

ACTIVITIES OF A SELECTED GROUP OF SPANISH FARMERS
WITH THEIR CHILDREN

by

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INTRODUCTION

The American family in present-day life appears to be emerging from its traditional institutional form into new forms characterized by greater companionship and more democratic relationships. The changing role of the father is an outstanding factor in this development. A survey of the history of a number of cultures reveals that fathers have played many varying roles in adapting themselves to circumstances. The modern father in this country today is idealized by novel, screen, and radio as the companion and confidant of his children. The increasing independence of women has been influential in promoting this type of family life.

The Arapesh culture, with its traits of warmth and gentleness and the participation by the father in the maternal care with the mother, was contrasted by Seward (1946) with the Mundugumor culture, in which both the male and female rejected the child emotionally from birth. She also described the Tchambuli culture in which the woman was dominant and the man played the role associated with femininity in Western culture. Head (1935) compared parental roles and attitudes in primitive and modern societies. Burgess and Locke (1945) presented a study of the backgrounds of the Chinese, Russian, and Negro family. They also endeavored to account for some differences in roles of the fathers in the rural and urban family from colonial to present times. Folson (1943) traced the history of the Euro-American

family, starting with the pre-ancient civilizations and including the Greek, Roman, Hebrew, early Christian, Teutonic, Middle Age, Renaissance, and Puritan family. He stressed the influence of regional, national, and class differences in the roles played by the members of the family.

Bowman, director of the United Parents' Association of New York City, wrote, in Parents' Magazine (Nov. 1935), that the tide has turned toward more participation by fathers in parent associations and increased masculine interest in child development, parent-child relationships, home and school cooperation, and the importance of mental and emotional health. His conclusions were drawn from a study made by a committee of the United Parents' Association.

William E. Hlatz, director, and Helen M. Bott, instructor, St. George's School for Child Study, University of Toronto, in Parents' Magazine (June 1931), set up a scale by which fathers might measure their abilities in the fatherhood role. Their scale included means of discipline used, attitudes toward the child, time spent with the child, responsibility for social and religious education, and attitudes of the child toward the father. Richardson (1935) also set up a scale for fathers to evaluate their own performance.

Gruenberg (1946) stated, "The great change in family life really came when fathers left home. Now they are coming back to take their rightful place in the household." In Colonial times, father took an active part in everyday living and learning at home on the farm. Mother and father shared in the work and in

the responsibility for the children. Industrialization took the father out of the home, and the mother of necessity assumed more responsibility for the children. A sharp line was drawn between men's and women's work. With the shorter working day, the depression, and then the war, this distinction between men's and women's work became rather meaningless. Gruenberg stated that young men now tend to have a healthy respect for the independent young women they marry. She suggested that,

Spending more time at home, being closer to his wife spiritually than the typical Victorian husband was to his wife, and living with his family often in closer quarters than families had done in the past, father is getting a new view of his children.

With this glimpse into the delights of both motherhood and fatherhood, the father is demanding his share in bringing up his children, according to Gruenberg. An anonymous author (Hygeia, June 1942), on the other hand, warned against the menace of the maternal father.

Many students of the family give credence to the theory that the present role of the father in the home has been fostered by the growing independence, both socially and economically, of the American woman. Seward (1946) reasoned that, as women are being freed to take increasing responsibility in the larger social group, men are at the same time beginning to share with them more of the affectional and enduring values of homemaking. She held that,

After the security-shattering experiences of war, our children are all the more in need of stable, well-adjusted, complete homes in which both mother and father share in the companionship of their children.

According to Burgess and Locke (1945), the mores which are being undermined by the emancipation of women are those associated

with the subservience of women to husbands. Readjustment of familial patterns in terms of companionship and mutual affection, they wrote, is necessitated by women's actual or potential economic independence and by their educational and social equality. As the historic functions of the family decline, the affectional and cultural functions become more important. More and more the American family is becoming a unity of husband and wife, parents and children, based upon the sentiment of love, common interests and companionship.

Elmer (1945) stressed the importance of the role of the parent in child development and in turn the importance of the welfare of the children in the family and in our culture. To quote:

The welfare of children forms the kernel of family life.Children carry with them the future of every social idea, ideal, attitude, or practice which is a part of our civilization. Consequently, the subject of child welfare cannot be set off in a separate chapter of a book on the sociology of the family. It is the woof which gives the plan and pattern and justification for the warp in the tapestry of our social order.

In surveying the books which have been written dealing with the family and marriage, only one book was found which dealt specifically with the problems of a father and with the importance of the fatherhood role. Groves (1942) devoted one chapter to "Being a Father", and discussed briefly the role of the father and the satisfactions and advantages possible to both father and child in a close father-child relationship. Describing a newer school of fathers, she stated that they make a business of becoming friends with their infant children. After stressing the importance of establishing father-child comradeship early and working with the

natural trends of the child's development, she then warned the fathers of the dangers and disappointments of delayed companionship.

Winkoff (1928) surveyed 2600 college students, evenly divided as to sex, to study parent-child intimacy. He found that both sons and daughters gave obedience and confidence to mothers far more frequently than to fathers. In attempting to explain this finding he traced it back to childhood. He suggested three explanations: (1) the more sympathetic nature of mothers (2) the fathers' restricted opportunity for fellowship with children because of the nature of their work (3) the fathers' tendency to shirk the responsibility of fatherhood.

In comparing conceptions of parenthood among upper and lower class whites, Negroes, and Jews, Duvall (1946) found that mothers from the lower social classes, mothers in Negro families, and mothers with older children tended to have more traditional conceptions while mothers of higher status, mothers in white families, and mothers with younger children tended toward developmental conceptions. She defined the traditional conception as that which used to be expected of a good parent and child (the roles are rigidly conceived). The developmental conception, according to Duvall, is characterized by "expectations of mother and child in terms of growth and development rather than as specific behavioral conformities (the conceptions of role are dynamic and flexible)."

In a study of the time required for routine care of children under 12 months of age, Rust (1925) found that fathers in the group cared for the child 5 per cent of the time, an average of 19 minutes a day, while the mother cared for the child 85 per cent

of the time; an average of 5 hours and 2 minutes a day. Only one father performed any routine care.

Gardner (1943) made a study of the attitudes and activities of 300 fathers in their care of the child during the first five years. She found that 60 per cent of the group gave some routine care, and 78 per cent entered into the child's recreational activities. She concluded that the fatherhood pattern indicated by her study was one in which material provision was taken for granted, companionship and understanding were emphasized, discipline and obedience were decreasing in importance, and character traits were important but not evaluated.

The present study is concerned with the role of the father in the family and his attitudes toward spending time with his children. The investigator chose this subject because of the dearth of research directly related to the activities of fathers with their children. The objectives were to ascertain: (1) the amount of time a selected group of veteran student fathers spent with their children, (2) the kinds of activities in which they engaged, and (3) the attitudes of the fathers in relation to these activities and to their children.

PROCEDURE

The subjects of this investigation were 20 World War II veteran fathers attending Kansas State College and living in the college housing units for veterans. The study was limited to families having one child only between two and five years of age. Questionnaires used by the investigator in setting up a playground

for the housing project were helpful in choosing subjects who met the requirements set up and who would be willing to cooperate.

A preliminary test of the interview schedule and time records was made with five families. The two forms were then revised for use with the families selected. In order to become familiar with the work involved in keeping the records and to appreciate what was being asked of the subjects, the investigator kept the records on her own husband and child. Keeping the records served also to give insight into the problem under investigation, was useful in establishing rapport, and was helpful in the evaluation of the results.

Personal interviews were made with 26 subjects at the beginning of the study but three subjects were unable to complete their time records and three of the completed records were inadequate. A total of 20 subjects completed the project.

The investigation involved three contacts with the family of each veteran father. An interview schedule (Appendix), the first sheet of which was used in a preliminary contact with the mother, was useful as an interview guide and source of background information. The preliminary interview was useful in establishing rapport and stimulating interest in the investigation. The initial contact was used, also, to make an appointment for an interview with the father. The mothers were asked to keep records (Appendix) of the time the fathers spent with their children during a period of one week. It was believed that the mothers would keep more complete records than the fathers and that it was desirable to enlist the interest of both parents. The use of the record

sheets was explained carefully to the mother at this time and seven sheets, one for each day, were left with her. The second interview period was then spent in completing the other two pages of the schedule with the father. This portion of the interview schedule dealt mainly with the father's attitude toward his child and toward spending time with his child. The purpose of the third contact was to collect and discuss the time records, show appreciation for cooperation, and terminate the contacts.

DATA AND DISCUSSION

The 20 fathers cooperating in this study ranged in age from 23 to 32 years. The average age was 26. Two fathers were sophomores, 5 were juniors, and 13 were seniors. The heaviest school assignment was 21 credit hours and the lightest 12, with a mean of 16. Fourteen fathers were working from 2 to 42 hours a week, or a mean of almost 16 hours. Estimates given of hours of study ranged from 5 to 48 hours a week, with a mean of about 25.

Ages of the mothers ranged from 21 to 34 years, with the average age being about 25, just one year younger than the average for the fathers. All but 5 of the mothers had been employed before marriage. Three had college degrees, 6 had attended college, 5 had some additional training beyond high school, 5 were high school graduates only, and 1 had completed work in England which she considered the equivalent of our elementary schools. Four of the mothers were working part time, from 10 to 22½ hours a week. Two of the mothers were attending college, carrying 12 credit hours.

Two of the wives were English war brides, but no evidence seemed to point to any marked difference in parental attitudes in these families. Perhaps more emphasis was placed on politeness.

The ages of the children ranged from 24 to 48 months. The mean age for the children was 27 months. Thirteen of the children were girls and 7 were boys. No significant differences were apparent in the amount of time spent with girls or boys or in the father's attitude toward either sex.

All of the families in this study lived in converted barracks owned by the college. All the apartments were similar with kitchen, bedroom, living room, and bath. A few of the apartments had two bedrooms, in which case the other rooms were smaller. Furnishings and decorations gave the apartments individuality, and most of them were homelike and attractive. Only one family had furnishings which were more elaborate than the others. Home furnishings and equipment were therefore not significant in the study.

None of the fathers had attended child study groups nor had they taken any courses in child guidance and development. Some of the fathers expressed a desire to participate in such groups or classes but stated that they had not had the time or the opportunity while other fathers stated that they would not be interested in such groups or classes. Three fathers mentioned that courses in psychology had helped them to understand their children.

All but one of the fathers in this group stated that they read articles concerning child care at least occasionally while one father, C, said that he never did. Fathers H and S said they read such articles occasionally out of curiosity but that they

thought most of the writing on the subject was "foolishness". Three fathers, H, T, and J, stated that they read Parents' Magazine regularly and often read articles in women's magazines and the newspapers. Parents' Magazine was the most popular reading material while most of the fathers said they read articles elsewhere when they happened to notice them or when the wives pointed out the articles to them. Books mentioned by the fathers were Children are Human, Baby and Child Care, and government bulletins. Various baby books such as the Better Homes and Garden Baby Book were named among the readings.

Fourteen fathers said they never listened to programs pertaining to child care over the radio. Six fathers said they listened to programs occasionally if they accidentally tuned in on them. Most of the fathers said they didn't know about such programs.

Most of the children had moderate amounts of play materials and equipment, the difference being in the choice and use of materials. This appeared to be a key to individual attitudes of both father and mother. Some fathers had spent a great deal of time building furniture, toys, swings, sandboxes, and fences while other fathers had spent little time. The fathers who had done the most in building play equipment and whose children had the best selection of toys were found, on analysis of the time records, also to be the fathers who spent the most time with their children in relation to the time they were at home. Mr. S said that supplying children with play equipment which "requires initiative" and with which "they can do things" was very necessary. Father B's child had one of the best collections of toys. He

remarked that children need "things they can accomplish with and do with". B seemed to understand the needs of children as illustrated by his statement, "He likes to play with tools and needs big ones he can do things with now instead of just little ones."

The attitudes of the fathers toward spending time with their children were varied. Fourteen fathers stated that they considered spending time with their children both a privilege and a duty. Three fathers said it was a duty only and three said that it was a privilege only. One father commented, "If I didn't consider it a privilege we wouldn't have had him". Eighteen of the fathers said they spent time with their children mainly because they enjoyed it while seven said they spent time because they felt a father should. No father said he spent time with his child because it was necessary. Every father stated that he considered it the responsibility of both parents to meet the child's need for affection, security, etc. Eleven fathers said they participated in the child's play activity often while nine said occasionally. Evidently the meanings of "often" and "occasionally" were interpreted differently.

Tables 1, 2, 3, and 4 show the behavior which pleased and which annoyed the fathers most, and the ways in which the fathers showed their approval or disapproval. The phrases in these tables were quoted from statements made by the fathers during the interviews. As shown in Table 1, the fathers in this study were pleased by behavior indicating learning, by the child's playing by himself and not bothering parents, by the child's showing interest in the parents, and by cooperative play with other children. It appeared

that the behavior which was most pleasing to the fathers was mainly behavior which appealed to the father's ego, directly or indirectly, and behavior which inconvenienced the parents least, i. e., cooperative play and playing alone.

The fathers were annoyed by behavior which inconvenienced them and by behavior which adults in our culture consider undesirable for children. A large part of the behaviors listed as annoying can be classed under negative behavior. It would appear from Table 2 that these fathers thought in terms of their own convenience and adult standards rather than in terms of child development and understanding the child. It was of interest to note in Table 2 the miscellaneous behavior which to different parents was undesirable.

Approval was shown in various ways by the fathers. Most of the fathers said they used words to show their approval while a few mentioned various actions and expressions as listed in Table 3. It appeared that the fathers had given little thought to the importance of showing approval in the guidance of children. As can be seen by comparing Table 3 and Table 4, they thought in terms of disapproval rather than in terms of approval as a method of teaching and guiding children, for the list of ways of showing disapproval was much longer than the list of ways of showing approval. This may be accounted for in part by the fact that they were asked questions and expected to answer immediately without having had time to think about the subject, naming the first things that came to their minds. Had they had time to think, most of the fathers no doubt would have thought of more ways in which they expressed approval, but even then the fact that they thought of

Table 1. Child's behavior which was most pleasing to father.

Learning	Independence	Interest in parents	Cooperative play
"Takes routine care of Teddy"	"Gets busy and plays by self—doesn't bother us"	"When he does things I do"	"Friendly toward other children"
"Smart (her expression and way she sketches on)"	"Goes to bed without fussing"	"When he's interested in things father does"	"Unselfish"
"Cute little tricks"	"Plays by self—does not bother parents when busy"	"Imitates us"	"Loves other children"
"When she discovers she can do something"		"Attempts to act like grownups"	"Getting along with other children"
"Mechanical play"		"Imitates parents"	"Plays well with younger children—bothers them"
"Ingenuity"		"Enjoys father playing with him"	"Gives neighbor kids a beating when bigger ones run over her"
"Record listening"		"Takes walks with father"	"Holding own in fight"
"Things that are cool and cute"			"Gets along with other kids"
"Doing different things every day"			"Liberal with other kids"
"Using new words"			"Shares toys"
"Run and hide and laugh"			"Plays with other children well and shares"
"Reading books"			
"Drawing sessions"			
"Playing football and ball"			
"Remembering all about her books"			
"Takes good care of toys"			
"Got rough and ready"			
"So changeable—never the same"			

Table 2. Child's behavior which was most annoying to father.

Interferences with parents	Uncooperative play	Refusal to obey	Miscellaneous behavior
"Hits me and climbs on me when I'm reading"	"Knocks little kids down"	"Doesn't mind too well"	"Stamping feet"
"He gets in my way"	"Possessiveness with toys"	"Says no"	"Talks back"
"Jumps on father when napping"	"Pushing other children"	"When she won't do what she's told"	"Begging for things she wants"
"Putting hand in my mouth"		"Refusing to mind"	"Moisy"
"Tries to get us to play with him when we are busy"		"When he keeps on doing what he is told not to"	"Getting rowdy"
			"Makes mess on floor"
			"Using wash cloth on floor"
			"Trying to gain attention"
			"Stubbornness"
			"Tamper"
			"Not putting things back"
			"Gets into mischief away from home"
Habits of sleeping	Crying and whining	Habits of eating	
"Won't go to bed"	"Bawling"	"Wanting food between meals"	
"Doesn't go to bed"	"Crying for no reason"	"Playing when he eats"	
"Won't go to sleep"	"Going through stage of crying over everything"	"Plays when she eats"	
	"Crying when someone takes his things"		
	"Whining instead of asking for what he wants"		
	"Whining"		

Table 3. Ways in which fathers showed approval.

Use of words	Facial expression and tone of voice	Actions	Miscellaneous behavior
"By words" (5)	"Smiles"	"Do things for him"	"When I don't gripe"
"Praise him" (5)	"Tone of voice"	"Actions" (2)	"Take an interest in what he did"
"Tell her she's a good girl" (4)	"Facial expression"	"Pat on head"	
"Tell him he's a good boy" (3)		"Kiss"	
"Tell him, 'that's right'"		"Make over her"	
"Thank him" (2)		"Clap hands"	
"Tell her" (3)		"Shake of head"	
"Tell her she's being good"		"Pick him up and hold him"	
"Tell him what we like"			
"Tell him he's a fine boy"			
"Tell him he's a big boy"			
"Tell him he's a nice boy"			
"Telling her she's good"			
"Drag on her"			
"Commend him on what he does that's good"			
"Make over her"			

Note: Numerals indicate number of times mentioned.

Table 4. Ways in which fathers showed disapproval.

Physical punishment	Facial expression and tone of voice	Use of words	Miscellaneous behavior
"Paddle her when she needs it"	"Glaring at him"	"Tell her it's not right and why"	"Put her in room"
"Use of the hand"	"Tone of voice" (3)	"Tell her no" (2)	"Put him to bed"
"Use a board"	"Shake head"	"Scold" (4)	"Send her to room"
"Spanking" (6)	"Facial expression"	"Tell her she's bad"	"Sing in from outdoors"
"Paddle" (3)	"Speak harshly"	"Talk with her" (2)	"Get him on chair" (2)
"Use a switch"		"Tell him" (6)	"Put him to bed once or twice"
"If he doesn't straighten around, spank"		"Tell her" (2)	"Get her on chair for a while"
"Physical punishment"		"Tell her I'll get a switch"	"Have her sit by self"
"Slap hands or give a spank"			"Get her on a chair"
"Spanning—when she gets real bad"			"Send to bedroom"
"More stern measures—namely, the hand"			"By my actions"
"Spanking occasionally"			"Furnish her"
"Spanking—not in anger but only if nothing else works"			"By deprivation" (2)
"Spank him occasionally (spank)"			"Take toys away if misusing"

Note: Numerals indicate number of times mentioned.

means of showing disapproval so much more readily was indicative of their train of thought.

Though they had various ways of saying it, every father said he resorted to spanking, at least occasionally. One father said he used a board and one said he used a switch. Only three fathers indicated that they used deprivation as a form of punishment. Most of the fathers stated that they talked to the child first before using other ways of showing disapproval. Putting the child in his room or on a chair was a popular means of showing disapproval. Table 4 shows, in the fathers' words, their ways of showing disapproval.

This stress on physical punishment and the readiness of the fathers to think of the ways in which they showed disapproval was in contradiction to the fathers' stated concept of the fatherhood role. Table 5 shows the fathers' stated concepts as compiled from the answers to the question: Do you think of your relationship to your child as mainly that of (1) companion and pal, (2) disciplinarian, (3) elder to be respected, or (4) guide and teacher? While 17 fathers stated that they thought of themselves as guide and teacher and 14 as companion and pal, only one said he thought of himself as a disciplinarian and one as an elder to be respected. Most of the stated concepts were indicative of the developmental role as defined by Duvall (1946) while the readiness to name physical punishment and other methods of showing disapproval was more indicative of the traditional role.

The fathers may have been sincere in their stated concepts while the discrepancy may have been in interpretation and adaptation of beliefs in every day practice.

Table 5. Stated concepts of the fatherhood role.

Father	Companion and pal	Disciplinarian	Elder to be respected	Guide and teacher
A	X			X
B	X			
C				X
D				X
E	X			X
F	X			X
G	X			
H				X
J	X			X
K	X			X
L				X
M	X			X
N				X
O		X		X
P	X			
Q	X			X
R	X			X
S	X		X	X
T	X			X
U	X			X
Total	14	1	1	17

As shown in Table 5, there was an overlapping of the traditional and developmental concepts in the statements of two of the fathers. Father 3 named 'companion and pal' and 'guide and teacher', then added, "and 'elder to be respected'--last but not least". 0 named 'disciplinarian' and 'guide and teacher' adding, "being a disciplinarian is most important up to six or seven years".

Table 6 gives the time spent per week with each child by the father as recorded on the time record sheets kept by the mothers. The time spent in one week ranged from 1 hour and 33 minutes to 19 hours and 37 minutes. The mean time spent per week was 8 hours and 20 minutes. It was of interest to note that the mean time spent by

the fathers in the Rust (1925) study on the care of children under one year of age was only 19 minutes per week.

A clearer picture is given by considering the time spent per day. The average time spent per day by any one father ranged from 13 minutes to 2 hours and 48 minutes. These figures were obtained by dividing the total time spent per week by seven. The mean time spent per day was then 1 hour and 11 minutes.

Although allowance must be made for the inaccuracies of attempting to keep such a record in the home, where so many of the activities were habitual or were otherwise so common that they were not noticed and recorded and where so many things interfered and made recording difficult to remember, the total time recorded was probably quite accurate. Since the wives kept the records for their husbands and were much interested in the study and in the results for their own husbands, any error probably was caused by forgetting to record, rather than by recording in excess of time the fathers actually spent. These figures were probably a little low and did not include fleeting contacts.

Fourteen of the 20 fathers in the present study said they would have liked to spend more time with the child and hoped that they would be able to give the child more time when they were through school. Several of the fathers said they thought that the fathers in this study would not spend as much time with their children as regular working fathers because student fathers are so limited by the requirements of school attendance, studying, and outside work.

Table 6. Time spent by father with child.

Father	Time spent per week		Mean time spent per day	
	hr.	min.	hr.	min.
A	19	37	2	48
B	15	0	2	9
C	14	46	2	7
D	12	35	1	48
E	11	44	1	41
F	10	27	1	30
G	9	20	1	20
H	9	15	1	19
J	8	10	1	19
K	8	50	1	16
L	6	50	1	0
M	6	8		53
N	5	48		50
O	5	43		49
P	5	24		46
Q	4	39		40
R	3	50		33
S	3	29		30
T	2	57		25
U	1	33		13
Average	8	20	1	11

However, 6 of the 20 fathers were satisfied with the amount of time they spent with their children. Several of these fathers expressed the view that they had more time for their children while in school than they will have when they start working and have regular hours. As it is, they said that they were often home in the middle of the day and could spend time with the child then, while working fathers have only the evening with the child, which leaves little of the child's waking time for the fathers to spend with the child.

The working fathers in the Gardner (1943) study spent 3 or more hours in the home daily and most of Saturday and Sunday while,

in the present study, most of the fathers were home $\frac{1}{2}$ or more hours daily and most of them all of Sunday, but only a few of them were home on Saturday. These fathers had to study during some of the hours at home, while working men perhaps had more of their time at home free.

The time spent at home by the fathers ranged from 6 $\frac{1}{2}$ hours to 25 hours and 15 minutes a week with a mean of 42 hours and 37 minutes. Figure 1 shows a direct relationship between the time spent at home and the time spent with the child with the exception of three cases. The two fathers spending the most time with the child also spent the most time at home during the week. The father spending the least time with his child also spent the least time at home. Father C, who was third high in time spent with the child was second lowest in time spent at home. This lack of relationship may be in part explained by the fact that Mrs. C attended school and this father assumed responsibility for the boy while the mother was in class, rather than by this father's attitudes, since he seemingly did not enjoy spending time with his child as much as many of the other fathers. Fathers Q and T, on the other hand, ranked low in time spent with their child in relation to the time spent at home. This may be explained in part for Q by the fact that he spent more time studying than any of the other fathers. However, the attitudes of Q and T largely explain this discrepancy. Father T had a very casual attitude toward his child. For instance, he answered that he and his wife occasionally talked over matters pertaining to the child but that the child was "her department". Father Q was most annoyed when his child tried to get the parents

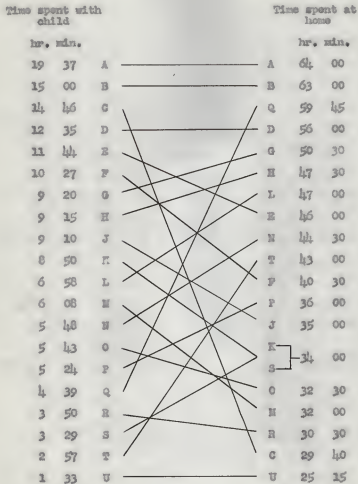


Fig. 1. Relationship of time spent with child and time spent at home.

to play with him when they were busy and was most pleased when the child played by himself and didn't bother the parents when they were busy.

An inverse relationship would have been expected between the time spent with the child and the time spent studying. Therefore, the numbers in the right-hand column of Fig. 2 were placed in ascending order. Since the expected relationship in Fig. 3, 4, and 5 was similar, the right-hand columns were likewise arranged in inverse order. From Fig. 2 it can be seen that there was little relationship between the time spent studying per week and the time spent with the child. Father A, who spent the most time with his child, was third high in time spent studying (35 hours) while U, who spent the least time with his child, was the third from the lowest in the time spent studying (12 hours). Of four fathers who spent 25 hours a week studying, D ranked fourth in time spent with his child while O, P, and T ranked fourteenth, fifteenth, and nineteenth, respectively.

It appeared from Fig. 3 that the number of credit hours being taken in school was not closely related to the time spent with the child. Although A and B, carrying a relatively light school load ($1\frac{1}{2}$ credit hours) ranked at the top in the time spent with the child, O and E, who were also carrying a load of only $1\frac{1}{2}$ hours, ranked low in the amount of time spent with the child. Father C, carrying the most credit hours, ranked third in time spent with the child.

Neither could the hours worked outside of school account for the differences in time spent with the child as indicated by the lack of correlation in Fig. 4. Of the six fathers who did not work

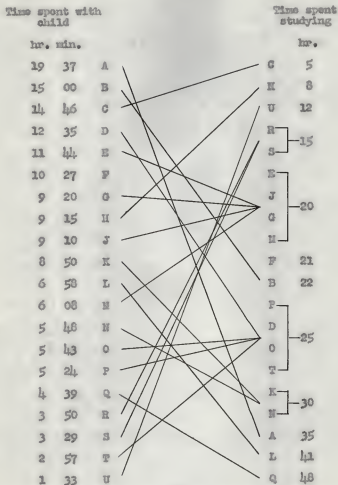


Fig. 2. Relationship of time spent with child and time spent studying.

outside of school, Father A ranked at the top in time spent with the child and Father T ranked second lowest, while the others ranged in between these extremes. While U ranked lowest in both time spent with the child and in hours worked, there appeared to be little relationship otherwise between time spent with the child and time spent in working.

Fig. 5 shows the relationship of the time spent with the child per week and the combination of hours spent in working and hours spent in studying. Again there appeared to be little relationship. Apparently the amount of time the fathers spent with their children was influenced by factors other than the number of credit hours carried, the time spent studying, or the time spent working outside of school.

Nine of the wives were satisfied with the amount of time the fathers spent with the child while 10 mothers would have liked the fathers to give more time to the child. However, most of the mothers explained that they thought their husbands gave a great deal of time to the child in relation to their spare time. One mother felt that the father should spend less time with his child. She gave as her reason that the father teased the child too much and played with her often before bedtime, getting her too excited to go to sleep. On two of the records which were not used because they were inadequate, the mothers also answered that the fathers spent too much time with the child. One mother explained her answer by saying that, since she was working, the father had to spend more time with the child than he could spare from his school work. The other mother said that the father was spoiling the child by too much attention.

Time spent with
child

hr. min.

19 37 A
 15 00 B
 14 46 C
 12 35 D
 11 44 E
 10 27 F
 9 20 G
 9 15 H
 9 10 I
 8 50 J
 6 58 K
 6 08 L
 5 40 M
 5 43 N
 5 24 O
 4 39 P
 3 50 Q
 3 29 R
 2 57 S
 1 33 T

Credit hours
carried

hr.

H 12
 R
 A } 14
 O }
 B }
 K }
 T } 15
 Q }
 S } 17
 J }
 P }
 U }
 F } 18
 M }
 E }
 N }
 D } 19
 G }
 L }
 C 21

Fig. 3. Relationship of time spent with child and credit hours carried in school.

Time spent with
childTime spent
working

hr. min.

hr.

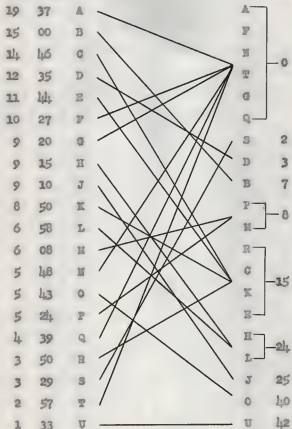


Fig. 4. Relationship of time spent with child and time spent working.

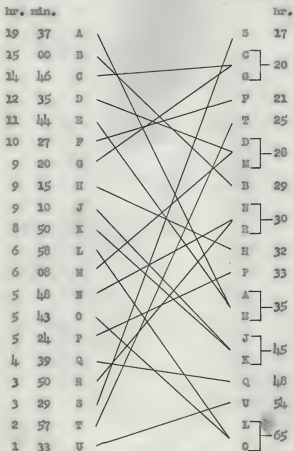
Time spent with
childTotal time spent
working and studying

Fig. 5. Relationship of time spent with child and total time spent working and studying.

In the present study both play activities and routine care were mentioned on all records. As shown by Table 7, most of the time spent by the fathers with their children was in nonroutine activities while only a small part was spent in routine activities. In arriving at this division of routine and nonroutine activities, the investigator attempted to distinguish on the basis of whether they were play and amusement (nonroutine) or whether they were physical care (routine).

Table 7. Time spent in routine and nonroutine activities.

Father	Time spent in		Per cent		Time spent in		Per cent
	nonroutine	routine			nonroutine	routine	
	hr.	min.			hr.	min.	
A	18	33	64.75		1	4	5.25
B	12	0	80.0		3	0	20.0
C	11	44	79.2		3	2	20.8
D	11	33	91.7		1	2	8.3
E	10	31	69.6		1	13	10.4
F	5	10	49.5		5	17	50.5
G	6	3	64.7		3	18	35.3
H	4	15	46.0		5	0	54.0
I	7	43	84.5		1	27	15.5
J	5	24	61.2		3	27	38.8
K	4	30	64.6		2	28	33.4
L	3	40	59.8		2	28	40.2
M	5	40	90.0			8	2.0
N	5	35	97.75			8	2.25
O	3	49	70.6		1	35	29.4
P	4	1	86.5			30	13.5
Q	3	28	90.5			22	9.5
R	2	52	61.6			38	18.4
S	2	10	73.2			40	16.8
T	1	16	82.3			17	17.7
U							
Average							
For day		55	78.0			16	22.0
Per week	6	29			1	51	

Possibly a number of routine activities were omitted from the records because they were so common and so much a matter of habit

and routine that they were not noticed and recorded while play activities were more unusual and noticeable and thus recorded more accurately. For this reason the mean of 6 hours and 29 minutes (78 per cent) spent in nonroutine activities and 1 hour and 51 minutes (22 per cent) spent in routine activities may not be accurate. If exact records could have been kept they might have shown that a larger per cent of the time was spent in routine activities.

It was of interest to compare this with the Gardner (1943) study in which only 60 per cent of the fathers gave routine care and 8 per cent did not play with the children at all. In the East (1925) study, only one father gave routine care while the rest of the time spent by fathers was in play and amusement. In the present study all of the fathers gave some routine care although, with the exception of two cases (F and H), nonroutine activities predominated as seen in Table 7. The fact that Mrs. H was pregnant at the time of the study may have been a factor in H's assuming more responsibility for routine care. Attitudes and expectations of the wives might also be factors in these cases. Another explanation for these extreme cases might be in these fathers' own attitudes. They both appeared to be much interested in the welfare of their children and apparently have desired to assume responsibility for routine care of the children. The fact that the P's spoke of their daughter (2 years and 6 months) as "baby" might indicate that F thought of her as needing more help with routine.

Three fathers, A, N, and O, went to the other extreme, spending only a very small per cent of their time with the child in routine activities. The predominance of nonroutine activities in

A's time with his child can be explained largely by his attitudes and apparent enjoyment of activities with his child. His wife seemingly assumed responsibility for the care of the child while the father, as he stated when interviewed, spent time with his child because he enjoyed it. Since H does not work outside of school and Mrs. H had very poor health, H might have been expected to spend more time in routine care of his child but this was not the case. As he stated, he spent time with his child because he enjoyed it rather than because he felt it was a duty, and he evidently preferred play activities. It seemingly was a matter of attitudes and desires with H. On the other hand O worked 40 hours a week and was home only 32 hours and 30 minutes during the child's waking hours. The wife, who was very conscientious, felt that what little time the father had at home should be spent in enjoying the child rather than in routine care. Also this father's understanding of his child and his enjoyment of doing things with her in part explained the predominance of nonroutine activities. Then, too, the fact that he was at home only a few hours in the late afternoon and on weekends limited the amount of routine care.

The following case studies give a more detailed analysis of each father's attitudes and the kinds of activities in which he participated. A list of activities, taken from the time records, is included to amplify the picture presented.

Case A

Mr. A, age 28, was a junior in civil engineering, carrying 19 hours and studying 35 or more hours a week. He was one of the

6 fathers who did not work in addition to going to school. He had spent 8 years in the armed forces. His wife, 21, had married him on completion of high school and had never done work outside the home. They had been married 3 years. Their son, a dark-eyed alert little fellow, was 25 months old at the time of the study.

Concern for his child's welfare was shown by this father's interest in literature in this field. He stated that he quite often read articles in popular magazines pertaining to child care and that both he and his wife often referred to the government bulletins. Although he had listened to only a few radio programs related to child care, he stated that he would be interested in listening to some good programs if he knew about them. He and his wife "quite often" talked over things concerning their child. They usually agreed although "not always". They agreed that the child should obey but they did not always agree on how to get him to obey.

Mr. A said he especially liked to watch the "comical and cute things" his boy did. A told the investigator that the child "does quite a few things that are pleasing. There are different things every day". He stated that he showed approval by "telling him he's a big boy" or by "clapping hands". He said he was annoyed when the child "whines instead of asking for what he wants". He explained that he showed his disapproval by "speaking to the child harshly", "telling him", or "giving him a spat".

Mr. A spent 19 hours and 37 minutes with his son during the week the record was kept. The average was 2 hours and 48 minutes

a day. This was the most time, as recorded on the record sheets, spent by any father in one week. This may in part be accounted for by the fact that, not working, he had a total of 64 hours at home that week which was more time spent at home than any of the other fathers recorded. Of that time he was solely responsible for the child as much as 14½ hours.

The attitudes of Mr. A also help explain the large amount of time he spent with his child. He stated that, although he felt it was both a privilege and a duty to spend time with his child, he felt it was much more of a privilege than a duty. He said that although he knew a father should spend time with his child, he spent time with his child because it was fun. He said that it was both the mother's and father's responsibility to meet the child's need for affection, security, etc. "One just can't do it alone."

The time this father spent with his child was largely non-routine or play and amusement. Eighteen hours and 33 minutes or 94.75 per cent of the time was spent in nonroutine activities during the week while only 1 hour and 4 minutes or 5.25 per cent was spent in physical care or routine activities.

The predominance of nonroutine activities in A's record can be explained largely by his attitudes and apparent enjoyment of activities with his child. The attitude of the wife is significant, too. She seemingly assumed responsibility for the routine care of the child while the father, as he stated when interviewed, spent time with the child because he enjoyed it. This record was most complete and in detail which may also help explain why this father spent more time according to the record than any of the other fathers.

This father shared a number of activities with his child. The following items from the time record show the kinds of activities in which this father participated.

Nonroutine activities	Min.	Routine activities	Min.
"Held him and boxed with him"	15	"Washed his face"	1
"Let him help put up my drawing instruments"	1	"Helped him take off snow-suit, letting him do all but get his feet out"	3
"Held him after he fell off the table"	2	"Helped him into his Baby Tenda and gave him a glass of milk"	2
"Handed him milk and let him bring it in"	$\frac{1}{2}$	"Got him a drink and then let him help wipe up water he spilled"	5
"Let him take off my jacket, play with it and put it up"	10	"Put him to bed"	1
"Let him put up my slide rule"	$\frac{1}{2}$		
"Let him fix his turtle and then played with him"	57		

Case B

Mr. B, aged 25, a second semester senior in bacteriology planning to continue with graduate work the next semester, was carrying $1\frac{1}{2}$ credit hours and studying 22 hours weekly. His work in the bacteriology laboratory was irregular, ranging from none to 15 hours a week. He was in the armed forces 33 months and had been married 6 years. Mrs. B, 25, was a secretary before her marriage. At the time of the study she was not doing outside work although she types theses and other papers at times. Their son, an attractive little fellow, was 45 months old. He was one of the older children in the study.

B said he enjoyed reading articles and listening to radio programs about child care whenever he came across them although

he had little time for extra reading. He stated that his wife read more than he did. The father said he "agreed pretty well with what his wife thought was right". They were both emphatic about sanitary measures.

He was pleased by such play activities as reading and record listening. He said that he "enjoyed very much taking walks" with his child. He stated that he "talks things over with his child and spans only when nothing else works--never in anger". He said that he would "love to spend more time with his child". His wife was satisfied with the amount of time he spent but "wished it were possible for him to spend more time". This father said that when he finishes school he hopes to have more time available for his child.

The child had one of the best selections of toys. Apparently the parents had chosen the toys with a great deal of care and enjoyment. The parents were planning new things for him with apparent enthusiasm. They planned to buy him some tools. "He likes to play with tools and needs big ones now instead of just little ones." The father said that the child enjoyed paints and crayons and they want to get him some finger paints to see what he will do with them. He said, "The child needs things he can accomplish with--do with." At the time the investigator visited the home, the parents were in the process of doing a decorating job in the child's room. Nursery rhyme characters were in the process of being painted on the walls by both parents. The mother had made new curtains for the windows and the father was building shelves for the child's toys. The child was much thrilled and appeared to

feel he was having a part in this activity. Modeling clay, a phonograph, books, Holgate blocks, drums, horns, pull toys, mechanical toys, jigsaw puzzles, small furniture, a doll, balls, paints, crayons, scissors, a blackboard, tricycle, roller skates, and sandbox were some of the child's toys and equipment. According to the father, the child also made use of materials around the house such as pictures in catalogs and magazines, kitchen utensils, blankets, and old boxes.

This father's time record showed that he spent 15 hours during the week with his child. The least time he spent during one day was 49 minutes and the most was 3 hours and 24 minutes. He ranked second high in the amount of time spent per week with his child. He spent 63 hours at home during the week the record was kept. He said this was more time than he usually had at home since he did not work much that week and several of his classes didn't meet. Of this time he was responsible for the child 8 hours and 40 minutes. Although this was not a typical week for the father, the investigator believed it was representative of the time spent with the child.

Twelve hours or 80 per cent of the time this father spent with his child was spent in play and amusement (nonroutine activities) while only 3 hours or 20 per cent of the time was spent in physical care (routine activities). The average divisions of routine and nonroutine activities for the entire group of fathers was 76 per cent nonroutine and 22 per cent routine; thus this father was quite typical of the group in this respect.

Father B's attitudes toward his child and his home, as well as his very obvious enjoyment of activities with his child, explain largely the predominance of nonroutine activities as shown on his time record. This father seemed to understand children and their needs and apparently realized the importance of the father's spending time with the child in nonroutine activities.

This father did a variety of things with his child which showed sharing and camaraderie. Items from the time record are given below.

Nonroutine activities	Min.	Routine activities	Min.
"Walked to cattle barn together"	45	"Took him to table, put bib on, and buttered toast"	5
"Read to him"	15	"Got him a glass of milk"	1
"Got out milk and cookies and had a snack with him"	20	"Tied his shoes"	1
"Played records with him"	20	"Helped him bathe and brush teeth--then put him to bed"	30
"Wrestled with him (general rough house)"	30		
"Took a walk together"	15		
"Fixed toy"	3		
"Played with blocks and ball"	10		

Case C

Father C, 25, a senior in agriculture, was one of the seven fathers whose wives worked or attended school. C was carrying 21 credit hours while his wife was carrying 12 hours. He worked in a market 15 hours and studied 5 hours weekly. He had spent 5 years in the army and was considering reenlisting. Mrs. C had taught school previous to her marriage $4\frac{1}{2}$ years ago. Their son, whom the investigator did not have an opportunity to see,

was 25 months of age at the time of the study.

C stated that he considered spending time with his child both a privilege and a duty. He said that he spent time with his child both because he enjoyed it and because he felt that a father should. It appeared from the record and from the father's conversation that circumstances, i. e., the mother's attending school and her absence from the home during a part of every day, were more important factors affecting the time spent than either enjoyment or consideration of the child's welfare. His statement that he participated in his child's play activity occasionally was in agreement with the results of the record kept.

It appeared to be a key to this father's attitudes that he had done nothing about arranging for play equipment outside. The C's were making no use of inexpensive materials and homemade play equipment. Although they lived in one of the two-bedroom apartments and the child slept in a separate bedroom, the parents had done nothing about adapting the room to his needs. The child's toys were kept in a box under the bed. Although the child had a number of toys, there were no creative materials or materials with which he could "do things" included. "Do things" toys were of great importance to several of the other fathers.

This father stated that he never read any literature pertaining to child care and was not interested in radio programs or parent groups. He said that he and his wife usually agreed about the child. He said that he "let her have her own way because she knew more about children". They disagreed, according to the father, as to whether the child should be spanked "severely or more gently".

The father said that he was often too severe to please his wife. He was annoyed by the child's "bawling," stating that, "It about drives me crazy."

C said that his son was not old enough to want to bring other children into his home to play but that other children would be welcome in the home as long as they did not tear the house up. The above statement seemed to be indicative of the father's attitude toward his child, i. e. that the child was not to interfere with the parents any more than was necessary.

According to the time record kept by the wife, this father spent 1½ hours and 46 minutes with his son over a period of one week. He ranked third in time spent per week. The mean time spent per day was 2 hours and 7 minutes. The father was responsible for the child a part of every day since the mother was attending school, also. This may help to explain the fact that he spent so much time with his child in comparison with the time spent by some of the other fathers. Another factor may be that, although he was carrying 21 hours in school, he spent only 5 hours a week studying. He was at home a total of 29 hours and 40 minutes of which he was responsible for the boy 6 hours and 40 minutes. C stated that he was satisfied with the amount of time he spent with his child, but his wife stated that she would like him to spend more time. Her desire for him to spend more time may have been an influencing factor in the large amount of time he spent with his child.

This father spent 11 hours and 44 minutes or 79.2 per cent of the time in nonroutine activities and 3 hours and 2 minutes or 20.8 per cent of the time in routine activities. This division of

routine and nonroutine activities is typical of the group. The fact that the mother was attending school perhaps necessitated the father's assuming more responsibility for routine care than he would have otherwise.

Although this record was not kept in detail and the activities were not described explicitly, the total time spent per week and the division of routine and nonroutine activities seems to be quite representative. A list of activities taken from the time record follows.

Nonroutine activities	Min.	Routine activities	Min.
"Played with him on bed"	4	"Woke him up and dressed him"	10
"Played with him and train"	30	"Got him ready for lunch"	10
"Played with him after lunch"	10	"Got his breakfast"	30
"Played with him"	30		

Case D

Mr. D, aged 30, was a junior in agricultural engineering, carrying 19 credit hours and studying approximately 25 hours a week. He had a farm near town and often spent at least part of his week-end working there. He was in the service 42 months. Mrs. D, 34, was a college graduate and previous to her marriage 7 years ago, taught in high school. She graded college extension correspondence lessons in her home an average of 22½ hours a week. Their daughter was 31 months old.

This was the only home in which the furnishings were markedly more elaborate than in the average apartment in the area. The kitchen was equipped with all of the modern conveniences.

The father said he considered it both a privilege and a duty to spend time with his child, but that he spent time with his daughter mainly because he enjoyed it. He said, also, that he spent time with her because he felt a father should. He said that he thought of himself mainly in the role of "guide and teacher" but added that he thought the roles of "disciplinarian", "companion and pal", and "elder to be respected" might all fit at certain times.

D said that he was most pleased when his child "discovers she can do something new". He was most annoyed when she made "unnecessary noise". As was typical of the entire group of fathers, he expressed his belief in punishment by spanking, saying, "When she gets real bad, I fan her." He said he also showed disapproval by telling her about it or by having her sit by herself. He said he showed approval by telling her.

This father stated that he and his wife usually discussed matters pertaining to their child and that they usually agreed. He said that they had never had any disagreements other than on minor points.

D's child had a nice selection of toys. The father had given the child a corner of his bookshelf for her books and a drawer of his desk for her small play equipment. He had fenced the yard and planned to build her a sandbox.

This father stated that he occasionally read articles on child care in magazines and newspapers. He also stated that he occasionally listened to programs related to child care over the radio. He could not name any books or pamphlets concerning child care which he had read within the last year.

The time record showed that this father spent 12 hours and 35 minutes with his child during the week. The least time he spent during one day was 36 minutes and the most time he spent was 3 hours and 50 minutes. He was home during 56 of the child's waking hours, and was solely responsible for her 7 hours and 55 minutes. The fact that this father was not working outside of school and that he had a total of 56 hours at home while the child was awake may explain in part his ranking fourth in the time spent per week with his child, but attitudes as expressed in his answers to questions and in his conversation were also significant. He said that he would like to spend more time with his child if it were possible. However, the mother said that she was satisfied with the amount of time he spent with the child. The fact that Mrs. D worked was also a reason for the father's spending time with the child.

Eleven hours and 33 minutes or 91.7 per cent of the time was spent in play and amusement (nonroutine activities) while 1 hour and 2 minutes or 8.3 per cent was spent in physical care (routine activities). This was less routine care than the average which was 22 per cent. This father's pleasure in doing things with his daughter was the apparent explanation for the predominance of nonroutine activities which was shown on the record kept.

The following excerpt from the time record shows the kinds of activities which this father enjoyed with his daughter.

Nonroutine activities	Min.	Routine activities	Min.
"Popped corn for her and ate it with her"	15	"Got her dressed for bed"	2
"Sang with her (all three of us)"	12	"Undressed her for bed"	5
"Romped with her"	16	"Got her a drink"	2
"Let her help rake leaves"	25		
"Helped her saw boards"	15		
"Held her"	4		
"Read to her"	10		
"Played ball with her"	5		
"Helped her with doll"	2		

Case P

Mr. P, 24, a senior in industrial chemistry and business administration, was carrying 18 credit hours and spending 21 hours a week studying. His wife, 27, was a junior college graduate and was employed as a bookkeeper before her marriage. They had been married four years and had a little girl 30 months old. P spent 3 years in the armed forces. At the time of the study he was not doing outside work although at times he sells magazines.

This father said that he occasionally read articles on child care in magazines and newspapers although he never listened to programs on the radio concerning child care. They subscribed to Parents' Magazine, and he said that he occasionally read articles from it.

P's attitude toward his daughter can be seen in the effort he made to secure good play equipment for her. He had erected a swing in the yard and fixed a sandpile for the child. Inside the apartment they had done little to adapt it to the needs of the child. The parents said they attempted to use any inexpensive materials

they could think of. They had many scrapbooks for the child and Mr. F had built a table and a chair for her. The child had a suitable selection of toys.

F said that he thought of his relationship to his child as that of a "companion and pal" as well as a "guide and teacher". He said he considered it both a duty and a privilege to spend time with his daughter but that he spent most of the time he spent with her because he enjoyed it. He was very definite in stating that he considered it the responsibility of both him and his wife to meet the child's needs for affection and security.

According to the father, the parents usually discuss together matters pertaining to their child. He stated that they usually agree although at the time they were at variance as to what should be done when the little girl would not eat. The father stated that the mother did not approve of the "disciplinary action" which he thought would be the solution. He said that otherwise they usually agree on almost everything else, including other discipline, methods, of training, and general routine.

This father said that he was most pleased by his daughter's "getting along with other children". He said he showed his approval by "telling her about it" and by "making over her". He stated that he was most annoyed by the child's "getting rowdy" and by her "messing on the floor". He said that he showed his disapproval first by "telling her" and then by "more stern measure--namely the hand", if he considered it necessary. He also mentioned setting the child on a chair.

Both Mr. and Mrs. F said that they were satisfied with the

amount of time F spent with the child. The time record showed that the father spent 10 hours and 27 minutes with his child out of 40 hours and 30 minutes spent at home during the child's waking hours that week. The mean time spent per day was 1 hour and 30 minutes. The least time he spent during one day was 31 minutes and the most time spent in one day was 3 hours and 9 minutes. He was solely responsible for the child 2 hours during that week. This father ranked sixth in the amount of time spent per week with his child.

Perhaps the amount of time spent by this father with his child in comparison to that of some of the other fathers may be explained by the large amount of routine care he took of the child. He explained that he felt that it was his responsibility to share in the work as well as in the pleasures of having a child in his home. Also, the long periods of time spent at one activity were a factor. The father took the child to a show and for a long ride. Since the father seemed to feel that these activities were for her enjoyment and that he was devoting his time to her, they were allowed to stand in the record.

This father was unusual in that he spent almost equal amounts of time in routine and nonroutine care. Only one father spent more time in routine care than did F. The record showed that 5 hours and 10 minutes or 49.5 per cent was spent in nonroutine care and 5 hours and 17 minutes or 50.5 per cent was spent in routine care. This unusual example cannot be explained by the investigator except possibly in terms of the father's own attitudes and desires. The fact that these parents referred to their 30-month-old daughter

as "baby" may indicate that they thought of her as a baby needing more help with routine activities than did some of the others. Then, too, this mother may have been more observant of little habitual activities which other mothers missed recording.

The following items from the time record show the kinds of activities in which this father participated.

Nonroutine activities	Min.	Routine activities	Min.
"Attention during lunch"	5	"Fixed orange juice for baby"	2
"Wrestled and played before dinner"	4	"Combed her hair"	1
"Ramped and played after dinner"	35	"Gave baby a drink"	1
"Consoled baby"	3	"Put her to bed for nap"	12
		"Fixed plate for her"	2
		"Got milk for child"	1
		"Put her to bed"	15

Case H

Mr. H, 29, a senior in animal husbandry, was carrying 12 hours and studying 8 hours each week. He worked 24 hours a week in the plant research laboratory. He had spent 46 months in the armed forces. Mrs. H, 28, was a secretary and typist before their marriage 3 years ago. Their son was 24 months old.

This father said that he considered it a privilege to spend time with his child. He said that he spent time with his child mainly because he enjoyed it and it was evident from remarks which he made to the investigator that he did enjoy immensely spending time with his son. H said that he and his wife spent "quite a lot of time" discussing matters pertaining to their child and that they usually agreed although occasionally they did not. He said that they agreed on the "necessity of discipline and certain routine"

but that they sometimes disagreed on the "manner of discipline".

H said that he occasionally read articles on child care in magazines and newspapers but that he did not read on the subject regularly. He mentioned that he had "found things in a general psychology course that could be applied to children" and which had been helpful to him in dealing with his own child but that he had never taken any courses that specifically applied to child care or child development. He expressed regret that he had never had the opportunity to take such courses but explained that his curriculum was too crowded with necessary subjects to allow for such electives. This father's interest in his child's welfare and his understanding of children as a whole were apparent from his general conversation and impressed the listener immediately.

In answer to the question, "To you, what are the most pleasing things your child does in connection with his play activities?" this father replied, "That's hard to answer". After considerable thought he mentioned "mechanical play which shows mechanical ability" and "ingenuity". He let the boy know his disapproval by "telling him", and by "spanking".

According to the record kept by the wife, H spent 9 hours and 15 minutes during the week with his child. The least time he spent during one day was 15 minutes while the most time he spent was 2 hours and 55 minutes. The mean time spent per day was 1 hour and 19 minutes. He was at home during 47 hours and 30 minutes of the child's waking hours, and he was solely responsible for him 5 hours and 30 minutes. Although this father ranked eighth in this group in time spent per week with the child, both parents said that they

were not satisfied with the time the father spent with his child and would like him to be able to spend more. Even though this father said he spent only about 8 hours a week studying, he worked 24 hours a week and participated in a number of extracurricular activities such as judging teams which took a great deal of time and often took him out of town. Mrs. H explained that the investigator was "lucky to find a week when H was home all week as he is so often gone on judging trips". She said that she felt that "the child missed his father a great deal when he was away". The father expressed regret for the necessity of being out of the home and away from the child so much. The parents both said that they planned for the father to spend more time with the child when he was through school.

Of the 9 hours and 15 minutes this father spent with his child, 4 hours and 15 minutes or 46 per cent were spent in nonroutine activities and 5 hours or 54 per cent were spent in routine activities. This was the largest per cent of routine activities shown on any record. The predominance of routine activities in H's record can be explained in part by the fact that the mother was pregnant at the time and therefore the father assumed more responsibility for routine care of the child. Another explanation may have been that the wife expected more help in routine care than some of the other mothers. Then, too, the fact must be considered that this child, with the exception of one other who was the same age, was the youngest child (24 months) in the study, and as such required more help with routine activities than some of the older children. This father's attitudes and his desire to share fully in the rearing of

his child may have been a factor. Another possibility is that this mother was more observant and recorded routine activities which other mothers missed because they were so common.

A list of activities from the time record follows.

Nonroutine activities	Min.	Routine activities	Min.
"Played with child"	60	"Toilet after breakfast"	5
"Took him up town"	30	"Toilet after lunch"	5
"Read to child"	10	"Toilet after supper"	5
		"Put to bed"	15
		"Washed his hands and face"	3
		"Changed his clothes"	5

Case K

Mr. K, 29, was a junior in mechanical engineering carrying 15 credit hours and studying 30 hours weekly. He worked 15 hours a week in a manufacturing plant. Married 7 years, he had spent 25 months in the armed forces. Mrs. K, 28, had completed 2 years of college and worked as a cashier in a department store before her marriage. Their daughter was 2½ months old, one of the two youngest children in the study.

This family subscribes to Parents' Magazine, and the father said that he read articles in it as well as in other magazines and newspapers occasionally. He said that he had never heard any programs concerning child care on the radio. K said that he and his wife usually talk over matters pertaining to their child and that they usually agree although not always. He said that the "eating question" was one point on which they could not agree. The little girl played when she ate and did not eat as much as the parents thought she should. According to the father the mother

let her play with her food and coaxed her to eat while he thought more effective measures should be used. He said that he and his wife usually agreed on discipline.

Mr. K stated that he was most pleased with the little girl "getting along with other children". He said he showed his approval by praise. The child annoyed him most by her attempts to "gain attention" and by "crying over everything", he said. His stated methods of showing disapproval were "talking to her", "punishment", "setting her on a chair", and "padding".

This father stated that he played with his child often and was satisfied with the amount of time he spent with her. He said he felt that he had more time with her than he would have when he was out of school and working. His wife said she thought that he should spend more time with her. During the week the time record was kept, K spent 8 hours and 50 minutes with his daughter out of a total of $3\frac{1}{4}$ hours at home during the child's waking hours. Of this time he was solely responsible for the child 8 hours and 30 minutes. The least time he spent during one day was 22 minutes and the most time was 2 hours. The mean time spent per day was 1 hour and 16 minutes. This father ranked eleventh in the amount of time spent with his child. According to the information the investigator gathered, this father had less time at home free from studying than any other father in the group. Thus it appeared rather outstanding that he spent as much time with his child as he did. His statement that he played with his daughter as often as possible is substantiated by his record.

The father's attitudes toward his daughter may help explain

the large proportion of free time which the father spent with his child. He stated that he considered spending time with his child both a privilege and a duty. He said that he thought of his relationship to his child as "companion and pal" and "guide and teacher" mainly. He stated that he spent time with his child mainly because he enjoyed it, but that he also felt that a father should. It is the responsibility of both the mother and father to meet the child's needs for affection, security, etc., according to K. This father was very much interested in the study and gave serious consideration before answering any questions, indicating that the subject of a father's relation to his child is important to him.

A larger per cent of this father's time spent with his child was in routine activities than in most cases. Five hours and 24 minutes or 61.2 per cent was spent in nonroutine activities during the week while 3 hours and 27 minutes or 38.8 per cent was spent in routine activities.

One explanation for the larger amount of time spent in routine activities may be the age of this child (24 months). Since she was younger than most of the children she may have required more care with routine activities. Another explanation may be the conscientious way in which the wife kept the record. She may have observed and recorded some of the common routine activities which other mothers overlooked.

The following list of activities, taken from the time record kept by the mother, gives a picture of what this father did with and for his child.

Nonroutine activities	Min.	Routine activities	Min.
"Played with child"	10	"Got child up"	1
"Comforted child"	5	"Took her to bathroom"	1
"Fixed toy"	2	"Fixed cereal"	1
"Played with her"	10	"Took to bathroom"	1
"Played with daughter"	20	"Fixed plate for dinner"	1
"Read to child"	20	"Put coat on her"	2
"Played school with her"	10	"Watched her while at store"	30
"Played horse"	15	"Got her ready for bed"	15
"Played and talked with child"	20	"Got her a drink"	2
"Listened to her read"	4	"Took off shoes"	1
"Counted pennies with her"	10	"Up with child during night"	10
"Took her to town"	30		
"Told her good night"	5		

Case 0

Mr. O, 32, a second semester senior in electrical engineering, was carrying 14 hours and studying 25 hours weekly. He was working 40 hours a week for a power and light company. However, it was possible for him to study while on the job so that little of his time at home was spent studying. He had been married 10 years, a longer period than any other husband in the group. Mrs. O, 31, had been a bookkeeper before her marriage. Their 4 year and 7 month old daughter was the oldest child in the study.

This father said that he had not read any books or pamphlets during the past year concerning child care. He said that he did occasionally read articles in newspapers and magazines when they looked interesting or when they were called to his attention. He said that he did not know about any programs on the radio pertaining to child care. Mr. O said that he and his wife usually discussed matters pertaining to their child. He expressed the belief that it is of supreme importance that the parents agree concerning

their child and that he and his wife usually agreed. According to O, if they did not agree they sometimes experimented to find which way was right. The father stressed the fact that the child should not be a victim of parent's disagreements and that disagreements should be settled in private.

O said he was most pleased when his child "played well with other children--nothere then". According to the father, he showed approval by "telling her she was good". He said he was most annoyed when she did not "put things back". He stated that he showed his disapproval by "scolding her" and by "spanking occasionally".

Both parents were interested in the study and this record was kept with a high degree of accuracy. They hesitated to participate in the study because the father was home so little that he felt he would not be a representative father. Both parents said that they were satisfied with the amount of time the father spent with the child at present, but both expressed the desire for him to be able to spend more time with her as she gets older. The father expressed the opinion that a young child does not need as much attention as she will as she gets older. He seemed to feel that "by too much attention you may try to make a child do what you would have liked to have". He expressed belief that as "the interest of parent and child are so different at this age, the child should be let develop on his own without too much attention or interference". O said he thought of himself as "disciplinarian" at present, but that when a child gets to be 6 or 7, then a parent should be mainly a "guide and teacher".

According to the record kept, Mr. O spent 6 hours and 8 minutes with his child out of the 32 hours and 32 minutes which he was home during the week. There were only $\frac{1}{4}$ fathers who spent less time at home. There was no time during which he was solely responsible for her. The mean time he spent per day was 53 minutes. The most time he spent during one day was 1 hour and 24 minutes and the least time spent was 24 minutes.

Mr. O's attitudes may help explain the comparatively large amount of time he spent with his child in relation to the time he spent at home. He stated that he considered spending time with his daughter both a privilege and a duty. He answered that it was "hard to say" whether he spent time with his child mainly because he felt a father should or because he enjoyed it. He said that he "very definitely believed" that a father should spend time with his child but that he "enjoyed immensely" spending time with his daughter. He said that it was the responsibility of both parents to meet the child's needs for affection and security.

This father's time with his child was spent largely in play and amusement. Five hours and 35 minutes or 97.75 per cent of the time was spent in nonroutine activities during the week while only 8 minutes or 2.25 per cent of the time was spent in routine activities.

The predominance of nonroutine activities in O's record can be explained in part by the fact that he was home usually only at meal times and for a few hours in the afternoon and these were not the times in which routine care was needed most. Then, too, the wife explained that since he was home so little, she wanted their time together to be spent in pleasant activities ; so she

planned her schedule so that the family's time together could be spent in pleasurable activities. Also, since this child was older than most of the other children, such routine care was not required. This record was quite complete and in much detail. It consisted entirely of activities which lasted for less than 30 minutes, most of them lasting for less than 15 minutes.

The kinds of activities which this father shared with his daughter can be seen from the following items quoted from his record sheet.

Nonroutine activities	Min.	Routine activities	Min.
"Read funnies with her"	5	"Took her to bathroom when he came from work"	1
"Discussed the proofs of father's pictures"	2	"Got her ready for bed"	5
"Scuffled about"	10	"Got her coat"	1
"Teetered with her"	15		
"Got her for lunch and carried her piggy back"	5		
"Blow her smoke rings"	3		
"Looked at pictures and cartoons in <u>Collier's</u> with her"	5		
"Helped her release daisy window"	5		
"Had a tea party with her"	5		
"Danced with her"	5		
"Helped her crack walnuts"	5		
"Looked at her coloring"	3		

Case R

Mr. R, 25, a senior in milling, was carrying 14 hours and studying 15 or more hours a week. In addition, he was working 14 or 16 hours a week in a milling laboratory. He spent 3½ years in the armed forces. Mrs. R, 22, was an English war bride. They had been married 3 years. After completing grammar school in England

she had worked as a telephone operator. At the time of the study, she was working 10 hours a week as a cosmetics saleswoman. Their daughter was 26 months old.

The R's said that they read articles on child care occasionally. He stated that he was much impressed by Spock's book, Baby and Child Care, which they had bought recently and which he had read quite thoroughly. He said that although they always discussed matters pertaining to their child, and agreed on major points, they sometimes disagreed on discipline. His wife, he said, was more tolerant. When asked about things they agreed on, he replied, "We both think she's the best and smartest child ever raised." Both parents placed much emphasis on teaching the child manners. He said that the child had no preference between parents and brought her difficulties to whichever one was most convenient.

Father R said he was most pleased by his daughter's "cute little tricks". He said he was pleased when she imitated the parents and when she was smart and caught on quickly. He was pleased when she played well with other children. This father stated that he showed his approval by "telling her" and by "a pat on the head or a kiss". He was annoyed by such negative behavior as the child's saying "no" and by her not wanting to go to bed. R said he showed his disapproval by "actions", by "telling her so", by "setting her on a chair", by "slapping her hands", and by "giving her a swat".

The time record showed that he spent 3 hours and 50 minutes with her out of 30 hours and 30 minutes spent at home during the week. The average time he spent per day was 33 minutes. He was solely responsible for the child 2 hours and 15 minutes during the week.

The relatively small amount of time this father spent with his child can be explained in part by the small amount of time this father spent at home during the week and by the fact that he was extremely conscientious about his studies and work. He said he would have liked to spend more time with his child if he had had it, but Mrs. R was satisfied, remarking, "He spends what time he has". Another explanation may be that both parents worked and that, being limited in time, they did not keep as complete a record as some other parents. The father explained that his wife was quite busy and that there were probably a number of things omitted. ".....lots of times she climbs up on my lap and I stop and talk with her and play just a second and my wife just couldn't get all those things down", he said.

The time which R spent with his child was spent mostly in nonroutine or play and amusement. Three hours and 28 minutes or 90.5 per cent of the time was spent in nonroutine activities and 22 minutes or 9.5 per cent was spent in routine activities.

The predominance of nonroutine activities can be explained in part by the father's attitudes. He remarked that he spent time with his child mainly because he enjoyed it. Although R said he believed that a father "needed to be a 'disciplinarian' at times and parents should be respected", he explained that he thought of himself first as a "companion and pal" and second as a "guide and teacher".

The following list of items taken from the time record shows the kinds of things this father did with his child.

Nonroutine activities	Min.	Routine activities	Min.
"Sang with her at noon"	5	"Took her to bathroom"	2
"Played with her after supper"	10	"Helped her dress after nap"	3
"Took her to store on bicycle"	15	"Got her milk and cracker"	2
"Drew pictures after supper"	5	"Put her to bed for nap"	3
"Told her a prayer at bedtime"	1		
"Played games"	30		
"Played blocks with her"	15		
"Let her help empty trash"	2		
"Let her help fix door"	5		

Case 3

Mr. S, 26, a senior in architectural engineering, was carrying 17 hours and studying from 15 to 20 hours a week. He did not work regularly but made occasional drawings and sketches for an architect and for a photographer. He said that he averaged 2 hours a week working. He spent 42 months in the armed forces. Mrs. S, 25, a college graduate was not working outside the home. They had been married 5 years. Their son was 26 months old. Both Mr. and Mrs. S came from large families, and the father said he felt this influenced their attitudes toward their son. Since the families of both Mr. and Mrs. S live in the locality, the child spends large amounts of time with his grandparents; this lessens the time S might spend with his child.

S said he was most pleased when his child "played well with other children and shared with them". The father said that he and his wife usually talked over matters pertaining to their son. It was apparent from their conversation that they had given a

great deal of consideration to what to expect of their child and what to expect of each other as parents. The father made it plain that they did not believe much in "all this child development and psychology". He said they read it occasionally for fun but formed their own opinions. He expressed the opinion that "children develop naturally if allowed to associate with other children" as both he and his wife had done while growing up in large families. He said that they tried not to "make too great a demand" on the child, but that the child was told what was expected of him and then expected to "live up to it". The father said he realized that he was too impatient with the child and that that was one of the main points of disagreement between the parents. S said that adults should not expect things of children that they do not do themselves. He said that for this reason he and his wife were always careful to set a good example, say "thank you", etc. and that they expected the same behavior from the child. He stated that he thought it most important that a child feel secure and know what to expect.

The child had only a few toys. The father explained that he and his wife did not believe in buying a "lot of toys with which a child could do only a limited number of things". He explained that they preferred to encourage the child to initiative and imagination in making use of materials around the home.

This father spent 3 hours and 29 minutes with his child out of 3 1/2 hours at home during the week. The mean time per day was 30 minutes. This relatively small amount of time spent with his child may be explained in part by the fact that he was out of town

often. He said he would like to spend more time with his child and was looking forward to the time when he will be out of school and his son will be older so that they will be able to do things together. The mother said that she was satisfied that the father gave the child as much time as he could spare but that she hoped he would be able to spend more time with the child later.

S said that, although he knew a father should consider spending time with his child a privilege, it was hard for him to think of it in that way yet because he came from too large a family. He said that he spent time with his child both because he enjoyed it and because he felt a father should. He said that he thought of his relationship to his child as that of "companion and pal" and "guide and teacher". He then added, "and last but not least, elder to be respected".

Two hours and 52 minutes or 81.6 per cent of the time was spent in nonroutine activities and 38 minutes or 18.4 per cent was spent in routine activities. The following list shows the kinds of activities in which this father participated with his child.

Nonroutine activities	Min.	Routine activities	Min.
"Played horse with him"	10	"Cut up French toast for him"	2
"Tucked him in bed and kissed him good night"	1	"Poured him a glass of milk"	$\frac{1}{2}$
"Sang Jingle Bells"	1	"Changed his clothes to go out"	5
"Talked to mailbox"	8	"Put him to bed"	10
"Helped make train with his blocks"	5	"Put him to bed for nap"	10
"Held him on lap"	2	"Put his coat on to go out"	1
"Fixed toy dog for him"	1 $\frac{1}{2}$		
"Helped him put pots and pans away"	5		
"Read Three Bears to him"	12		
"Made airplane out of clothespin"	2		

SUMMARY AND FINDINGS

The investigator studied a selected group of 20 veteran student fathers and their families to ascertain the amount of time the fathers spent with their children, the kinds of activities in which they engaged, and the attitudes of the fathers in relation to these activities and to their children.

The investigation was limited to families having 1 child only between the ages of 2 and 5. All of the subjects were living in apartments in the college housing project for veterans. The fathers were all World War II veterans and were attending Kansas State College at the time the study was made.

Pertinent information as to background and attitudes was collected in three interviews with each family. Records were kept by the mothers of the time spent during seven consecutive days by each father with his child.

The amount of time spent by the fathers with their children during the week ranged from 19 hours and 37 minutes to 1 hour and 33 minutes. The mean time spent per week was 8 hours and 20 minutes. The mean time spent per day was 1 hour and 11 minutes. The time spent at home by the fathers during the week ranged from 4 hours to 25 hours and 15 minutes with a mean of 12 hours and 37 minutes. The time spent at home appeared to be closely related to the time the father spent with the child. Only three cases showed little relationship between time spent at home and time spent with the child.

Number of credit hours carried, time spent studying, and time spent working showed little relationship to the time spent by the father with the child. Some of the fathers who were carrying the most credit hours, studying most, or working most were also the fathers who spent the most time with their children.

The average time per week spent in nonroutine activities was 6 hours and 29 minutes or 78 per cent while the average time spent in routine activities was 1 hour and 51 minutes or 22 per cent. The amount of time spent in routine and nonroutine activities apparently was related to a number of factors. As shown in the case studies, individual circumstances, the health of the mother, work outside the home by the mother, the father's school and work load, and the attitudes and desires of both the father and mother were related factors in individual cases.

The father's attitudes appeared to be related to the amount of time he spent with his child. Apparently the fathers who wanted to spend time with their children found time in spite of heavy schedules. Fourteen fathers out of 20 stated that they considered spending time with the child both a privilege and a duty. Eighteen fathers out of 20 stated that they spent time with the child mainly because they enjoyed it.

Fourteen fathers said that they would like to spend more time with the child while 6 were satisfied with the time spent. Ten mothers thought the father should spend more time with his child, 1 thought the father should spend less time, and 9 were satisfied.

Fathers' attitudes toward their children were shown by their readings on the subject of child care. Sixteen fathers said they

read articles on child care in the magazines and newspapers occasionally, 3 fathers said regularly, and 1 father said never. Six fathers out of 20 said they listened to talks concerning child care over the radio occasionally.

Some children had adequate selections of toys, and the father had done a great deal in building play equipment and adapting the home to meet the needs of the child. Other fathers had done little to meet the child's need for suitable play materials. The fathers who had done the most to provide for the child's needs for suitable play materials were also the fathers who spent the most time with their children.

Activities of the child which the fathers said pleased them most were activities which showed learning and social adaptability. Activities mentioned as being most annoying to fathers were those which inconvenienced the fathers and which adults in our culture consider undesirable for children. A large part of those behaviors listed as annoying can be classed as negative behavior.

According to the fathers, their most common means of showing approval was through some form of praise. All of the fathers said they showed disapproval by physical punishment. "Telling the child" was the other means of showing disapproval which was mentioned often by the fathers. It was apparent that the fathers thought more in terms of guidance through showing disapproval than of guidance through showing approval.

Fourteen fathers stated that they thought of their relationship to the child as that of "companion and pal", and 17 fathers named "guide and teacher". Only one father named "disciplinarian",

and only one named "elder to be respected".

This discrepancy between the fathers' stated concepts of their relationship to their children (indicative of the developmental concept of the fatherhood role) and what they actually did; i. e., use of physical punishment by every father (indicative of the traditional concept), reveals a wide gap between what these fathers said they believed and their actual practices and activities.

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APPENDIX

Interview Schedule

Name _____ Address _____

FATHER

Father's age _____ College major _____ Classification _____

Hours carried _____ Hours spent studying weekly _____ Does father work?

Yes _____ No _____ Where _____ How many hours weekly? _____

Years married _____ Months spent in service _____

MOTHER

Mother's age _____ Occupation before marriage _____

Education _____ Does mother work outside the home? Yes _____

No _____ Where _____ How many hours weekly _____

CHILD

Child's age _____ Birth date _____ Sex _____ Is he in nursery

school? Yes _____ No _____ Which one? _____

HOME

Equipment in the home

What toys are inside the home?

What play equipment is outdoors?

What use is made of inexpensive homemade equipment?

What have parents done in planning play space and equipment that will meet the child's needs?

Outside

Inside

What do parents plan for child in the near future?

ATTITUDES

Do you consider spending time with your child a privilege____; a duty____; or both_____.

Do you think of your relationship to your child as mainly that of

_____ companion and pal	_____ elder to be respected
_____ disciplinarian	_____ guide and teacher
_____ other _____	

Do you spend time with your child mainly because you enjoy it____; you feel a father should____; or it is a necessity because mother works_____.

Do you consider it your responsibility____; your wife's____; or both____ to meet your child's needs for affection, security, etc.

Do you participate in your child's play activity often____; occasionally____; never_____.

Is he restricted to playing in living room____; kitchen____; bedroom____; home yard____; other_____.

Does he play with other children in the neighborhood often____; occasionally____; never_____.

Is he allowed to invite other children to play in his home often____; occasionally____; never_____.

To you, what are the most pleasing things he does in connection with his play activities?

How do you let him know your approval?

To you, what are the most annoying things he does?

Do do you let him know your disapproval?

What books or pamphlets have you read this year concerning child care?

Do you listen to talks on child care over the radio? Occasionally____; regularly____; never_____.

Do you read articles on child care in the magazines and newspapers occasionally____; regularly____; never____.

Have you ever attended child study groups? Yes____No____Where
How long_____

Have you taken courses in child guidance and development? Yes____
No____

Do you discuss with your wife matters pertaining to your child;
usually____; occasionally____; never____.

Do you agree usually____; occasionally____; never____.

On what points do you disagree?

On what points do you agree?

Would you like to spend more time with your child____; less time
____; or are you satisfied____.

Does your wife think you should spend more time with your child
____; less time____; or is she satisfied____.

Do you answer your child's questions often____; occasionally____;
never____.

Does your child bring his difficulties to you____; to mother____;
or to both____.

What kinds of difficulties does child bring to father?

What kinds of difficulties does child take to mother?

Remarks:

Time Record

(day)

(Please record immediately after activity so that record will be as accurate as possible.)

Description of Activity	Time spent in minutes
Got child a drink	1
Played catch with him	4
Sang with him	5

Total

Time spent at home while child is there _____

Time primarily responsible for child _____

No. of meals eaten with child _____

Name _____