

LITERATURE CONCERNING CHILD DEVELOPMENT READ BY
A SELECTED GROUP OF MOTHERS OF PRESCHOOL
CHILDREN AND REASONS FOR CHOICES

by

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INTRODUCTION AND REVIEW OF LITERATURE

Education is the process of integrating the individual with the world and its elements for the purpose of helping that individual take his proper place in his subculture to the greatest satisfaction and fulfillment of both his own desires and those of the society of which he is a part.

The process of education can be carried on only actively, never passively. In order to learn, the individual must be actively orientated toward the material to be learned.

The first necessary element for education is research. Once this research has been developed into ideas which the researcher thinks will improve the daily lives of the public it is important that the results are disseminated to the public for consumption. The problem of how to circulate and interpret such material must be solved so the material will be available to persons who will benefit by the knowledge. Through the solution to this problem the purposes of higher education are closer to accomplishment.

It is essential, also, to conduct research in the area of the public's choice of written media so that research concerning child development, or any other area of study, will be successfully utilized. This material must not only be strategically placed but must also fulfill the criteria by which the public selects its reading material.

Concerning this problem Waples has written:

The normal situation in any community, so far as we have been able to learn, reveals a very wide discrepancy

between what people read and what they prefer.¹ By investigations...we should eventually determine what conditions may be so controlled as to increase the reader's satisfaction with what he actually reads...it is essential to determine first what people want to read about, since a knowledge of the subjects discussed in contemporary literature that adults want most to read about is the necessary point of departure in any attempt to supply acceptable reading. Other preferences of the reader--such as preferences for certain authors, for a particular style, for treatments of a given length, and the like--must also be determined if² the reader is to be satisfied as completely as possible.

Clift, in introducing the topic of adult reading, has said:

In a world in which the adult is hard put to cope with the ideas that strive for and require his attention, reading remains the single most important form of communication available to him and³ the most effective tool for his continuing education.

Dale and Chall in discussing the developing of readable materials have said:

If printed materials are to be a force in adult education we must meet three conditions:

- (1) We must have books, articles, and pamphlets on important subjects prepared by able writers for the layman as well as the specialist.
- (2) We must make these materials physically available and psychologically acceptable. The book, pamphlet, or article must reach the potential reader and must be attractive enough so that he will try to read it.

¹Douglas Waples, "Subject Interests and Actual Reading," The Library Quarterly, Jan., 1932, 2:42.

²Ibid., p. 43.

³David H. Clift, Adult Reading, Vol. 55, Part II of the National Society for the Study of Education Yearbook, edited by Nelson B. Henry, 1956, p. 1.

- (3) The reader must understand what he reads. If he does not, he either quits or gets a confused idea of what the writer means.⁴

One purpose of this study was to discover what written sources mothers of preschool children in Manhattan consulted concerning theory and practice in raising children. The written media under consideration were magazines, newspapers, bulletins, pamphlets, leaflets, and books.

Another purpose of the study was to discover what elements of the written media influenced a particular mother's selection of the specific type of media. Why does mother X choose one certain magazine over another one?

Concerning this point Waples has said that three conditions which are more influential than others in their effect upon satisfaction are (1) subject interest, (2) readability, (3) accessibility.⁵

Finally, a third purpose of the study was to discover the degree to which the individual mother accepted and applied the knowledge to which she had exposed herself. Concerning this point Gray has said:

Intensive studies such as those made by Dale and Lazarsfeld supply clear evidence that there is no substitute for reading in meeting many personal and social needs. Of special importance is its value in the deliberate study of the serious problems which we face today. Its distinctive value lies in two facts. Printed materials provide the most illuminating and varied records of human experience now available. Furthermore,

⁴Edgar Dale, and Jeanne S. Chall, Adult Reading, Vol. 55, Part II of the National Society for the Study of Education Yearbook, edited by Nelson B. Henry, 1956, p. 219.

⁵Waples, op. cit., p. 43.

they can be examined and restudied time and again at the reader's convenience and at his own pace, thus enabling him to acquire clearer understandings, to develop rational attitudes, and to reach sound conclusions.⁶

This study was planned to add to the present knowledge of carrying research to the public once it has been discovered and processed by the experimenter. In discovering which written media mothers of preschool children choose, what criteria aided in their choices, and what factors influenced their selection of specific articles, it will be easier to disseminate literature concerning the young child to mothers who can profit by that literature. Finally, the degree to which the mothers studied thought they had applied the knowledge is important, for knowledge is useful only in so far as it is used by those persons who can profit by it.

In relation to these reasons for the study several purposes were listed to induce clarification. They were:

- (1) To discover through what written media mothers educate themselves on child development philosophies and practices.
- (2) To discover by what criteria mothers select the stated media.
- (3) To discover by what criteria mothers select specific articles on child development.
- (4) To discover the frequency with which mothers read child development literature.

From these specific purposes for the study several hypotheses were to be tested by means of the results of the study. These were:

⁶William S. Gray, Adult Reading, Vol. 55, Part II of the National Society for the Study of Education Yearbook, edited by Nelson B. Henry, 1956, p. 31.

- (1) That mothers select written media concerning child development on the basis of availability, popularity, price of the publication, and suggestions from other parents.
- (2) That mothers do not read child development articles regularly.
- (3) That mothers choose media which concern other topics of interest to the family.
- (4) That mothers choose articles concerning child development for clarity and simplicity of the material.

On undertaking this study certain assumptions were thought to hold true for all mothers selected as respondents. These were:

- (1) That all mothers chosen for the study were able to read.
- (2) That all mothers chosen for the study would not be emotionally threatened by discussing their reading material with the interviewer.
- (3) That all mothers chosen for the study had access to written media concerning child development.

A study of this type necessarily poses some unavoidable limitations. First, there was not enough time and money available to survey a percentage of the total population of Manhattan which would give unequivocal information regarding the reading habits of all mothers of preschool children.

Secondly, the inexperience of the interviewer would influence the interview situation; therefore the results would not be as accurate descriptions of the respondent's habits and

values as would be true if the interviewer were experienced in this field.

Finally, there was no known check of validity and reliability for the instrument used in collecting the data.

Many studies have been carried out on the amount of reading that the American population does, both regularly and in its entirety. Asheim stated that 70 per cent of a cross section poll in 1948 answered "no" to reading books within the past month while in 1950 this percentage had increased to 79.⁷ He also stated that 60-70 per cent read one or more magazines regularly and from 85-90 per cent read a newspaper regularly. A far greater proportion of young adults in the 21-29 age group read than those over 50.⁸ More professional people and skilled workmen read than wage-earners or unskilled workmen. Supporting this statement he also said that more people in the upper income levels read than those with lower incomes, and people read in ratio to the amount of education they have received.

Of this last finding Asheim stated that "education is the major correlate of reading no matter how you approach it."⁹

Asheim stated that Waples and Tyler found that the factors which make for differences in reading interest are sex, the amount of schooling, occupation, environment, age, and the time spent in reading.¹⁰

⁷Lester Asheim, Adult Reading, Vol. 55, Part II of the National Society for the Study of Education Yearbook, edited by Nelson B. Henry, 1956, p. 8.

⁸Ibid., p. 9.

⁹Ibid., p. 8.

¹⁰Ibid., p. 15.

However, Asheim quoted Waples and Tyler as saying:

...interest is less important as a factor in determining what a person will read than is accessibility. In other words, unless the reader is very strongly motivated, he is likely to read what is there, whether he is particularly interested or not.¹¹

Waples and Tyler continued that:

Nor are we being accurate when we assume that interest is only a subject-matter thing. To say that people read what other people are reading, rather than what they themselves are interested in, is to overlook an important element in what is interesting, i. e., what other people are reading.¹²

In discovering the public's motives for determining what they read Waples has stated:

The reader's predispositions are involved in the effects of reading in two ways.¹³ They condition the reader's selection of publications and they condition his interpretation of what he reads.

In short, both men and women are primarily interested in reading about themselves. The closer a topic fits one's personal problems or fantasies, the stronger it's appeal.¹⁴ As the central fact in most people's lives, occupation has an important role in the selection and interpretation of reading.¹⁵

The third motive--the desire to understand people in order to manage them more effectively--is expressed mainly by parents, teachers, and salesmen. Since women must manage servants, children, and husbands, the woman's magazines cater directly to this interest.¹⁶

Lazarsfeld and Kendall have stated similar percentages, based on the second National Association of Broadcasters' survey,

¹¹Ibid., p. 16.

¹²Ibid., p. 17.

¹³Douglas Waples, Bernard Berelson, and Franklyn R. Bradshaw, The Process and Effects of Mass Communication, edited by Wilbur L. Schramm, p. 56.

¹⁴Ibid., p. 58.

¹⁵Ibid., p. 59.

¹⁶Ibid., p. 64.

which support Asheim's discussion. They found that 74 per cent of a surveyed group had not read books during the past month.¹⁷ They also stated that 60-70 per cent read at least one magazine regularly, and that 85-90 per cent read one or more newspapers more or less regularly.¹⁸

Ridgway also found similar statistics for written communications media in a study of 225 non-users of the Flushing Branch Library in New York.¹⁹ She stated that 95 per cent of those interviewed read newspapers regularly, 60 per cent read magazines regularly, and 43 per cent read books regularly. She also found that the population liked newspapers because of accessibility, low cost, and because they can be read quickly and then discarded.²⁰

Of the magazines read Ridgway found that in order of preference read by 12 or more people interviewed the ranking was "The Saturday Evening Post", "Cosmopolitan", "Literary Digest", "Good Housekeeping", "Woman's Home Companion", and "The Ladies Home Journal".²¹ Two-thirds of the magazines read were taken by subscription and one-third were bought at the newsstand.

No studies were found on which a population was surveyed concerning reading habits and preferences for child development articles and books alone. Similarly, very few studies were

¹⁷Paul F. Lazarsfeld and Patricia Kendall, "The Communications Behavior of the Average American," Mass Communications, edited by Wilbur Schramm, p. 391.

¹⁸Ibid., p. 425.

¹⁹Helen A. Ridgway, "Community Studies in Reading," Part III. "Reading Habits of Adult Non-Users of the Public Library," The Library Quarterly, January, 1936, 6:12.

²⁰Ibid., p. 14.

²¹Ibid., p. 17.

found in which any research at all had been done on parental interests in written communications concerning raising children.

Brieland, in a discussion of recent literature made up primarily of 1955-56 publications, stated that popular parent education literature used by individuals can serve two functions in parent education.²² These are to give practical information for a background of knowledge about child growth and development and to give conclusions about recent studies bearing on parent-child relationships. He also found that two parent education magazines which enjoy widest circulation are "Parents" and "National Parent-Teachers".²³

Littman, Curry, and Pierce-Jones conducted an open-end interview with over 200 parents in Eugene, Oregon, on where parents go for help in which some questions were asked concerning written media.²⁴ The purpose of the study was to discover the felt needs of parents in dealing with their child, and what they did or would like to do in satisfying such needs. They found that "neither teachers nor newspapers are primarily categorized by parents as aids in their relations with children; but they can and do serve such functions, and this can be brought out by special probing."²⁵

²²Donald Brieland, "Uses of Research in Recent Popular Parent Education Literature," Marriage and Family Living, September, 1957, 19:65.

²³Ibid., p. 60.

²⁴Richard A. Littman, John Curry, and John Pierce-Jones, "Where Parents Go for Help," The Coordinator, September, 1957, 6:3.

²⁵Ibid., p. 5.

In answer to the question of what sources they seek for help, communication media ranked second with 25 per cent (physicians ranked highest with 30 per cent). In answer to the question of which of the named authorities was the most help communication media again ranked second with 20 per cent; physicians again ranked highest with 42 per cent.²⁶ However, when asked which authorities were the least helpful communication media also ranked second with 41 per cent; friends and relatives ranked first with 44 per cent.²⁷ Discussing these findings the authors stated:

Paradoxically, communication media are the second most helpful and the second least helpful, though they are listed more often as unhelpful than as helpful.²⁸

Hoeflin conducted an open-end interview study of child rearing practices and child care resources used by 100 Ohio farm families with preschool children.²⁹ In examining the child care resources used she found that relatives and friends were listed as first and second choices in 211 cases and printed material as first and second choices in 191 cases.³⁰ She found that there were no real differences found in comparing socio-economic status and child care resources.³¹

²⁶Ibid., p. 6.

²⁷Ibid., p. 6.

²⁸Littman, et. al., loc. cit., p. 6.

²⁹Ruth Hoeflin, "Child Rearing Practices and Child Care Resources Used by Ohio Farm Families with Preschool Children," J. of Genetic Psychology, June, 1954, 84:287.

³⁰Ibid., 287.

³¹Ibid., p. 290.

White, in a study of social class, child rearing practices, and child behavior, found that:

There was no class difference between mothers mentioning reading newspapers or magazines, but there was a significant difference if they mentioned a specific book by an expert...rather than newspaper or magazine articles.³²

METHODS AND MATERIALS

Respondents for this study were selected from the census taken in Manhattan in March and April of 1957. The census books were obtained from the City Clerk's office at the County Court House. The requirements for eligibility for participation in the study were complete family groups with at least one child under school age.

Army personnel listed as such in the census books, The Manhattan Telephone Directory, or on door placards were eliminated from the study. This procedure was followed to offset the ratio of army families to be included in the study since Manhattan has an abnormally high number of army families. Personal friends and professional associates of the interviewer and parents of children enrolled at the Kansas State College Child Development laboratory were eliminated from the study on the assumption that their previous association with the interviewer might influence their mental set toward the interview situation and their responses resulting from the interview schedule.

³²Martha Strum White, "Social Class, Child Rearing Practices, and Child Behavior," J. of Sociological Review, Dec., 1957, 22:709.

Of the 1,305 names selected from the census records a five per cent random sample was taken from each of the seven wards. Once the names had been selected the Manhattan Telephone Directory was consulted for changes of address. If the address change was within the ward the name was left on the list. If the address change removed the person to another ward the name was eliminated from the study.

The Kansas State College Student Directory was also consulted and names of students selected were eliminated from the study. This procedure was carried out to offset the high ratio of college students living in Manhattan.

The interview schedule was composed to fulfill the objectives of the study (Appendix). The purposes and questions asked to fulfill the purposes are:

PURPOSE I. To discover through what written media mothers educate themselves on child development philosophies and practices.

Question 1A. In which magazines do you read articles about raising children?

Question 3A. In which newspapers do you read articles about raising children?

Question 3F. If the articles you read on raising a child are regular columns which ones are they?

Question 5A. What bulletins, pamphlets, or leaflets have you read about raising children?

Question 6A. What books about raising children have you read?

PURPOSE II. To discover by what criteria mothers select the stated media.

Question IE. Which of these magazines do you subscribe to or buy just because they have articles on raising children?

Question IF. For what reasons do you select (name of magazine)?

Do you select (name of magazine) because of any of the reasons listed on this card?

1. you have heard a lot about it?
2. someone else suggested it?
3. it is easy to buy?
4. it contains other articles of interest?
5. the price?

Question 3E. What reasons do you have for selecting (name of newspaper)?

Do you read (name of newspaper) because of any of the reasons listed on this card?

1. you have heard a lot about it?
2. someone else suggested it?
3. it is easy to buy?
4. the price?

Question 6G. For what reasons did you read (name of book)?

PURPOSE III. To discover by what criteria mothers select specific articles on child development.

- Question 1H. Do you think the magazine articles you have read on raising children use words that would be understood at the junior high, high school, or college level?
- Question 1I. Would you have liked the magazine articles you read to be longer, shorter, or were they about the right length?
- Question 1J. Do you feel the magazine articles you have read on raising children have given you helpful suggestions usually, sometimes, or seldom?
- Question 3H. Do you think the newspaper articles you have read on raising children use words that would be understood at the junior high, high school, or college level?
- Question 3I. Would you have liked the newspaper articles or columns you read on raising children to be longer, shorter, or were they about the right length?
- Question 3J. Do you feel the newspaper articles you have read on raising children have given you helpful suggestions usually, sometimes, or seldom?
- Question 5D. Which bulletins about raising children have you sent for that were free?
- Question 5E. Which bulletins about raising children have you bought?

- Question 5F. Do you think the bulletins you have read on raising children use words that would be understood at the junior high, high school, or college level?
- Question 5G. Would you have liked the bulletins you read on raising children to be longer, shorter, or were they about the right length?
- Question 5H. Do you feel that the bulletins, pamphlets, or leaflets you have read on raising children have given you helpful suggestions usually, sometimes, or seldom?
- Question 6H. Do you feel that the books you have read on raising children have given you helpful suggestions usually, sometimes, or seldom?
- Question 6I. Would you have liked the books you read on raising children to be longer, shorter, or were they about the right length?
- Question 8. Do you like to read books or articles best about raising children that have many pictures, some pictures, or no pictures?
- Question 9. Would you read a book, article, or bulletin about raising children that did not have any pictures?
- Question 10. Do you usually, sometimes, or seldom look to see who wrote the book or article about raising children?

Question 11. Have you read any books, articles, or bulletins on raising children by a person whose name was not familiar to you?

Question 12. Would you be more likely to read a book, article, or bulletin about raising children if it was written by a person whose name was familiar to you?

PURPOSE IV. To discover the frequency with which mothers read child development literature.

Question 1G. Did you read magazine articles concerning raising children during the past week or so? During the past month? Two or three times during the past year?

Question 3G. Did you read newspaper articles concerning raising children yesterday or the day before? During the past week? During the past month? A few times during the past year?

Question 5A. What bulletins, pamphlets, or leaflets have you read about raising children?

Question 6A. What books about raising children have you read?

The following questions refer to the first and fourth purposes in that they determine the importance the respondent placed on the media mentioned, and aid in deducing the frequency with which the specific media are read:

Question 1B. Which of these magazines do you subscribe to?

- Question IC. Which of these magazines do you buy at the newsstand?
- Question ID. Which of these magazines do you borrow?
- Question 3B. To which of these newspapers do you subscribe?
- Question 3C. Which of these newspapers do you buy at the newsstand?
- Question 5B. Which bulletins were sent to you without your asking for them?
- Question 5C. Who sent them to you?
- Question 5D. Which bulletins about raising children have you sent for that were free?
- Question 5E. Which bulletins about raising children have you bought?
- Question 6B. Who wrote (name of book)?
- Question 6C. Which of these books did you buy?
- Question 6D. Which of these books did you borrow?

The following questions refer to purpose II in that they induce responses from the respondents which would discover why mothers did not select the stated media:

- Question 2. What reasons would you give for not reading magazine articles about raising children?
- Question 4. Why don't you read newspaper articles about raising children?
- Question 7. Why don't you read books on raising children?

An explanation of the study was given at the top of the schedule to help the mother understand the purpose of the interview. Questions two, four, and seven were asked only if the

mother answered questions IA, 3A, or 6A with "none". In this case the other subdivisions of the previously mentioned questions were eliminated. The section entitled "General Information about Readings" was asked only if the mothers had read some type of media. The section entitled "General Information about the Family" was asked of every respondent.

Under the second part of questions IF and 3F the mother was handed a card with alternative reasons appropriate to the question typed on the card. She then gave her responses verbally to the question. She was also told when handed the card that she need not select an alternative if none applied to her situation.

Once compiled the interview schedule was examined and revised by three home economists, one psychologist, one statistician, and one philosopher.

One name was selected by random sample from each of the seven wards to represent that ward in the pretest. Of those seven, four were interviewed, one had moved, one was eliminated as army personnel, and one was not home. Three families represented the business and professional occupational group and two represented the skilled, semi-skilled, and unskilled group. Three were white and one was Negro.

All interviewing was carried out between the hours of nine-thirty and eleven o'clock in the morning and one-thirty and four o'clock in the afternoon. This procedure was followed to avoid mealtime preparation and clean-up and to eliminate the extra confusion of school-age children being present.

The interview approach used was to ask the person answering the door if she was Mrs. Jones. If she was not the interviewer asked when Mrs. Jones could be reached. If she was Mrs. Jones she was told the following statement:

I am _____ and I am a graduate student at Kansas State College. For my master's thesis I am interviewing mothers in Manhattan on what they read about raising children. The interview will take about fifteen minutes. May I interview you?

If the mother accepted the request the interviewer was invited inside and asked to sit down. The mother was then told that the interview was confidential, that her name would not be used, and that each interview schedule was given a number. If the mother appeared confused or defensive she was told the following:

To explain more fully, I would like to write articles about how to raise children when I have finished my master's degree. These questions will help me understand what type of material you read most often and how you feel about what you read.

The longest interview conducted was approximately 75 minutes, the shortest 10 minutes, with the average 15 minutes. The interview schedule was followed exactly except in a few cases where the mother would begin to discuss books and newspapers while on the magazine section. In these cases she was allowed to finish her statement and was then referred back to the section where she had been originally.

If the mother appeared to be busy, if she had company, or if she said she could not take the time at the moment, an appointment was set up within the next day or two. If the appointment was

broken by the mother not being at home at the appointed time it was counted as a refusal and she was eliminated from the study. If the mother refused or appeared highly suspicious or extremely hostile, the interview did not take place on the assumption that hostility would influence her responses negatively. If no one was at home two call backs were made at different times of the day. If, on the third call back, there was still no one home, the name was eliminated from the list.

In some cases the mother was of foreign origin and could not speak English. These respondents were eliminated from the study.

Analysis of the data on the basis of educational level, occupational status, and number of children in the family was made. In view of the small number of respondents, various groups were combined to increase the number in each category.

Occupations classified as business and professional were grouped into what was termed the "upper group" along with two college students who were in the last year of school and were taking courses which would prepare them for the professional or business group. The others were combined into a group called the "lower group" and were composed of clerical, army, skilled, semi-skilled, and unskilled workers.

Educational groupings were made of those persons having a high school education or less and those having some college.

Families were grouped for number of children into three or fewer and four or more on the basis of the fact that the average number of children per family unit in the United States is 2.5.³³

The organization and development of the entire study was carried out with the cooperation of the Statistical Laboratory at Kansas State College. Statistical measures applied to the data were the chi-square test of association among education, occupation, and the number of children; and confidence intervals for estimation of population parameters.

RESULTS

A chart showing the location of the seven census wards in Manhattan which were used as a basis for selection of respondents is shown in the appendix.

As shown in Table 1, the most frequent reason for elimination of subjects was change of address since the city census in March and April of 1957. Ward 6 had the highest number of families moving and also the highest number of students. Ward 5 had the highest availability rate with only two people eliminated. With the exception of Ward 5, from two to four times the number of people interviewed were contacted, or contacts were attempted.

³³Stated in the lecture, "Changes in the American Family," by Reuben Hill at the Kansas Family Life Association Conference at Kansas State College, October 3-4, 1957.

Table 1. Total contacts and attempted contacts.

	Ward : I	Ward : II	Ward : III	Ward : IV	Ward : V	Ward : VI	Ward : VII	Total Number
Interviewed	4	5	18	8	5	9	17	66
Moved	9	8	10	11	-	19	6	63
Students	1	-	2	4	-	6	5	18
Divorced	-	2	-	-	1	1	1	5
Refused	-	-	3	-	1	-	-	4
Army	-	-	1	2	-	1	-	4
Conflicts	1	1	-	-	-	-	1	3
Foreign	1	1	-	-	-	-	1	3
Not Home	-	1	-	-	-	-	1	2
Wrong Address	-	-	-	1	-	1	-	2
Total	16	18	34	27	7	37	31	170

Of the 66 mothers interviewed, 26 had some college education and 40 had high school training or less. Twenty-five were rated in the upper economic group and 41 in the lower. Nineteen had four children or more and 47 had three or fewer. The entire group of occupations of the fathers and the classification of occupations is listed in the appendix.

All results from this study were drawn and analyzed with the assistance of the Statistical Laboratory at Kansas State College.

The following general conclusions concerning all Manhattan mothers with preschool children were derived from ninety per cent confidence intervals:

It is estimated that from 75-90 per cent of all Manhattan mothers with preschool children do some reading of magazine articles on the raising of children, and between one-half and three-fourths of them subscribe to some magazine. The most popular magazine for such reading is the "Ladies Home Journal" which from 36-55 per cent read. The second most popular is "Parents" which from one-sixth to one-third of the mothers mentioned (Table 2).

Table 2. Estimated percentages of Manhattan mothers of preschool children reading and subscribing to certain magazines, based on ninety per cent confidence intervals.

Name or Type of Magazine	Per Cent Read	Per Cent Subscribe To
"Ladies Home Journal"	36-55	15-32
"Parents"	21-39	9-23
"Good Housekeeping"	20-38	5-17
"Readers Digest"	17-35	10-25
Grocery ¹	15-32	--
"McCalls"	13-30	6-19
Church ²	12-28	6-19
"Life"	9-23	5-17
"Saturday Evening Post"	7-21	5-17
"Better Homes and Gardens"	6-19	2-12
"Womans Home Companion" ³	3-14	0-5

¹Grocery magazines include "Woman's Day", "Family Circle", and "Everywoman".

²Church magazines include "Christian Home", "Together", "Catholic Digest", "Columbia", "Friar Magazine", "Messenger", "Sacred Heart", and "Home Life".

³"Womans Home Companion" ceased publication with vol. 84:1, Jan., 1957.

Between one-half and three-fourths of the mothers (Table 3) read articles in the "Manhattan Mercury" about raising children, which is more than is true for the "Kansas City Star" and the "Topeka Daily Capital" combined.³⁴

Table 3. Estimated percentages of Manhattan mothers of preschool children reading certain newspapers, based on ninety per cent confidence intervals.

Name of Newspaper	Per Cent Read
"Manhattan Mercury"	53-72
"Kansas City Star"	25-44
"Topeka Daily Capital"	10-25

Not over one-sixth of the mothers have well-defined reasons for their selection of a newspaper to read (Table 4).

³⁴Articles on child care appear in the Mercury about every three weeks.

Table 4. Estimated percentages of Manhattan mothers of preschool children having specified reasons for selection of newspapers, based on ninety per cent confidence intervals.

Reason	Per Cent
Have heard a lot about it	5-17
Someone else suggested it	0-7
Easy to buy	5-17
The price	0-9

Table 5 shows that probably not even one-fifth of the mothers read articles about raising children in the regularly syndicated columns of any newspaper.³⁵

Table 5. Estimated percentages of Manhattan mothers of preschool children reading syndicated newspaper columns, based on ninety per cent confidence intervals.

Author	Per Cent
Don't remember	7-21
Hal Boyle	0-7
Arnold Gesell	3-14
Ruth Millet	5-17
Doctor Jordan	9-23
Ann Lander	2-12

More than two-thirds of the mothers read bulletins, pamphlets, and/or leaflets about raising children; but less than one-third could remember which ones they read (Table 6).

Table 6. Estimated percentages of Manhattan mothers of preschool children reading bulletins, based on ninety per cent confidence intervals.

Publication	Per Cent
Can't remember the names	59-78
"Pierre the Pelican" ¹	15-32

¹"Pierre the Pelican" is a series of leaflets distributed free of charge by the State Board of Health to parents of first children born in Kansas.

³⁵With the exception of Arnold Gesell, the columnists listed do not devote their copy exclusively to child development material.

Less than one-fourth of the mothers send for free bulletins, and less than one mother in eight buys such bulletins (Table 7 and 8).

Table 7. Estimated percentages of Manhattan mothers of preschool children sending for free bulletins, based on ninety per cent confidence intervals.

Publication	Per Cent
None	76-90
Can't remember the names	11-26
Specific bulletins	2-12

Table 8. Estimated percentages of Manhattan mothers of preschool children buying bulletins, pamphlets, and/or leaflets, based on ninety per cent confidence intervals.

Publication	Per Cent
None	91-100
Some	2-12

At least three-fourths of the mothers believe that the complexity of the material in the articles about raising children is below college level (Table 9).

Table 9. Estimated percentages of Manhattan mothers of preschool children rating the word-level complexity of media, based on ninety per cent confidence intervals.

Type of Media	Level of Media Complexity		
	Junior High	High School	College
Magazines	35-53	23-41	7-19
Newspapers	20-38	21-39	10-25
Bulletins	27-45	24-42	7-21

At least two-thirds of the mothers (Table 10) think the articles in magazines, newspapers, and bulletins are about the right length but not much over half have this opinion about books.

Table 10. Estimated percentages of Manhattan mothers of preschool children giving ratings of media length, based on ninety per cent confidence intervals.

Type of Media	Length	
	Just Right	Other
Magazines	49-68	19-36
Newspapers	44-64	11-26
Bulletins	49-68	13-30
Books	40-59	12-28

The most common sources of bulletins, pamphlets, and leaflets for the mothers (Table 11) are their doctors and the State Board of Health. Hospitals are next in order of importance in this respect. A list of the bulletins, pamphlets, and leaflets distributed by the State Board of Health, doctors, and The Riley County Hospital in Manhattan are shown in the appendix.

Table 11. Estimated percentages of Manhattan mothers of preschool children giving sources for bulletins, based on ninety per cent confidence intervals.

Source	Per Cent
State Board of Health	36-55
Doctors	31-50
Hospital	23-41
P. T. A.	10-25
State Representative	6-19
Insurance Agent	4-16

No more than one-third of the mothers read articles about raising children as frequently as once a week. From one-third to almost two-thirds of the mothers think they usually obtain helpful suggestions from the articles read (Tables 12 and 13).

Table 12. Estimated percentages of frequency of media reading as judged by Manhattan mothers of preschool children, based on ninety per cent confidence intervals.

Type of Media	Month	Week	Year	Day
Magazines	37-56	13-30	12-28	--
Newspapers	9-23	16-33	10-25	12-28

Table 13. Estimated percentages of media helpfulness as judged by Manhattan mothers of preschool children, based on ninety per cent confidence intervals.

Type of Media	Usually	Sometimes	Other
Magazines	39-58	20-38	5-17
Newspapers	33-52	19-36	0-9
Bulletins	43-62	12-28	4-16
Books	46-65	5-17	2-12

Between two-thirds and four-fifths of the mothers read some books about raising children; but less than half of those who do read such books buy them (Table 14). Doctor Spock's book, The Pocket Book of Baby and Child Care, is the most frequently read of any, being mentioned more than the next two combined. These were Better Homes and Gardens Baby Book and Childcraft, a set of books.

Table 14. Estimated percentages of Manhattan mothers of preschool children doing book reading and buying, based on ninety per cent confidence intervals.

Name of Book	Read	Buy
Don't remember name	13-30	3-14
Spock	36-55	24-42
Better Homes	13-30	4-16
Childcraft	9-23	6-19

The mothers interviewed prefer books and articles with some pictures, rather than none or many. However, over three-fourths of these readers will read articles having no pictures at all (Tables 15 and 16).

Table 15. Estimated percentages of the number of pictures desired by Manhattan mothers of preschool children, based on ninety per cent confidence intervals.

Amount	:	Per Cent
Many		10-25
Some		37-56
None		5-17
Don't care		11-26

Table 16. Estimated percentages of Manhattan mothers of preschool children who will read media without pictures, based on ninety per cent confidence intervals.

Response	:	Per Cent
Yes		73-88
No		0-9
Sometimes		2-12

From one-third to one-half of the mothers usually note the author of an article or book they read. Another 12-28 per cent sometimes do, whereas between 21-39 per cent seldom pay any attention to authorship (Table 17).

Table 17. Estimated percentages of frequency of author notation by Manhattan mothers of preschool children, based on ninety per cent confidence intervals.

Frequency	:	Per Cent
Usually		33-52
Sometimes		12-28
Seldom		21-39

About two Manhattan mothers out of three would prefer to read articles by authors whose names were familiar to them (Table 18).

Table 18. Estimated percentages of Manhattan mothers of preschool children desiring known authorship, based on ninety per cent confidence intervals.

Response	:	Per Cent
Yes		46-65
No		25-44

Chi-square tests of association were made on the relation between occupational level and various activities associated with the reading of literature on child development. Similar studies were made involving educational level and the number of children. The following activities related to reading literature about raising children are significantly associated with the economic status of the respondent:

- (1) Manhattan mothers of preschool children in the upper income level subscribe to more magazines including articles about raising children than do mothers in the lower income group ($X^2=6.94***$). The upper income level also purchases more magazines from the newsstand.
- (2) Manhattan mothers of preschool children in the lower income group read more newspaper articles about raising children than did those mothers in the upper income group ($X^2=3.61^{near*}$). They also think they receive more help from such articles ($X^2=6.16*$).
- (3) Manhattan mothers of preschool children in the upper economic level tend to rate the word level complexity of bulletins higher than did mothers in the lower economic group ($X^2=3.18^{near*}$).
- (4) Manhattan mothers of preschool children in the upper economic group definitely read more books about raising children than do mothers in the lower economic group ($X^2=4.32**$).

The following activities related to reading literature about raising children are significantly related to the amount of education the mother has had:

- (1) Manhattan mothers of preschool children with some college education read more magazines than do those mothers with less education ($X^2=5.81*$). Manhattan mothers of preschool children with some college training also buy more magazines from the newsstand than do those mothers with less education ($X^2=7.19**$).
- (2) Manhattan mothers of preschool children with a high school education or less express less specific reasons for selecting the magazines read than do those mothers with some college education ($X^2=6.25*$) and they are less regular in reading articles about raising children than are the mothers with some college education ($X^2=9.20*$).
- (3) Manhattan mothers of preschool children with a high school education or less do less newspaper reading about raising children than do the mothers with some college training ($X^2=4.38*$) but those non-college mothers who do read newspaper articles about raising children feel they get more benefit from such reading than do the mothers with some college training who read such articles ($X^2=5.69*$).
- (4) Manhattan mothers of preschool children with some college training rate the word complexity in bulletins at a

higher level than do mothers with no college training ($X^2=4.50*$).

- (5) Proportionately more Manhattan mothers of preschool children with some college education read books on the raising of children than do mothers with a high school education or less ($X^2=14.72***$).

The following activities related to reading literature about raising children are significantly related to the number of children the mother has:

- (1) Fewer of those Manhattan mothers of preschool children with three children or fewer borrow magazines at all ($X^2=5.18*$). A higher proportion of mothers with four children or more subscribe to or buy magazines because they have articles on raising children ($X^2=9.84**$).
- (2) Manhattan mothers of preschool children with four children or more are more strongly inclined to think they get help from magazine articles on raising children than did mothers with three children or fewer ($X^2=3.13^{\text{near*}}$).

The following hypotheses related to reading literature about raising children are based on non-significant chi-squares:

- (1) Among Manhattan mothers of preschool children who read magazine articles about raising children, neither economic status nor education nor number of children has any detectable effect on the type of magazine they read.

- (2) Among those Manhattan mothers of preschool children who subscribe to magazines, the type of magazine is not dependent on economic status, educational level, nor number of children.
- (3) Among those Manhattan mothers of preschool children who buy magazines the type of magazine bought is not dependent on education or number of children.
- (4) Among those Manhattan mothers of preschool children who read magazines, the type borrowed is not associated with economic status ($X^2=1.53^{ns}$), education ($X^2=0.90^{ns}$), or number of children ($X^2=1.53^{ns}$).
- (5) Neither economic status nor education is a factor in a Manhattan mother of preschool children's decision to buy a specific magazine because it has articles on raising children.
- (6) Among Manhattan mothers of preschool children neither economic status nor number of children is associated with the frequency with which the mother reads articles on raising children in magazines and newspapers.
- (7) The economic level and the amount of education a Manhattan mother of preschool children has had do not affect her appreciation of the magazine articles she has read about raising children.
- (8) Frequency of newspaper subscription in Manhattan is essentially unaffected by economic level, educational level, or number of children among Manhattan mothers of preschool children.

- (9) The frequency with which Manhattan mothers of preschool children read newspaper articles about raising children is not associated with their economic status, level of education, nor number of children. The rating of word complexity in those articles read is not affected by the three classifications either.
- (10) Whether a Manhattan mother of preschool children reads books on raising children is not dependent on economic status, education, or the number of children.
- (11) Among those Manhattan mothers of preschool children buying books on the raising of children, the choice of purchase does not depend on economic status, education, or number of children.
- (12) The frequency with which Manhattan mothers of preschool children note the author of a book they read about raising children is unrelated to their economic status or the number of children they have.

DISCUSSION OF DATA

The following discussion is related to the first objective of the study, which was to discover the written media through which mothers of preschool children educate themselves on child development philosophies and practices; and to the third hypothesis which was that mothers choose media which concern other topics of interest to the family.

Manhattan mothers of preschool children seek all four types of written media for articles dealing with child rearing practices.

From 75-90 per cent read magazines, 50-75 per cent read the "Manhattan Mercury", two-thirds read bulletins, and two-thirds to four-fifths read books.

Although the figures for book and bulletin reading are higher than those for magazine reading, from one-half to three-fourths of the mothers subscribe to some magazine and are more frequently presented therefore with material on child care through magazines than through the other forms of media. Therefore it could be that they are receiving more information from magazines than the other three types of literature.

Education may have some influence on magazine and book reading since mothers with some college education read more magazines, buy more magazines from the newsstand, and borrow more magazines than do those with less education. Mothers with some college training also read more books and newspaper articles on child care than do those with a high school education or less.

In magazine reading, "The Ladies Home Journal" and "Parents" were the most frequently mentioned. "The Manhattan Mercury" was mentioned more often in newspaper selection than "The Kansas City Star" and the "Topeka Daily Capital" combined, which were the next two newspapers most frequently mentioned.

"Pierre the Pelican" was the most frequently mentioned bulletin, and The Pocket Book of Baby and Child Care by Benjamin Spock was the most popular book.

The following discussion is related to the second objective of the study, which was to discover by what criteria mothers select the stated media, and to the first hypothesis which stated

that mothers select written media concerning child development on the basis of availability, popularity, price of the publication, and suggestions from other parents.

Mothers in the upper economic group subscribe to more magazines, purchase more magazines from the newsstand, and read more books than do those mothers in the lower economic group. However, the mothers in the lower economic group read more newspaper articles about raising children than do those in the upper income group. Therefore, since the daily newspaper is less expensive than magazines and books, the price of the publication may be a factor in the selection of the type of media obtained.

Also, the "Manhattan Mercury" is read more often than the "Kansas City Star" and the "Topeka Daily Capital" combined, which were the next two newspapers most frequently mentioned. Therefore; since the "Manhattan Mercury" is the most available and the least expensive of the three, availability and price of the newspaper may be a factor in the selection of this type of written communications.

Although two-thirds of the mothers read bulletins, pamphlets, and leaflets about child care, less than one-fourth of them have sent for a free bulletin and less than one in eight buy pamphlets. It appears that in the case of bulletins price and availability may be a factor in selection.

Popularity of the media and suggestions from others may be factors in the selection of books because recommendation was given by 13 of the 21 mothers giving reasons for selection of the Spock

book, The Pocket Book of Baby and Child Care. Also, this book is published in the pocket form with paper backing, therefore making it an inexpensive purchase which is widely distributed.

The following discussion is related to the third objective of the study, which was to discover by what criteria mothers select specific articles on child development, and the fourth hypothesis which stated that mothers choose articles concerning child development for clarity and simplicity of the material.

Manhattan mothers appear to select articles which they are capable of understanding since three-fourths think that the complexity of the material is below college level. The upper economic level and the college group tend to rate the word level of bulletins higher than do the lower economic and educational levels. Word level rating of newspaper articles is not affected by economic status, educational level, nor number of children.

The length of the articles read by Manhattan mothers appears to be in agreement with their desires because two-thirds think that the length was about right in magazines, newspapers, and bulletins. However, not much over half believe that the length of the books read was what they would prefer.

Manhattan mothers of preschool children appear to be satisfied with the suggestions given in the media read since from one-third to almost two-thirds believe they usually obtain helpful suggestions from their readings. Economic status seems to have some effect on the degree of help the mothers think they receive from newspapers since the lower income group think they receive

more help from such material than does the upper group. Non-college mothers also think they receive more help from newspaper articles than do college mothers. Mothers with four children or more believe they get more help from magazine material than do mothers with three children or fewer.

Although the mothers prefer books and articles with some pictures rather than none or many, over three-fourths of these readers will select articles having no pictures at all. Therefore, the amount of pictures does not appear to greatly influence the mother's decision to read the material.

The importance of authorship of the articles read is difficult to assess. Although two out of three mothers said they would prefer to read articles by authors whose names were familiar to them, it is estimated that from 12-28 per cent note the author sometimes, and 21-39 per cent essentially never pay any attention to authorship. Also, the frequency with which the mother notes the author of a book she reads might be slightly related to the amount of education she has had.

The following discussion is related to the fourth objective of the study, which was to discover the frequency with which the mother reads child development literature, and to the second hypothesis which stated that mothers do not read child development literature regularly.

No more than one-third of the Manhattan mothers read articles about raising children as frequently as once a week. The non-college group is less regular in reading articles in magazines about child care than is the college group. Economic status and

the number of children are not associated with the frequency with which the mothers read articles or books.

CONCLUSIONS

The following conclusions are related to Manhattan mothers of preschool children; based on ninety per cent confidence intervals from the results of 66 interviews:

- (1) The mothers educate themselves on child development philosophies and practices through books, magazines, newspapers, bulletins, pamphlets, and leaflets.
- (2) The mothers select written media concerning child development philosophies and practices to some extent on the basis of availability, popularity, and price of the publication.
- (3) The mothers read magazine and newspaper articles concerning child development practices with some regularity.
- (4) The mothers do not read books, bulletins, pamphlets, and leaflets regularly.
- (5) The mothers do not necessarily choose media concerning child development philosophies and practices from sources which contain other topics of interest to the family.
- (6) The mothers choose articles concerning child development for clarity and simplicity of the material.
- (7) The mothers do not choose articles concerning child development on the basis of authorship or the amount of illustrative material.

IMPLICATIONS

- (1) Material on child care to be published in newspapers will probably receive more attention as a feature article rather than a syndicated column.
- (2) Material on child care to be published in bulletin, pamphlet, or leaflet form will receive wider distribution and attention if sent directly to the mother or made available free through some agency such as doctors, hospitals, or state welfare associations.
- (3) Literature on child care to be published in book form should be distributed as inexpensively as possible, probably in paper back form.
- (4) Literature on child care will probably be more popular with some illustrations but content of the article should receive the most attention.

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APPENDIX

INTERVIEW SCHEDULE

I am interested in knowing what you read about raising children. I am going to ask you some questions which will help me to understand the reading that you do on this subject and the way you feel about what you read.

MAGAZINE INFORMATION

1. A. In which magazines do you read articles about raising children? None LHJ WHC Look Cos Read D Good Parents Woman's D Nat. P. T. McCall's

- B. Which of these magazines do you subscribe to? None LHJ WHC Look Cos Read D Good H Parents Woman's D Nat. P. T. McCall's

- C. Which of these magazines do you buy at the newsstand? None LHJ WHC Look Cos Read D Good H Parents Woman's D Nat. P. T. McCall's

- D. Which of these magazines do you borrow? None LHJ WHC Look Cos Read D Good H Parents Woman's D Nat. P. T. McCall's

- E. Which of these magazines do you subscribe to or buy just because they have articles on raising children? None Parents Nat. P. T.

- F. For what reasons do you select (name of magazine)?

Do you select (name of magazine) because of any of the reasons listed on this card? 1 2 3 4 5

- G. Did you read magazine articles concerning raising children during the past week or so? During the past month? Two or three times during the past year?

- H. Do you think the magazine articles you have read on raising children use words that would be understood at the junior high, high school, or college level?

- I. Would you have liked the magazine articles you read to be longer, shorter, or were they about the right length?
- J. Do you feel the magazine articles you have read on raising children have given you helpful suggestions usually, sometimes, or seldom?
2. What reasons would you give for not reading magazine articles about raising children?

NEWSPAPER INFORMATION

3. A. In which newspapers do you read articles about raising children? MMC KCS TDC None
- B. To which of these newspapers do you subscribe? None
MMC KCS TDC
- C. Which of these newspapers do you buy at the newsstand?
None MMC KCS TDC
- D. Which of these newspapers do you borrow? None MMC
KCS TDC
- E. What reasons do you have for selecting (name of newspaper)?
- Do you read (name of newspaper) because of any of the reasons listed on this card? 1 2 3 4
- F. If the articles you read on raising a child are regular columns which ones are they? None Don't remember
- G. Did you read newspaper articles concerning raising children yesterday or the day before? During the past week? During the past month? A few times during the past year?
- H. Do you think the newspaper articles you have read on raising children use words that would be understood at the junior high, high school, or college level?

- I. Would you have liked the newspaper articles or columns you read on raising children to be longer, shorter, or were they about the right length?
 - J. Do you feel the newspaper articles you have read on raising children have given you helpful suggestions usually, sometimes, or seldom?
4. Why don't you read newspaper articles about raising children?

BULLETIN INFORMATION

- 5. A. What bulletins, pamphlets, or leaflets have you read about raising children? None Can't remember the names
- B. Which bulletins were sent to you without your asking for them? None Can't remember the names
- C. Who sent them to you? Don't know
- D. Which bulletins about raising children have you sent for that were free? None Can't remember the names
- E. Which bulletins about raising children have you bought? None Can't remember the names
- F. Do you think the bulletins you have read on raising children use words that would be understood at the junior high, high school, or college level?
- G. Would you have liked the bulletins you read on raising children to be longer, shorter, or were they about the right length?
- H. Do you feel that bulletins, pamphlets, or leaflets you have read on raising children have given you helpful suggestions usually, sometimes, or seldom?

BOOK INFORMATION

6. A. What books about raising children have you read? None
Can't remember The Pocket Book of Baby and Child Care
The Child from Five to Ten Infant and Child in the
Culture of Today Better Homes and Gardens Baby Book
- B. Who wrote (name of book)? Don't know Spock Gesell
- C. Which of these books did you buy? All None
- D. Which of these books did you borrow? All None Don't
remember
- E. Which of these books were given to you? All None
- G. For what reasons did you read (name of book)?
- H. Do you feel that the books you have read on raising
children have given you helpful suggestions usually,
sometimes, or seldom?
- I. Would you have liked the books you read on raising children
to be longer, shorter, or were they about the right
length?
7. Why don't you read books on raising children?

GENERAL INFORMATION ABOUT READINGS

8. Do you like to read books or articles best about raising
children that have many pictures, some pictures, or no
pictures?
9. Would you read a book, article, or bulletin about raising
children that did not have any pictures? Yes No Sometimes
10. Do you usually, sometimes, or seldom look to see who wrote
the book or article about raising children?

11. Have you read any books, articles, or bulletins on raising children by a person whose name was not familiar to you?
Yes No
12. Would you be more likely to read a book, article, or bulletin about raising children if it was written by a person whose name was familiar to you? Yes No
13. About what subjects in child raising do you most often read?
14. What subjects about raising a child would you like to see articles or books written on more often?

GENERAL INFORMATION ABOUT THE FAMILY

15. What are the ages of your sons? 1 2 3 4 5 6 7 8 9 10 11
months
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
years
16. What are the ages of your daughters? 1 2 3 4 5 6 7 8 9 10 11
months
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
years
17. What is your husband's occupation?
18. What is your occupation?
19. What was the last grade your husband completed in school?
-JH JH HS 1 2 3 4 M D
20. What was the last grade you completed in school? -JH JH
HS 1 2 3 4 M D RN

INTERVIEW SCHEDULE CARDS SUBMITTED TO RESPONDENTS

A card with the following information typed on it was given to the mother being interviewed after the first part of question 1F had been asked:

ITEM 1F

Do you select the magazine because:

1. you have heard a lot about it?
2. someone else suggested it?
3. it is easy to buy?
4. it contains other articles of interest?
5. the price?

A card with the following information typed on it was given to the mother being interviewed after the first part of question 3E had been asked:

ITEM 3E

Do you select the newspaper because:

1. you have heard a lot about it?
2. someone else suggested it?
3. it is easy to buy?
4. the price?

MAP OF MANHATTAN CITY CENSUS WARDS

6 1/2 x 9 1/2

PEERLESS
CLASP
FEDERAL ENVELOPE CO.



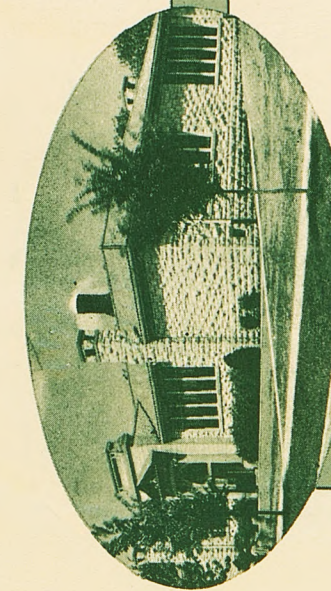
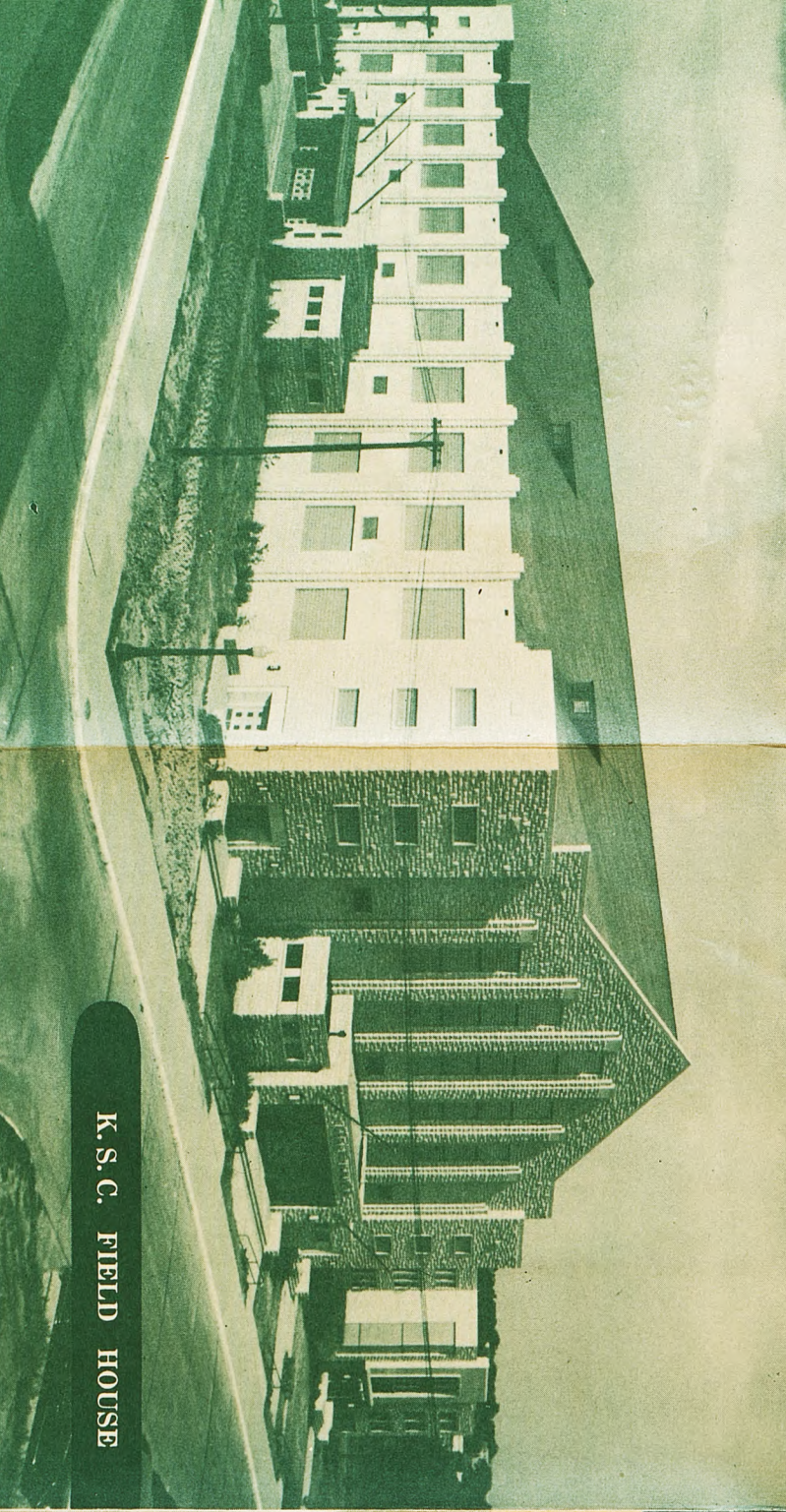
CHAMBER OF COMMERCE
WELCOMES YOU

Manhattan, Kansas

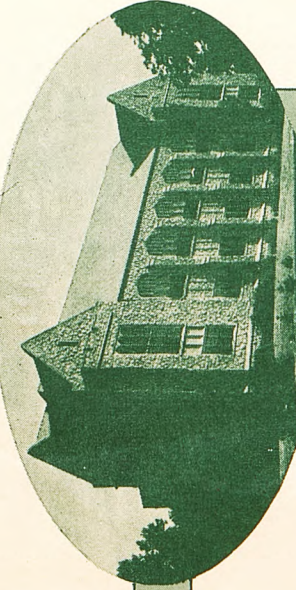
PEACE MEMORIAL AUDITORIUM



K. S. C. FIELD HOUSE



ELEMENTARY SCHOOL

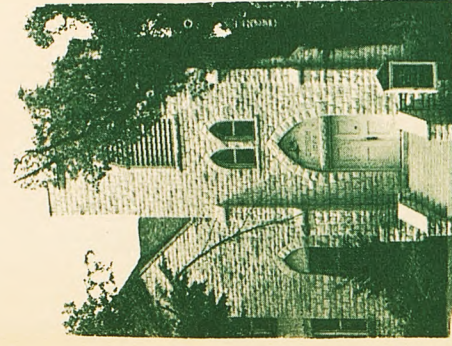


KANSAS STATE COLLEGE

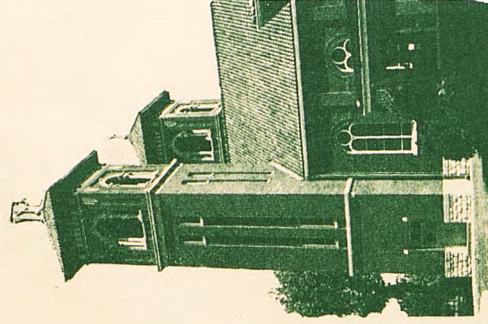
Manhattan . . .

AN EDUCATIONAL CENTER

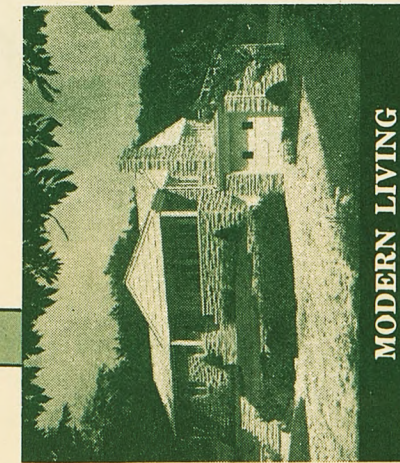
Kindergarten to Ph. D.



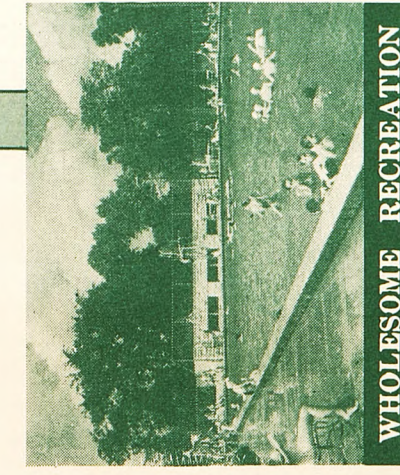
BEAUTIFUL CHURCHES



A DRAMATIC HISTORY . . .
Manhattan's first town site was located in the fall of 1854 and called Poliska. That fall five college graduates from five different states met and located a town site which they called Canton. A New England Colony appeared in March of 1855 and the two town companies consolidated into one "New Boston." On June 1, 1855 the Cincinnati Company arrived and with "New Boston" voted June 4th to change the name to Manhattan.



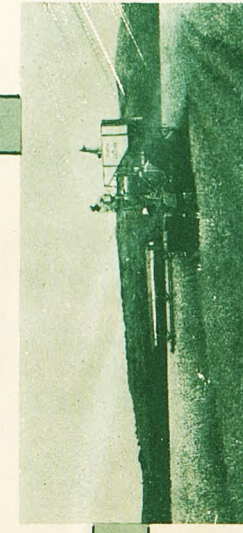
MODERN LIVING



WHOLESOME RECREATION

NORTH CENTRAL KANSAS Where

"Agriculture and Industry Prosper" - - - "Rain and Sunshine Work Together"



MANHATTAN, KANSAS—STREETS

Allen Road	H-2	Kraig Road	I-3, 4
Anderson Avenue	E-5, 6	Laramie Street	E
Beck Street	H, G-2	Leavenworth Street	D
Bellehaven Road	E-8	Lee Street	E-7
Bertrand Street	F	LeGore Lane	F-4
Blaker Drive	H, I-2	Lincoln Drive	H-3
Blueline Road	G, H-2	Longview Drive	C-6
Bluemont Avenue	E	Lookout Drive	E-8
Bluemont Circle	F-2	Manfax Avenue	I-3
Bluemont Drive	F-2	Manhattan Avenue	4
Brockman Street	I-3	McCullum Street	F-6
Campus Road	F, G-6	Meadomere Court	E-7
Canfield Drive	E-7	Meadow Lane	F-3
Cedar Acres Drive	F-8	Michael Road	E, F-8
Cedar Bend	E-8	Midland Avenue	E-7
Cedar Drive	C-6	Montgomery Drive	E-6
Chris Drive	C-7	Moro Street	E
Claffin Circle	F-6	Ninth Street	3
Claffin Road	F	Northview Drive	H, I-2
College Avenue	F-7	Oak Street	C-6, 7
College Heights Circle	E-7	Oakdale Drive	D, E-7
College Hts. Road	E-6, 7	Osage Street	D
College Street	D-6	Park Drive	D-7
College View Road	F-7	Pierre Street	C
Colorado Street	C	Pillsbury Drive	C-1, 2
Cornelia Court	E-7	Pine Drive	C-6
Delaware Avenue	C, D-6	Pipher Lane	F, G-7
Dunbar Road	B-6	Platt Street	F-6
Denison Avenue	E, F-6	Pomeroy Street	F-4
Edgerton Avenue	D-7	Pottawatomie Avenue	B
Ehler Road	F-2, 3	Poyntz Avenue	D
Eighth Street	3	Quivera Circle	E, F-6
Eighteenth Street	5	Quivera Drive	E, F-6
Elaine Drive	F-6	Ratone Lane	F-3
Eleventh Street	4	Ratone Street	F
Elling Drive	E-7	Rebecca Road	F-8
Elm Lane	B-6, 7	Ridge Drive	C-6, 7
El Paso Street	C	Riley Street	B
Ewing Road	I-3	Rockhill Road	C-5, 6
Evergreen Avenue	D-6	Scheu Drive	C-6
Fairchild Avenue	D-5	Second Street	2
Fairchild Terrace	D, E-6	Seventeenth Street	5
Fairview Avenue	D-5	Shelle Road	B, C-7
Fair Lane	B-5	Sixth Street	3
Fifteenth Street	5	Sixteenth Street	5
Fifth Street	2	Skyline Drive	F-3
Fourteenth Street	5	Sloan Street	H, I-3
Fourth Street	2	Smith Street	I-3, 4
Fremont Street	D	Stewart Court	G-8
Frey Drive	I-3	Strong Avenue	G-2
Glenwood Lane	E-7	Summit Avenue	C-7
Goodnow Avenue	E, F-7	Sunny Slope Lane	F-4
Grandview Terrace	D-7	Sunset Avenue	6
Grandview Drive	D-6, 7	Sunset Lane	D-6
Green Avenue	H, I-2	Sycamore Lane	F-8
Griffith Drive	I-3	Tecumseh Road	F-7
Haid Court	F-3	Tenth Street	4
Hanly Street	H-2, 3	Thackrey Street	E-6
Harris Avenue	E-6	Third Street	2
Harry Road	F, G-6	Thurston Street	E
Hartford Road	F, G-7	Timberlane Drive	E-8
Hayes Drive	G, H-2	Todd Road	F-6
Hillcrest Drive	F, G-7	Tuttle Circle	I-3
Himes Road	G-8	Tuttle Street	I-3
Hobbs Drive	G-8	Twelfth Street	4
Houston Street	C	Vail Circle	F-8
Humboldt Street	D	Valley Drive	C-6
Hunting Avenue	E-6	Vattier Street	E
Indian Mound Lane	E-8	Vaughn Drive	G, H-8
Ivy Drive	H-4	Vista Lane	F-4
Ivy Lane	H-4	Walnut Drive	C-6, 7
Jardine Courts	G-6	West Osage Street	D-5
Jardine Drive	G-6	Westview Drive	D, E-7
Jarvis Drive	F, G-6	Westwood Road	C-6
Jay Court	E-7	Wickham Road	D, E-6, 7
Judson Street	G, H-2	Wildcat Ridge	E-8
Juliette Avenue	3	Wildwood Lane	E-7
Karla Lane	E, F-8	Willard Place	E-7
Kearney Street	E	Williston Road	F-4
		Winnie Drive	G-8
		Woodland Street	F-8
		Wyandotte Avenue	1
		Yuma Street	C

CHURCHES

- 1 First Christian --- D-2
- 2 Christian Science --- DE-7
- 3 College Baptist --- F-4
- 4 First Congregatnl. --- D-3
- 4a B'nai B'rith Hillel --- E-6, 7
- 5 First Baptist --- D-3
- 5a Southern Baptist --- E-7
- 6 First Lutheran --- D-4
- 7 First Presbyterian --- D-3
- 8 St. Luke's Lutheran --- D-6
- 9 First Methodist --- CD-3
- 10 St. Paul's Episcopal --- CD-3
- 11 Seven Dolors Catholic --- C-3
- 12 Seventh Day Advent. --- E-3
- 13 Church of God --- C-3
- 14 Nazarene --- E-3
- 15 Wesleyan Methodist --- CD-4
- 16 Church of Christ --- D-3
- 17 God in Christ --- C-3
- 18 Pilgrim Baptist --- C-3
- 19 African Methodist --- C-2
- 20 Shepard Chapel --- C-4
- 21 Free Methodist --- CD-3
- 22 United Presbyterian --- D-4
- 23 Assembly of God --- E-3
- 24 Latter Day Saints & Quaker Meetings --- E-5

Student Centers

- 25 Wesley Foundation --- E-5
- 26 Christian Stud. Fdn. --- E-5
- 27 Westminster Found. --- D-5
- 27a Canterbury House --- D-5

COLLEGE BUILDINGS

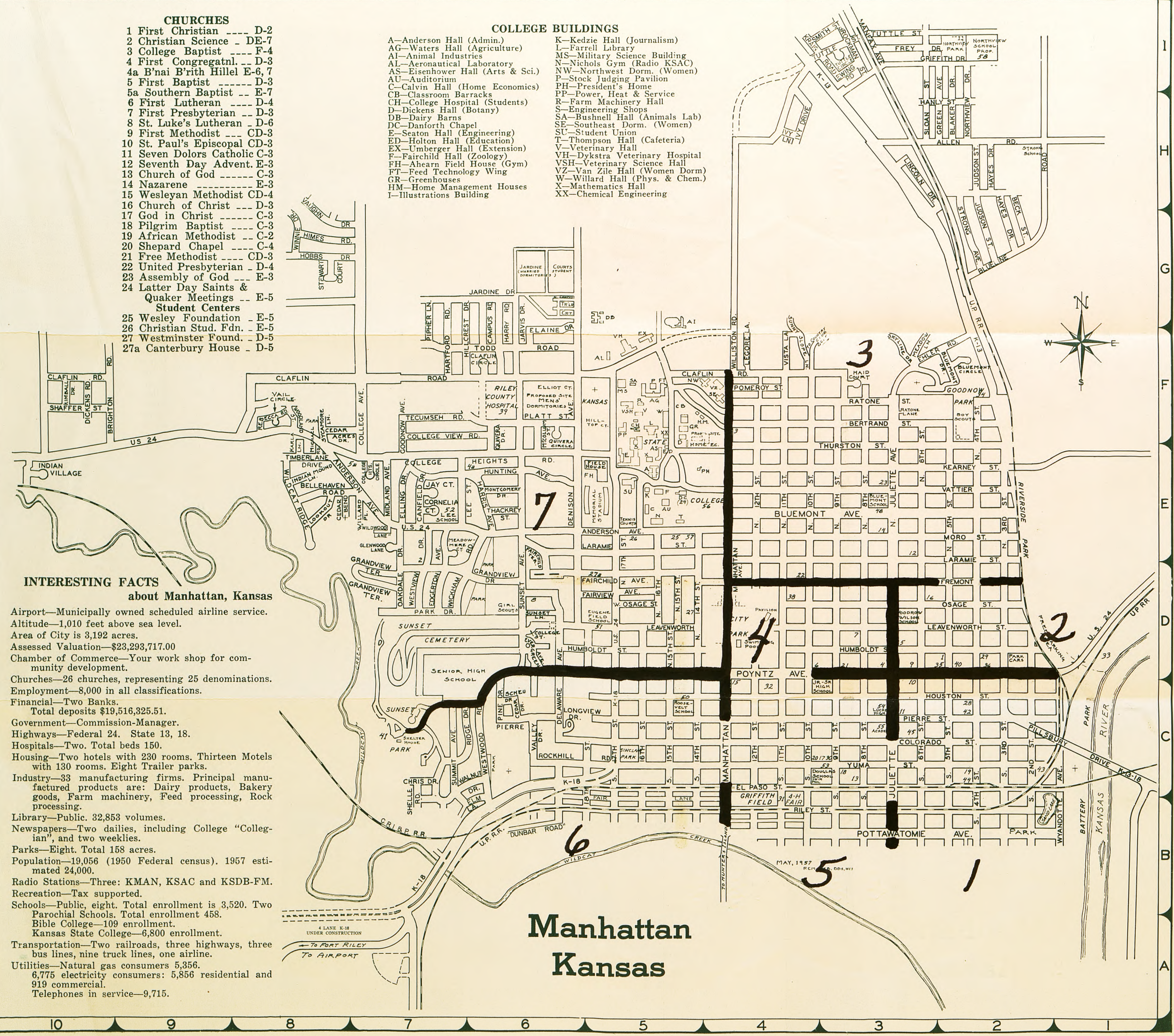
- A—Anderson Hall (Admin.)
- AG—Waters Hall (Agriculture)
- AI—Animal Industries
- AL—Aeronautical Laboratory
- AS—Eisenhower Hall (Arts & Sci.)
- AU—Auditorium
- C—Calvin Hall (Home Economics)
- CB—Classroom Barracks
- CH—College Hospital (Students)
- D—Dickens Hall (Botany)
- DB—Dairy Barns
- DC—Danforth Chapel
- E—Seaton Hall (Engineering)
- ED—Holton Hall (Education)
- EX—Umberger Hall (Extension)
- F—Fairchild Hall (Zoology)
- FH—Aldern Field House (Gym)
- FT—Feed Technology Wing
- GR—Greenhouses
- HM—Home Management Houses
- I—Illustrations Building
- K—Kedzie Hall (Journalism)
- L—Farrell Library
- MS—Military Science Building
- N—Nichols Gym (Radio KSAC)
- NW—Northwest Dorm. (Women)
- P—Stock Judging Pavilion
- PH—President's Home
- PP—Power, Heat & Service
- R—Farm Machinery Hall
- S—Engineering Shops
- SA—Bushnell Hall (Animals Lab)
- SE—Southeast Dorm. (Women)
- SC—Student Union
- T—Thompson Hall (Cafeteria)
- V—Veterinary Hall
- VH—Dykstra Veterinary Hospital
- VSH—Veterinary Science Hall
- VZ—Van Zile Hall (Women Dorm)
- W—Willard Hall (Phys. & Chem.)
- X—Mathematics Hall
- XX—Chemical Engineering

INTERESTING FACTS

about Manhattan, Kansas

Airport—Municipally owned scheduled airline service.
 Altitude—1,010 feet above sea level.
 Area of City is 3,192 acres.
 Assessed Valuation—\$23,293,717.00
 Chamber of Commerce—Your work shop for community development.
 Churches—26 churches, representing 25 denominations.
 Employment—8,000 in all classifications.
 Financial—Two Banks.
 Total deposits \$19,516,325.51.
 Government—Commission-Manager.
 Highways—Federal 24. State 13, 18.
 Hospitals—Two. Total beds 150.
 Housing—Two hotels with 230 rooms. Thirteen Motels with 130 rooms. Eight Trailer parks.
 Industry—33 manufacturing firms. Principal manufactured products are: Dairy products, Bakery goods, Farm machinery, Feed processing, Rock processing.
 Library—Public. 32,853 volumes.
 Newspapers—Two dailies, including College "Collegian", and two weeklies.
 Parks—Eight. Total 158 acres.
 Population—19,056 (1950 Federal census). 1957 estimated 24,000.
 Radio Stations—Three: KMAN, KSAC and KSDB-FM.
 Recreation—Tax supported.
 Schools—Public, eight. Total enrollment is 3,520. Two Parochial Schools. Total enrollment 458.
 Bible College—109 enrollment.
 Kansas State College—6,800 enrollment.
 Transportation—Two railroads, three highways, three bus lines, nine truck lines, one airline.
 Utilities—Natural gas consumers 5,356.
 6,775 electricity consumers: 5,856 residential and 919 commercial.
 Telephones in service—9,715.

Manhattan
Kansas



CLASSIFICATION OF OCCUPATIONS OF FATHERS

Lower Group

Appliance Service Man
Army Personnel (7)
Burrough's Service Man
Carpenter
City Helper
Civil Service Worker at Fort Riley
Clerical Worker
Construction Worker
Custodian
Day Laborer
Division Manager at Sears
Engineer
Freight Agent
Head of Department at A. & P.
Insurance Agent
Insurance Writer
Kansas State College Employment Service Worker
Laborer
Lineman at Kansas Power and Light
Meat-Cutter
Mechanic
Plumber (2)
Policeman
Printer
Route Manager of a Small Business
Salesman (2)
Service Station Operator (2)
Stone-Cutter
Supervisor of IBM at Kansas State College
Truck Driver
Vending Operator
Warehouse Supervisor

Upper Group

Agricultural Economist (3)
Bacteriologist
Beverage Wholesaler
Boarding House Owner
Construction Business Owner
Contractor
Economist
Extension Forrester
Financier (2)
Manager of Business
Minister
Owner of Manhattan Nursery
Owner of Sales Barn
Psychologist
Professor (2)

Upper Group (Continued)

Shoe Merchant

Soil Chemist

Student (2)

Teacher at Manhattan High School

Underwriter

BULLETINS, PAMPHLETS, AND LEAFLETS CONCERNING CHILD DEVELOPMENT
 DISTRIBUTED FREE OF CHARGE TO MOTHERS BY THE KANSAS STATE BOARD
 OF HEALTH, DOCTORS OF MANHATTAN, THE RILEY COUNTY HOSPITAL, AND
 THE RILEY COUNTY HEALTH DEPARTMENT

- "A Feeding Guide for a Healthy, Happy Baby" - Heinz Baby Foods
 "A Guide for Prenatal Care" - The Research Division of Pet Milk
 Company
 "A Healthy Personality for Your Child" - Children's Bureau of the
 White House Conference on Children and Youth
 "Baby's Book" - Gerber's Product Company
 "Baby Care Manual" - "Parent's" Magazine
 "Baby Sitting" - Gerber's Product Company
 "Bathing Baby" - The Procter and Gamble Company
 "Breast-Feeding Baby" - Ross Laboratories
 "Boys and Girls/Adaptive-Social Development" - Ross Laboratories
 "Children Who Never Had a Chance" - Public Affairs Committee
 "Common Sense Feeding Habits" - The Cream of Wheat Corporation
 "Do You Want to Nurse Your Baby?" - American Medical Association
 "Foods for Baby and Mealtime Psychology" - Gerber Products Company
 "For Your Baby's Mental Health" - Health Publications Institute,
 Inc.
 "How Does Your Baby Grow?" - Gerber's Product Company
 "Infant Care" - U. S. Department of Health, Education, and Welfare
 "Living with Our Children" - American Social Hygiene Association
 "Making the Grade as Dad" - Public Affairs Committee
 "My Baby" - Shaw Publications
 "Pierre the Pelican Series" - The Louisiana Society for Mental
 Health
 "Prenatal Care" - U. S. Department of Health, Education, and Welfare
 "Recipes for Toddlers" - Gerber's Product Company
 "Safety--Your Child's Heritage" - U. S. Department of Health,
 Education, and Welfare
 "Some Special Problems of Children Aged 2 to 5 years" - National
 Association for Mental Health, Inc.
 "So You Want to Adopt a Baby" - Public Affairs Committee
 "Tommy's First Visit to the Dentist" - American Dental Association
 "The Adolescent in Your Family" - U. S. Department of Health,
 Education, and Welfare
 "You and Your Baby" - The Research Division of Pet Milk Company
 "You and Your Contented Baby" - Carnation Company
 "Your Baby Book" - Wyeth Company
 "Your Child From One to Six - U. S. Department of Health, Education,
 and Welfare
 "Your Children's Quarrels" - Ross Laboratories
 "Your Baby, Your Doctor, and You" - Ross Laboratories
 "What Every Child Needs" - The National Association for Mental
 Health, Inc.
 "When Children Ask About Sex" - The Child Study Association of
 America, Inc.

LITERATURE CONCERNING CHILD DEVELOPMENT READ BY
A SELECTED GROUP OF MOTHERS OF PRESCHOOL
CHILDREN AND REASONS FOR CHOICES

by

PATRICIA PTACEK

B. S., Kansas State College
of Agriculture and Applied Science, 1956

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Family and Child Development

KANSAS STATE COLLEGE
OF AGRICULTURE AND APPLIED SCIENCE

1958

The first necessary element for education is research. Once this research has been developed into hypotheses which the researcher believes will improve the daily lives of the public it is important that the results are disseminated to the public for consumption. The problem of how to circulate and interpret such material must be solved so that the material will be available to persons who will benefit by the knowledge. Through the solution to this problem the purposes of higher education are closer to accomplishment.

The purposes of this study were:

- (1) To discover through what written media mothers educate themselves on child development philosophies and practices.
- (2) To discover by what criteria mothers select the stated media.
- (3) To discover by what criteria mothers select specific articles on child development.
- (4) To discover the frequency with which mothers read child development literature.

Respondents for this study were selected from the census taken in Manhattan, Kansas, in March and April of 1957. The requirements for eligibility for participation in the study were complete family groups with at least one child under school age.

Of the 1,305 names selected from the census records a five per cent random sample was taken from each of the seven wards, resulting in 66 interviews.

The interview schedule used was composed to fulfill the objectives of the study. Once compiled it was examined and revised by three home economists, one psychologist, one statistician, and one philosopher.

A pretest of the interview schedule was carried out with mothers representing four of the seven wards used in the study.

Analysis of the data on the basis of educational level, occupational status, and number of children in the family was made. Occupations classified as business and professional were grouped into what was termed the "upper group" along with two college students. The others were combined into a group called the "lower group" and were composed of clerical, army, skilled, semi-skilled, and unskilled workers.

Educational groupings were made of those persons having a high school or less education and those having some college.

Families were grouped for number of children into three or less and four or more.

The organization and development of the entire study was carried out with the cooperation of the Statistical Laboratory. Statistical measures applied to the data were the chi-square test of association among education, occupation, and the number of children; and confidence intervals for estimation of population parameters.

The following conclusions are related to Manhattan mothers of preschool children:

- (1) Mothers educated themselves on child development philosophies and practices through books, magazines, newspapers, bulletins, pamphlets, and leaflets.
- (2) Mothers selected written media concerning child development philosophies and practices on the basis of availability, popularity, and price of the publication.
- (3) Mothers read magazine and newspaper articles concerning child development practices with some regularity.
- (4) Mothers did not read books or bulletins, pamphlets, and leaflets regularly.
- (5) Mothers did not necessarily choose media concerning child development philosophies and practices from sources which contain other topics of interest to the family.
- (6) Mothers chose articles concerning child development for clarity and simplicity of the material.
- (7) Mothers did not choose articles concerning child development on the basis of authorship or the amount of illustrative material.