to them and once in a while their dad does, if he isn't too tired.

Can you tell me why you read to them?

Well, I think one of the reasons I enjoy their stories just as much as they do, and it also helps to settle them down before they go to bed at night.

Do they see your husband read?

Yes, we both love to read.

What kind of stories do you read when you read to them?

I have a set of Bible stories that we read to them and then we also have the fairy tales and then we have got special books called Black Beauty and some of these classic stories.
How often do you read to them?

Well, now I haven't read to them for a couple of weeks now. I guess I haven't been reading to them, but we read every night because if my husband or I don't do it my daughter does because she loves to play school.

Do you talk to them about what you read?

Yes, we point out the things.

Can you give me an example of how you would talk to them?

Well, now, there are times when you will be reading in the story and they bring up questions you know about the story, if it is something new to them that they have never heard before, something they want to know what it is. Our children are real curious and they will bring up a point and ask you about it and want to know what it is, then you have got to give them some kind of an explanation or they won't let you go until you do.

Do you use the library?

They all have their library cards, except the three youngest. They haven't got their library cards yet, but we do use it mostly in the summer time than the winter.

What do you do with them here in your home?

They have their little chores that they are supposed to do. Now I have been having him pick up his clothes and when he takes and changes he will have to take and put them on the back porch. They haven't been too good at that. I have been after them, trying to teach them and I have just gotten some hooks and put them in the hallway and I am trying to teach them when they come home to take their coats and hang them up. He does help me in the kitchen because he helps me to set the table and he helps me to take out the garbage for me and he also likes to watch while I am making cakes.

What does he do while you are making a cake?

He watches and then when I get done he gets the bowl, but he helps out with everything that is done, and I usually explain to him why he is doing this.

Do you feel it has a value for him?

Well, I think it does have a value to him because it seems to be teaching them and they know what is going on and in their home and what is expected of them and I know we have a little bit of trouble with the older ones because they didn't have enough responsibilities so we were trying to on the younger ones now.
Can you name some of the materials that he would be handling when doing these things you would use as he is helping in your home?

Well, yes. Like a spoon. I have let him help stir some of the things, like cookies and biscuits and they sometimes get to help me do the dishes. They handle the dishes like when I get ready to do dishes they learn how to put those away.

How would you talk to them while they are setting the table?

While he is setting the table I am trying to teach him the right way and so I tell him that fork doesn't go there, it goes here and we don't put all the dishes on one side of the table, we have to put them around so people can sit, and then you have to tell him where to put the butter, you put them in the center and where to put the different dishes, otherwise he forgets.

What are his favorite toys?

Well, I would say his favorite toys are blocks and cards. He likes to play with them. He likes to sit down and build different things with his blocks and he will take his cars and haul them around in his trucks especially in the summer time when they are out in his sandbox.

What kind of toys do you prefer?

Quiet ones. I believe we have a lot of musical toys and things, but they are okay during the day, but in the evening they kind of like to settle down and play something quiet.

Do you ever play with ________ when he is playing with his toys?

Yes, we especially like to go outside and play ball. In fact, we all like to play with ________.

What value do you feel playing with the child has?

Well, I think it makes them feel like they belong in the family and that mom and dad care about them. His dad took him down to the river last weekend to fly their kites. I don't know who had the most fun, the children or my husband, but they all worked on it and made the kites and then went outside and flew them.

Do you talk to them while playing with their toys?

Sometimes, not always.

Can you tell me a little of how you would talk to them?

Well, I ask them what they are doing, what they are building sometimes especially when they are playing blocks you are quite curious.
and then they tell me I'm building a service station and I am building me a house and they usually tell me you go away and when they get it done they call me and I come and say that is a real nice house you children built, but they like to build things that surprise us.

How do you feel about playing house and dress-up?

Well, we do that quite often and the boys have just as much fun dressing up as my two girls do. In fact, they dress up in dresses as well as dressing up like boys. They dress up in their dresses and put on hats and put on lipstick and mother usually is in charge of that so we can get it off afterwards.

Do you ever take part in this type of play?

When I'm ironing a lot of times I do, especially with the younger one when she is home alone playing house and she comes to visit me and I play like I am Mrs. Jones and I am doing the ironing, and we carry on a conversation and sometimes I am Mrs. Jones, the storekeeper, and she comes and says she wants to buy some butter and pretends in this way.

Can you tell me why you take part in it with her?

Well, it helps to keep her entertained, and I can go ahead and do my work without her getting into things and me having to put her out.

How do you feel about a child talking to an imaginary friend?

I don't think it hurts them. I really find it interesting sometimes just to eavesdrop when they are playing house especially, when they are playing by themselves they talk to an imaginary friend and maybe he's supposed to be a service station attendant, and he is supposed to fill their car with gas and different things, and I really find it interesting and I think it gives us an insight to the way they feel.

Response to Summary Question: Well, I think it gives them a feeling of belonging. It just helps the children to develop in a lot of ways and it gives them a lot of different experiences. I think all children should have equal opportunities to do this.
Appendix C
Nursery School Interviews

Respondent 1

What activities do you do as a family outside of your home?

Well, with the age group we have it's quite a problem to do things together. is usually with us everywhere we go. He is quite attached to his father particularly, so that he's usually with him. During the summer there's the picnics and going up to Bear Lake and trips. We don't ski as a family or have these winter sports.

Do you take him shopping with you for groceries and clothing?

Yes, he goes with us quite a bit. Either it's for him or for us or one of the others.

What value do you feel doing things like this has for the child?

Well, we were in the service for a good many years, so we know travel does broaden, and they do learn from actual experiences, to have contact with different environments and people.

Could you give me an example of how you would talk when you were going somewhere with your boy?

Well, if there is something which is new we try to draw his attention to it, and to let him see what it is. If we are talking or shopping we do this. He picks out many items in the store he has seen on television and naturally wants them.

Do you read to him?

Yes.

Can you tell me why?

I think by reading to them it helps to start them to read, to get expressions, and they get more enjoyment and interest in books.

Does his father read to him?

Well, he tells him stories he makes up more than he reads to him. He makes up stories which he has carried on with the children through the years. It's easier to do that than to read. He can lay down and let his mind ramble.
Can you name some of the things you do right here in your home with him?

Well, cooking is where he helps me the most. He is right there practically with his feet in the bowl when I'm cooking, and he is my helper.

Can you tell me what he would do and you'd do?

He puts in the flour and stirs. He really likes to stir. He's a good stirrer.

What value do you feel doing things like this has for him?

Better shut off the recorder because I'm not very happy about this all the time. I'm sure it's a learning process for him, and he's curious, and I think this is the thing.

What kind of toys do you prefer?

Well, I think the ones they can use their imagination with is the best.

Do you provide materials for him if he wants to dress-up?

If he wanted to. The girls have dressed him up a few times, and he found this kind of fun, but as far as dressing up, he puts on hats and that's the main thing. He has quite a conglomeration of hats he has collected around here that he wears quite frequently.

Response to Summary Question: Well, they are a learning process, and I think that everything that you do you can learn and gain experience from it. It makes a more rounded personality, I think, if they have different experiences.

Respondent 2

What activities do you do as a family outside of your home?

I guess we do all of them. We go to church. We go camping in the summer. We go driving. We've taken them to Lagoon and been to Vernal. You know, there's a dinosaur monument there and to their museum. And we lived in Canada.

What kind of toys do you prefer?

I prefer dolls and little lady-like things for her.

Why?
Oh, some things bother me. My little boy is a real fiend for guns, and it bothers me. She doesn't play with guns very often, but he really has something about guns and it bothers me; but I like her playing with dolls because she looks like such a little mama.

Response to Summary Question: It gives them all sorts of expression and experience. I noticed our little boy likes to put on plays. If he ever goes somewhere and sees something the next day we have to have a play. He'll act out part of what he saw. We had a play last summer after we went camping. We had to have campfire programs and he was the forest ranger. He does it a little bit, but not nearly as much as the boy.

Respondent 3

Can you name some of the experiences you have had as a family outside your home?

Oh, we don't go an awful lot. We go to the zoo in Salt Lake usually once a year, and we went to the Pioneer Village last year. We take him to children's movies. We try to do that as a family. Oh, visit the grandparents; my folks live in Provo and we drive down there to see them usually for Thanksgiving. We have quite a bit to do with my husband's family. I'm an only child. His family is all around here.

Can you tell me what you would do with him and what he would do when you go somewhere?

Oh, we usually just sit and talk, and the other cousins are there, if it's in the family. Sometimes when we go to Provo my Dad is quite a train buff, and he always takes them to see the trains, and I always go along because I like trains. We always check the train schedule and we go down and watch the streamliner come in.

Do you use the library?

No, the children bring books home from their school library and he reads these. We have the National Geographic, and if there's something like this albino gorilla they found, I show him that and talk to him about it, and the whole family. Or if there is particularly large frogs or something to do with them in the Geographic, he is quite interested in something like that.

What do you do here in your home with him?

Well, we have this hobby of tropical fish. My husband does. We have thirteen tanks of tropical fish in the basement. He has learned all the names of the fish and we go to this man who sells fish in his home. He nearly always goes with his dad to pick out fish and to buy them. He has learned the names of all the fish, and we have a very good book with colored pictures of tropical fish. He has seen them
give birth, live birth, and he's seen them lay the eggs; the two different kinds and we've all enjoyed the fish. The children each have their own fish and when they have babies we sell a few, and we put the money in a jar for a trip for all of us from the money we get. All of us enjoy TV, probably more than we should, but we do a lot of TV watching together.

What about cooking? Does he help you with that?

His dad lets him help cook and he's a little more tolerant of his help. His daddy lets him help beat eggs. He cooks breakfast on the weekend, and his daddy lets him beat up eggs, and do things like that.

Could you give me an example of how you would talk to him?

Well, I don't know exactly. I probably talk on quite an adult level to him. I don't talk down to him at all. By the fourth one you just go along and accept it. It's hard to explain, because with the older children we probably all treat him like he is older than he is.

Response to Summary Question: Oh, I think anything like that gives them a great deal towards their I.Q. I've just read some of the studies on deprived children who haven't had these experiences. But you can definitely help their I.Q. and communication and everything else. So anything like that is really a benefit.

Respondent 4

Can you name some of the things you do such as camping and trips?

My husband and I usually do the shopping, occasionally we will take some of the children with us as far as grocery shopping. Of course, if we are buying clothing or something for the children we take the ones that are concerned, and we haven't taken too many trips since we started on this house.

Name some of the materials would use in your home?

We have all kinds of puzzles and paints, salt dough. I let them make cookies and this type of thing.

Would he use pans, things like this?

Yes, if I'm making bread or rolls they always get into it.

How often would you do things like this?

I don't know, as far as rolling dough, cutting it out and icing it. It's especially on holidays. On Easter I'll let him help make the cupcakes, color coconut, and make the nest on top. He's good to help me with most anything we're doing. I don't know that I especially do things for him to help me with, unless there is something special like holidays and things.
What kind of toys do you prefer?

Well, I really like things that they can do things with, with their hands and are educational, and sometimes I keep wondering why I buy these things which have all the little pieces to pick up, because it is a chore sometimes to get them picked up. We've really enjoyed peg boards and this type of thing that they can learn counting and manipulative toys.

Respondent 5

Do you read to him?

Yes, we don't read as much as we have to the other kids because the children's ages are different and so are their interests.

Can you tell me why you read to him?

They love to have us read to them. He is very interested in books and he will sit and look at them for a long time.

Do you talk to him about what you read?

Oh, yes. He has a million questions.

Do you ever play with him when he is playing with his toys?

Well, now, his dad plays with him a lot. He wrestles and plays with them a lot. I help him quite a bit doing cutouts and things with drawing.

Response to Summary Question: Oh, I think for a well-rounded child they need these experiences, and I think that this prepares them for their whole life and future. I feel these experiences are important whether you can give them to them in the right way; and there are times when you get busy and you don't know. This is my worry that I don't communicate enough with each child.

Respondent 6

Can you tell me some of the things you do as a family?

We camp out and we take them out and use a tent and sometimes we take a table with us and sometimes we don't. We take our canoes; and we let the children swim along the edge and take them out in the canoe. We take little hikes around with them, and if we see something interesting then we take them up to that; like the moose when we thought we could get a chance to see them.

Can you name some of the places your boy has been outside of his neighborhood?
Oh, we have taken him to Mesa Verda. Most of the time we have been north. We have been to Virginia City, the ghost town in Montana; and we haven't really been too many times with him, I guess.

Can you give me an example of how you would talk to him while doing something like this?

Oh, we usually speak to him like grown-ups, but we try to explain to him a little bit of the background so they will understand what we are seeing a little better, and just point out the little interesting things they might notice.

What activities do you do with the child in the home?

He gets a package of jello and says let's make jello. He usually pulls the chair over to the cabinet and gets the bowl out, so I usually put the water in the kettle and heat it, and give him the spoon to stir it; and let him stand there and when the water gets hot I pour it in, and let him stir it in and add the other water; and let him so he feels like he is doing it, but of course, he isn't actually to have anything hot.

What value do you feel this has for him?

Well, I think the more they can learn the better off they are. I think they should learn to take care of themselves as much as they can.

What kind of toys do you prefer?

Oh, I don't know. I like them to use the things to build with. He loves Leggos and he has always loved blocks. I think they learn lots from blocks. They can make them into anything they want.

Response to Summary Question: Oh, all these things are very important. Well, one thing comes to my mind and that was my oldest boy. He took the mother cat and her kittens to school because he wanted to share them, and his teacher said that there was one little boy up there who wanted to hold the kitten, and she said this little boy is starved for learning experiences. She said he had never touched a little animal or had any of these things, and she felt so sorry for him.

Respondent 7

What activities do you do in your home with your child?

Like the other night we had hard boiled eggs, and she peeled the eggs. She broke the shells and peeled them off, and she likes to peel the carrots, and she likes to try to peel the potatoes, but I can peel five potatoes while she's peeling half of one, and she sets the table real well, when you consider she's only five years old she does a real good job.
What kind of toys do you prefer?

Ones with a lot of little pieces. I really think the different ones I prefer, I would always buy her a doll or something; doll clothes or a blanket, and for my oldest boy I would buy something that had to do with birds, with art work, or something because he's a real artist.

Do you think that an adult should take part in imaginative play?

Well, I think they take part in it every day because the children are playing house and they are just imitating you. If you listen to them sometimes it's kind of embarrassing because there you are on record, I mean in this way you do it every day but to get down and actually play with them, I'm sure this is fine but not something you do every time they play. Yes, I play with them sometimes, in fact, I probably am with my kids a lot more than most people are. You know if we're outside and we skip, then I skip with them and if we're going some place I pull them in the wagon. My neighbors think I'm kind of nutty.

Response to Summary Question: Well, all of these things like I said before, they broaden this child's ability to understand the world that it lives in, the people that it associates with on different age levels, and all these kind of things. Like in this head start program, when I realized that some children did not even know what the color red was. I just couldn't even fathom that, because I can say to who's three, "Go get your red shoes," and all these things and he'll go bring me his red shoes. Oh, I think it would be sad if you didn't do these things but it just makes them so they can really accept all things and accept different kinds of people.

Respondent 8

What kind of activities do you do as a family outside of your home?

Well, just about everything really. We all go to the show together and we do everything together just about. My husband is good at taking the kids places without me and places like bowling and he took them roller skating.

How about camping and hiking?

Well, we do hike around, but we have only camped once and it didn't turn out too well. Of course, we didn't have any of the equipment or anything so we didn't really camp. We have taken them on trips together from California to here and back, and to Nebraska and several other of the states. We have traveled to Kansas and things like that.

On a trip what would you do? Would you talk to him?

Oh, yes. I ask questions about everything on the trip, or we talk all the way especially somewhere where we go to see some wild animals. You know, deer, but of course, we have seen little of deer since we lived here in Utah but the outdoors are full of things, and he asks
a lot of questions that you have to ask daddy, and he has a pretty
good imagination; and I know he is spoiled rotten, but I really
thoroughly enjoy him. He has got a real good little personality.
I just get a big kick out of him. I really do enjoy him.

What toys do you prefer?

I like toys that keep them busy by the hour, and one thing parti-
cular about their toys is that they are not messy when he wants to
leave them out. I think they are very good for him. He builds some
pretty good things.

Do you ever play with him while he is using toys?

Quite often.

Can you tell me which ones?

Puzzles most of the time. Oh, we don't have any tinker toys, but
we used to play tinker toys a lot. We play cards. We play fish,
concentration. One thing I didn't tell you, we play games an awful
lot as a family at night after dinner. We have lots of games, and
plays them and everything.

Response to Summary Question: Well, I think a lot of things are
showing love, and this is the way to learn. This is the only way
they learn by experiment, and by doing things and asking questions.

Respondent 9

Do you feel that doing activities outside the home has a value for
the child?

Yes, we do, perhaps even if it has been something they don't feel
right about. It helps them understand. We feel that we are respon-
sible for them beyond the basic needs. If you are thirsty I'll give
you a glass of water, and if the weather is cold outside I'll see you
go out warmly dressed. I think that this is based on my own experience,
but I do feel that I want to make sure that they don't lack any of the
things that they need.

Can you tell me why you read to her?

This is one thing that you are going to find out about your child.
When you have lived with him for only 18 months you know very little
about him, and every day, or every week, or so, you indulge in some-
thing which is going to become sort of a temporary experience in his
life for a certain period of time, and so you get to the stage where
you realize that it is about the time we talked about books, and so
well, how about a story, you know; and you introduce him to the whole
idea of reading. The enjoyment behind it, and books and what you can
do with books is important. Usually we start by reading to her at
bedtime and then throughout the day, and of course, first, we show pictures of different books. First it is the big pictures he is able to identify and you need no words and then you have the ABC's, and the one word on a page, and then you buy a very small book and you read stories out of it; and the size of the book I think makes the book nice and cute; and somewhere on their level, and you graduate to larger books and longer stories, and more pictures and they have enjoyed that very much especially ________. She got to the point where she would listen so very carefully. This was always such a serious business with her and was such a thoroughly enjoyable experience, that she would listen so very carefully to everything. The third time that you read the story she would take the book and would say to her brother, "Come and I will read a story," and she sits with him and she takes the book and she will repeat the story to him. Of course, I needn't tell you she doesn't read, but she knows what stage in the story she is in and we do that quite often.

Do you use the library for them?

In fact, I was just about to say that my husband quite often will go to the library and bring home a stack of children's books, well-bound books, and I teach them to read these books.

What type of work do you do together?

For instance, I try to make her understand that the house is hers as much as it is mine. That we have to work together in order to make the house a success. For instance, let's go up and clean up your room and we will do that together, so you pick up the toys, and I'll fold up the clothes, and put them up, and you will pick up the waste papers and put them in the wastebasket. They enjoy that very much and then I take the vacuum cleaner and vacuum.

Can you tell me what toys you prefer for her?

I prefer toys like dolls and educational toys, just clocks and building materials, and I do feel that puzzles are very good for her.

Can you tell me why you prefer them for her?

This way this gets her to come to concentrate on her own without feeling that she is being made to do it, and I prefer that she played and did something constructive because I don't want it to become a habit.

How do you feel about a child talking to an imaginary friend?

Here it depends on the tone of conversation and what is going on. I find that it is very revealing. You find what he is saying, the type of situation he is creating with this imaginary friend. I think you can learn an awful lot about your child, about what you mean to him and how he sees his everyday life.
Response to Summary Question: In my opinion, I feel that it teaches him about mother and daddy, no matter how wonderful they are to you, they are not all the most important things in life in general. For instance, I like to drop into the doctor's office and just say hello with her because I want her to understand that a doctor is very important man. He is just as good a friend as your mother is, and you know he is to become acquainted with this part of life and take trips. I don't expect her to understand much as far as geographical locations are concerned as I would, but it does give her the idea that the car is not the only means of transportation to use. If you are going to be on the road this is a means of transportation which is far more efficient than the automobile--the airplane. She has had several airplane trips. She has been on the train and on the train she can see the rest of the country. I don't expect to have her discover what you and I have discovered; but I am glad that she has the opportunity to see these things.

Respondent 10

Can you name some of the activities that you do with your children?

We love to go picnicking and we bicycle ride quite a bit and my husband is real interested in sports, and so he plays catch with

How often do you do things like that?

Well, we always find time. We are not on any schedule. My husband and I both enjoy being outside and go a lot, so we do it quite regularly, two or three times a week.

Can you name some of the places you have been outside of the neighborhood?

He has been to Yellowstone and fishing, and to the mountains in Southern Utah; and he has been to the zoo in Salt Lake, and picnicking a lot, and in Ohio.

What value do you feel this has for him?

Well, I feel it is important for the family to do things together because it strengthens the family bonds. It gives the kids more to talk about and gives them memories of their home and makes them feel closer to their parents and to each other.

Can you name some of the things he does with you?

On, we have a basketball hoop in the basement, and it is set up real low, so we play basketball with him, and we have several games we play together as a family, our mouse trap game.

Does he help you cook?
Yes, he is in charge of making his own bed. He is supposed to make his bed every morning before he goes to school, and he has to hang up his clothes before; and a lot of times he likes to help me when I am cooking. When we make cookies; he likes to dump things in.

Can you give me an example of how you would talk to him when you are doing something like this?

Well, when I make bread when I first started letting him help me, he asked me how the bread would get big, and I told him that we had to let the bread rise, and he talked about the yeast and how the warm water makes the yeast raise, and the sugar, and how it makes the little bubbles in the bread.

What kind of toys do you prefer?

Oh, I like the bicycle. I think it is a good toy, but I would like him to be interested in sitting down and doing things like playing with clay, or something like that.

What value do you feel there is in playing with him?

My husband taught him to play basketball just to improve his coordination, and the bicycle we enjoy riding, just being together, and it gives us a chance to get out of the house and expand his world. It helps him to be aware of what's going on and of other people too.

What would you do if he talked to an imaginary friend?

Oh, he has had an imaginary friend and I kind of go along with it. His friend is Sophie, and Sophie comes to play every now and again, and I just play along with him.

Response to Summary Question: Well, it broadens their world, I think, and it makes them aware of other people, and gives them a greater insight into the world we live in and the people we are dealing with.

Respondent 11

Can you name some of the activities that you do outside of your home with your family?

Well, church activities. Then we enjoy picnicking in the summer, getting out in the canyons. We do a lot of outdoor activities and swimming as a family. We go quite often swimming.

Do you take them shopping with you for groceries and for clothing?

Yes. Well, ______ takes dancing so she goes to that, and usually she's with me at the grocery store once a week. I do some sewing for her. She really enjoys this if I actually make it for her. Like last weekend, we went shopping for her shoes, and I let her choose what
shoes she wanted to go with the dress I made her, but I think she
likes the idea of me actually making something for her.

What value do you feel this has for her?

Well, I think it strengthens our bonds. I think it makes her a
little more independent if she's with me, and maybe not the other
children. I just take her and let her make her own decisions.

Could you give me an example of how you would talk with her while
you were doing something together?

We kind of get out and we see so many different animals, and that is
always a good topic of conversation, but we talk about these different
things we see along the road; and it entertains her and keeps her
occupied, so there is not so much fighting between them; a little
more peace in the car. We do that a lot and then we have one of
these counters that you count the numbers and she enjoys that.
Everything she sees she enjoys.

Can you tell me why you read to her?

Well, she enjoys it and any time we give her a book as a gift she
really treasures it, and in fact, she almost gets it memorized, and
I enjoy best having that time being with her, so at night I try to
read to all of them.

Can you tell me what she would do and what you would do when you're
cooking together?

For instance, we were fixing a pork chop casserole, and she got up and
fixed all the bread for the dressing to put on that, or if we are
making cookies she can hold the mixer. I have a hand beater and she
can hold that, or I'll let her scramble her own eggs and then she'll
eat it if she helps fix it. If she can get up and actually cook it,
and then like when I make pancakes I let her make her own. She'll
want to make those funny shaped pancakes, I let her make those.

What kind of toys do you prefer?

Well, usually I like something that requires a little activity and
makes them think a little bit on their own, particularly I like to
play school with child guidance toys.

How do you feel about playing house and dress-up?

Oh, I think it's alright. I enjoy just being on the outside and
listening because I think lots of times what they say and do reflect,
actually, their home situations. I think it's good for them to be
able to express themselves.
Response to Summary Question: Well, it certainly gives them a wide variety of experiences and it's good for, I think, teaching her vocabulary, and her interest and everything to allow them to have these experiences, and I'm sure it makes them a well-rounded child from these experiences. I think it will give them something so that they'll be able to draw from these experiences the rest of their life, when they get in school. And I think these extra special things that you do with them is something that will stay with them and they'll remember.

Respondent 12

What type of things do you do with your family outside of your home?

Why, we go to movies once in a while. Maybe once a month we take them out to dinner. We camp in the summer. We go for walks. Each child has a private hour with both mom and dad, and we do whatever they want to--go downtown, ride on the bikes.

You do this purposely to be alone with your child?

Yes.

How often do you do things like this?

They each have a private hour with each parent each week, and then these other things, like going to dinner, we maybe go once a month.

Where has she been outside of your neighborhood?

We have been on vacation to California and Seattle. We go to visit Auntie's out on the farm in Nibley and to Clarkston, and she goes along.

Can you give me an example of how you would talk with her?

We almost talk like she was an adult because she is always talking so plain, and she catches on so quickly.

What do you read to her when you do read?

Oh, I read to her out of the Children's Friend, or we have several little books, and we have this Childcraft, and she loves the first group of volumes of that. The Sugar Plum Trees, and they like that, and we read it all the time. We have books from the Child's Magazine Book Club, and then the Little Digest Children's Book Club. We have got a lot of those, and see like these.

Can you name some of the things she does with you?

Well, she helps me. She is real good to help me clean things up in her room. Every Saturday when the kids have chores she wants a list
of chores, so I write them down and draw pictures next to it, so she will know what it is. She picks up her own things, and she wants to help me do dishes, and she'll sometimes try to clean the bathroom.

Response to Summary Question: Well, I think it enriches a child's whole life to do things like that. They learn so much more, and I think in nursery school she has grown so much, learning songs and stories and gaining confidence. I think she is totally acceptable in everything she does.

Respondent 13

Can you name some of the activities you do outside of your home with your family?

Well, last summer we came back to school and we went on several trips and we have taken them on several trips where we didn't camp. During spring vacation we took them to Arizona to visit relatives.

How about shopping?

Yes, I usually don't take all three of them. I used to, but lots of times I will take one of them when I go to get groceries. They kind of take turns, and occasionally we go on special ones with one of them when they have to buy shoes.

Can you name some more places she has been outside of the neighborhood?

Well, we have taken trips to the zoo several times, and I have gone to movies with them, two or three times; and I have taken her shopping like I say. We have gone on trips like up to see the elk at Hardware Ranch, and we have been to Salt Lake to Temple Square and the museum, and everything like that. We have taken several other little shopping trips. My sister lives there and we have gone there on a Saturday afternoon, or something, and we have occasionally gone to visit my parents. They live on a farm and so she has had experience out around the barnyard.

What value do you feel this has for her?

Well, I think it should help as she grows up to have this experience. It should make her more knowledgeable about the world and should give her a better background, I think, when she studies these things in school. And then I think she feels that the children really behave well when we are on trips like this, and I know if we go for a certain period when my husband and I are really busy, and we don't spend time with them our behavior problems become more emphasized, and I think that this is natural, the more attention they have the happier they are.

How often would you say she is read to?
Oh, during the winter when they were inside a lot, once or maybe twice a day. Lots of time in the afternoons I would read to her while the baby was taking her nap and ______ was in school. Since they have played outside so much, maybe once or twice a week.

Can you tell me some of the things you do right here in your home?

I mentioned the times we make cookies. I try to plan things like when we make cookies so it is at a time she is there. She helps me fold clothes. When I'm vacuuming she likes to do the rug and dusting, but I have to work right with her, or she feels like it is work, for some reason, so I try to do some of these things. During the winter she liked to sew a little bit with a needle and thread, and then a lot of the time she will play with her clay while I'm doing something else, and talk to me. She likes to break eggs, and I measure the flour, and she dumps it in and she likes to open packages like chocolate chips and things, if this is her job. She stirs a certain amount and when we put cookies out she usually helps.

What value do you feel it has for her?

Well, I am really concerned about her feeling towards work, and I like to teach her that these things can be fun.

What kind of toys do you prefer?

Well, I prefer toys that don't make a mess.

Response to Summary Question: Well, I think it just helps them to develop every aspect of their personality to the umphth degree. This prepares them for being happy as well as for whatever work they choose. They should have enough experiences they can call back on these things. It's necessary for them to be well-rounded and well-developed.

Respondent 14

Can you tell me some of the things you do outside of your home?

Oh, we swim, picnic and camp, and we ski and skate. ______ gets her skis next year, and she has been going with a sled; and we go to movies.

How often do you do things like this?

We do something once a week.

What do you do with ______?

I take her shopping. She likes to go downtown with me.

Do you have any purpose when you do things like this?
Well, it is that we kind of think it is a family activity, both my husband and I were raised this way. If we teach them all these things when they are little they will not have problems, and we will not have problems with them when they are bigger. I think if they learn this when they are smaller you will not have problems or find them hanging on street corners.

Do you talk to her while you are doing things like shopping? Can you give me an example of how you would talk to her?

Well, the last two or three years when we have taken her shopping she gets to pick out her own things, within reason. We ask her if she likes it, if she likes the color, and then she gets to choose the color she likes, again within reason.

Can you tell me why you read to her?

Well, because I love to read, and particularly because I have worked in a library, and I love children's books, and I think the children's books they have now you can't help but like them. I think they all should know the basic fairy tales.

How often would you say she is read to?

Oh, at least four or five times a week if not oftener than that, because as I told you, ____________ does.

Can you name some things you let her do with you in the home?

Oh, she usually stirs everything if she is in the house and I am cooking supper. She usually stirs, and then she has her own baking set, and so she makes her own things. And when I am sewing she wants to try sewing things together, you know. She is supposed to empty the garbage. Sometimes she doesn't.

What kind of toys do you prefer?

I kind of like the activity toys. Oh, things like magic markers and things like that. Oh, sometimes I hate myself when I buy these things by the time I get through cleaning up the mess, but I like dolls; and she kind of likes doll house and furniture.

Response to Summary Question: A child needs these experiences to grow, to learn, to be a better adjusted adult.

Respondent 15

What value do you feel activities outside the home have for your child?

It keeps the family together. I think they grow up having family relationships all during their life.
Can you give me an example of conversation or the way you would talk?

We are having a ride. We talk about the cows, and we were looking for a home and she wanted a pink home; and I was telling her we would think about getting a pink home. She likes the outdoors and she is very interested in all kinds of birds and flowers, and we talk about all these things.

Do you take her to the zoo quite a bit in Salt Lake?

Yes, we go quite a bit. We mostly make it into Temple Square cause my grandmother is close there. She likes to go to the information building. It is fun for her.

Do you read to the children?

Yes.

How often do you read to them?

Every night.

Can you tell me why?

They enjoy it. We don't have a TV and I think it helps them to read good, and I think it helps them in their schooling.

What value do you feel this has for the child?

Well, if they see me and my husband reading they will become readers, and this is stimulating to them.

Do you usually play with the children?

Well, when I'm doing things like making pies and cakes or cookies like that, we play, or I let them make their little things.

What things do you do together with your children here in your home?

Cooking and reading.

Does she help with the cooking and cleaning?

Yes, she makes beds and we have been doing outside work.

When you are cooking, go into that a little more.

We makes cookies that she can cut out, and they can frost; and they like to do that every once in a while; and when I make pies I usually have quite a bit of pie crust so that they can make their own pies and turnovers.

Do you feel that an adult should take part in imaginative play?
Yes, I'm grandma.

How do you talk to them?

Like I was playing with them like this. I remember myself, I enjoyed my mother playing with me. I think it is fun for them.

Can you give me an example of conversation?

Well, will bring her doll in and say, "Grandma will you take care of my baby while I go to the store," and of course I say, "Yes, I'd love to, she is so sweet and you have got her so clean." She will go get things out of the play box and put them in the sack and pretend like she has been to the store.

Response to Summary Question: I think it broadens their world, and it teaches them to get along with people, and to learn all things that they need to learn at the age that they should be learning them.

Respondent 16

Can you tell me some of the activities you do as a family in your home?

Well, it is difficult to say. During the winter we don't do too much as a family. It is usually apt to be and myself, and I try to get outdoors with him when I can. The big thing this winter has been his learning to skate, but I haven't been skating. We have been taking him some afternoons. We have gone maybe for an hour or so when we could all go, and next winter I hope I can go with him more because now skating season is over. This is the only thing we have done together and we can go for rides, but as a real activity to get out and do something, we haven't.

What do you do with him in your home?

Whenever I am baking or something he wants to help and I try to let him do a little as far as he is capable of doing, and sometimes I let him try whether I think he is capable of doing it, and then we water plants together. We have done some planting together and many of these creative things. He picks something on the spur of the moment, like a May basket, and usually we had a little paper one made out of paper napkins. Whatever I am apt to be doing is something he wants to share or something that I think would be a good learning experience such as the carrots which I am sure he has learned about, and he is very helpful around the house and I don't know if it is because he is around a lot. I don't expect him to be that way, but it is very helpful because he sets the table; and he shares in just about everything because he wants to.

What about cooking? Does he help you with that?
He knows about everything that goes into a sugar cookie, and he didn't take long to learn that partly from his experience from nursery and partly from home, because each week I try to follow through, and he practically insists any way, and I say we won't do it today, I'll do it tomorrow; so we make sugar cookies, and he knows exactly what goes into the making of sugar cookies, and if you ask him some of the things he can tell you eggs and flour, but he knows just about as well as I do, and he just seems to retain it.

Do you do this regularly?

Yes, we make cookies at least once a week now. It has gotten to be quite a time.

You said he had a beater?

Yes, and it is broken and very worn, and doesn't work very well, and so then he wants to use mine, and I just say no; and then he has a sandbox and sometimes he is playing with trucks and things and sometimes he cooks out there.

What type of toys do you prefer?

Well, since he was in kindergarten I would like him to do something with his hands. I would like him to use his hands. This I kind of would like to see him do more than just with his hands, but with building things, although he doesn't seem to be terribly inclined this way; and we have some bricks, but I think they are a little bit too complicated and rather frustrating at times.

Do you use any particular thing when you are playing with him?

We have done a counting game, and we have done pre-school games with colors instead of counting. It is very easy for him. We haven't done too much with other games, but I think we can very soon. I think he could use it. He picked puzzles up very rapidly, I was very surprised. I showed him how to do puzzles when he was three, and that was another thing we used to do.

Response to Summary Question: Well, maybe I don't express myself very well, but to me it is just part of growing up, and just a part of childhood, or this fun that they can have because life isn't always fun you know as you get older. So I don't know, it is just learning about life so basically. That is my answer, is learning about life and everything.

Respondent 17

What type of activities do you do as a family outside of the home?

Well, we usually go to the park together, and we take her to movies, and we try to take her on little excursions like flying kites, and that is about all I can think of.
How often do you do this?

I think we do it about once a week. We try to take at least one day a week and usually it is Friday night and we try to do something specifically for her. We read stories to her. We try to read her a story every night and Friday night is the bigger night.

Can you name some of the places that she has been outside of the neighborhood?

We have had her to Salt Lake, and I guess we take her nearly every place that we go, being as she is an only child, and she is always going with us. We have taken her to the bird refuge, and we have taken her outside of the state. We have taken her many places because we are gone during the summer. We have taken her to Disneyland, the beach, and places like that.

Can you give me an example of how you would talk to her while you were doing one of these activities?

We try to make it a big deal for her. We try to have excitement in our voices, too. So that she picks it up, and we usually don't talk baby talk to her at all. We talk to her as though she's an adult, but we don't expect her to act like an adult.

Does your husband read to her?

Yes, he probably reads more to her than I do.

Does she see him reading magazines and books.

Yes.

What kind of things do you read to her when you read?

Well, children's books. We read her Sunday School papers. She goes to Lutheran Sunday School, and we read her those; and then they get little booklets each month. So those are just weekly things that we do, and then we buy her an awful lot of the little story books over in the bookstore. I am sure she must have over a hundred of those, and then she has the larger story books that we read out of.

Do you use the library?

To get books for her? No, I don't.

Now this is concerning the things that you do right here in your home. Can you name some of the things that you do with her?

Well, I let her bake cookies with me, and we make popcorn together. As far as the kitchen items, whenever I bake bread I let her bake bread, and we clean her room together. If it is kind of a big house cleaning day, she picks up her own toys.
Can you tell me what she would be doing and what you would be doing when your making cookies for instance?

I let her stir, and sometimes I let her dump the flour in, and then she brings her own little rolling pin and cuts her own cookies, or rolls them, or dips them in sugar, or whatever we are doing.

Could you tell me what her favorite toys are?

Books, I would say.

Can you tell me why?

My husband and I both being teachers she has always been around books, and she has been imitating us ever since she was a child, and when she was very young, I think, that she enjoyed her dishes and her play things, but she hardly touches her dishes any more. I would say her primary interests throughout these five years have been books.

What type of toys do you prefer?

I prefer something she can do herself and I have never bought a mechanical toy for her. I think she has gotten one and that was given to her. I don't buy them because I don't think it brings out any creativity in her, and plus they are expensive and they break easily. Even if we buy her a puzzle we try to have it a good puzzle.

How do you feel about playing house and dress-up?

Well, she still dresses up once in a while but not nearly like she used to. Two years ago when we moved from California there wasn't a lot of children on the block, and so she had to entertain herself all the time in her bedroom, and it was always with dishes, cooking, and dress-up; but she doesn't dress-up as much any more. She'll get some of my slips out of the drawer, for example, so that she has a long dress and play in those, and then she gets a scarf of mine to play that she's a bride and that's about all the dress-up that she does, but she likes it, but she plays for probably an hour with it, and I think that is fine and she does this.

Do you have a way you talk to her while she's doing this?

She always comes out in her long dress and her veil, and I always tell her how pretty she looks, and then when she is dressing up she combs her hair, and tries to look real pretty, and I always tell her, "Oh, she is such a pretty bride," and the other day she put on a real lacy slip that looked like a bride gown, and I asked her if she was going to go dancing or if she was going to be married that day. She said, "I have been married so much lately, and so I am going on a dancing party today." I try to live in the imaginary world with her.
Response to Summary Question: Well, I think if parents do something with them, they again show them your love. The child that is not played with has that unloved feeling, and then as far as playing with manipulative toys and things, I think that they enjoy this. This is challenging to their intellect. They like to be challenged this way.

Respondent 18

How often would you say you do something with your family outside of your home?

Well, it's usually weekly during the summer and Sunday afternoon we usually go to the park or somewhere and take a picnic lunch. My parents live in Avon and have a farm, so the kids love to go out to grandpa's and ride the horses and this type of thing.

Can you tell me how you would talk to when you're taking him somewhere, out shopping, picnicing or somewhere like that?

Well, for instance, the other day we went shopping. My sister and I took our children to Ogden and took them to the park, and let them roll their Easter eggs and swing and this type of thing. Then we went to Grand Central and I gave instructions before we went in there to hold onto my hand, and not to run through the store, and sometimes I seem to be able to reason with him and other times he gets quite rebellious; and maybe it's the approach that I use to explain to him that he's in a big store, and he could easily get lost, and when I have the smaller children I can't always be right after him, and that he has to stick close to mother.

Do you read to him?

Yes, again not as much as I should.

Can you tell me why you read to him?

Well, I think it is good for them. I think they need to listen, and I sometimes will question him when we get through as to what the story was about. However, right now he seems to be interested in the smaller golden books. I have read to him out of the encyclopedia on things like snakes and bears, and something that he might be interested in. Lately we have been reading to him. We just got some small encyclopedias, and I have been reading things out of there on bears, dinosaurs, and snakes, and this type of thing. He is getting interested in those type of things, as well as little fairy tales, and where he sees a picture he wants me to tell him about it. So I'll try to find something I can read to him, but I don't read daily like I should. Some days maybe I will, and then other days I won't. I have been tending my sister's two children, so this leaves me with the five of them, and the oldest is _____, so it gets kind of hectic around here some days.
Would see your husband read, for instance, magazines and papers etc.?

Yes, really encourages this type of thing. Reading has always been difficult for him, so he is quite insistent that the kids read. He will sit down with and sees that he reads to him, or have read and tell dad just what he has read. He encourages them to look at books and this type of thing.

How about cooking? Does he ever help you with cooking?

When I make cookies he likes to be there. That seems to be about the only thing he is interested in.

What would he do to help you make them?

Oh, I'll let him maybe sift the flour, or help me stir them, or if I'm making a cake I let him hold the mix-master while I'm doing that.

What value do you feel that this is?

I think maybe he would understand what is involved in making cookies. They go to the store and they see them in packages, and I don't believe that they really understand the process that they have to go through before they're actually cookies; and I think that they have to realize how long it takes for them to bake and after they come from the oven they are hot, and they can't eat them right away. I think that he kind of realizes that it's time from my schedule to do this.

What kind of toys do you prefer?

It's been trucks and this type of thing. I guess maybe more than anything they have it's trucks. They have quite a variety. They don't have an awful lot of toys, but they have trucks and blocks and several games.

How do you feel about playing house and dress-up?

Well, I have the three boys that are the oldest and my little girl is youngest and she's not old enough to be into this type of thing. I've noticed with this little girl that I am tending, she's just a few months younger than , and lately I'll hear them say this, "Let's play house, and I'll be the daddy and you be the mommy." Lots of times it was that suggested this. I was kind of surprised because if he knows that I am listening he doesn't want me to think that he'll do this type of thing. Although, I've never discouraged or said that little boys don't do this.

Response to Summary Question: Well, I think this just carries over into life as they grow. I think they have to have these experiences to sort of remember as they do grow up. I look back on my life and see some of the things I did as a child, and they are just really fond memories. I think that their happiness as a child just sort of builds their foundation of how they will be when they grow up to be adults.
Respondent 19

Give me an example of how you would talk to your children?

Well, [name] and I have always talked to the children as if they were grown-ups. We don't try to talk down to them, and we never have because if they don't understand this, they will ask and we talk just as if we are talking to anyone else, and we tell them all about things, and we point things out along the way.

Do you read to them?

[name] tells wonderful stories, stories that you have never heard, in fact, he is going to tell them, and I am going to write them down, and we are going to publish the stories which are much better than some we buy, but all he has to do is tell them about Roger and his flying carpet and they are spellbound. They love stories and they have stories.

Do you talk to them about what you have read when you finish your story?

Yes, and they will quite frequently play the story out. Now they don't watch TV very much but they like Captain Scotty and they watch the cartoons on Saturday morning and they watch the ads. They like the ads, and it is surprising how much they will get there from the different ads. One morning they wanted "Thee and Me" for breakfast. I don't watch TV, so I had never seen it, but they kept insisting they wanted the cereal that was for thee and me, and finally they said, "Mother, you know the one on TV, nothing is better than Quaker Oats for thee than me, you know." Well, this is what they call the cereal and they love it. Things like that they bring up.

What about cooking and things like that?

When I start baking I have two little people right here. They roll out the dough, and they make biscuits with me and cookies, and when I start anything in the kitchen they will both be right there, and they want to stir, and they love to roll dough and they like to beat with the egg beater. They have learned to do that since they were very tiny.

Can you tell me what value you feel this has for them?

Oh, I think it is very important. I think all children should learn to do things in the kitchen and satisfy them for one thing, and also I think it is to help them to know how to do things.

What kind of toys do you prefer?

Well, all of the education toys, and you would be surprised what we have. I get angry at myself every time I buy a flimsy toy, which I haven't bought too many because they break and we don't think they
are worthwhile. In fact, we have reached the stage where we won't buy unless it is going to hold up because children give it such a hard using, but the children have all the basic toys.

What would you do if they talked to an imaginary friend?

Oh, that happens. ______ has two or three imaginary friends. ______ is her girl friend, and she has one or two others she has just brought up the last two or three times. I don't mind because this is perfectly normal.

Response to Summary Question: First of all you have to learn to live with other people, and if you feel secure in your own family group you are not going to have any trouble with anyone else, because you know you have some place you are secure. If you don't get along with your friends you always have someone that likes you, and I can't think of anything that is more important than to have a very happy family group and to do things together.
VITA

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