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THE EDUCATIONAL BASIS AND INTERESTS OF
PARROTS

By

ALICE TWISKER

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INTRODUCTION

This decade has been swept by books, pamphlets, and articles relating to child nature and ways and means of perfecting his development. This universal interest in the welfare of children has crystallized a desire for training of parents as the greatest media and factors in the child's development. Until recently parents have learned how to bring up their children chiefly through the slow uncertain process of experience against a background of tradition. Ideas of the needs and natures of their children have come to a few parents through the channels of books, lectures, and discussion groups. The majority of parents, however, have had no special training to help them in their relationship with their children.

This consciousness of the need for the education of parents has been emphasized by three factors. First, since the World War the attention of the masses has been turned to the promotion of the physical, intellectual, and social well-being of the rising generation; second, the number of juvenile crimes and delinquents has increased yearly; and, third, the present industrial era has changed the family status. These have brought this

realization to the public mind with a force that cannot be ignored.

Social life of the previous generation was more intimate and moved in a narrow and easily controlled limit. Today the unit of industry and education has been taken from the home and with it the father and often the mother. The social contacts of the home have widened. The personal influence of the parent is present, but the actual time of companionship has been widened. The personal influence of the parent is present, but the actual time of companionship has been lessened. Parents everywhere are looking for help. They demand concrete, specific, and clear assistance for they are aware of the necessity of facing the problems as they arise in the care and development of their children and are desirous of the information that will assist them to give intelligent solutions.

The situation of the parent is well expressed by Randolph (1918) when he writes: "All parents wish to do well by their children; but a great many do not succeed and few know the reasons for their failure. In this democratic world it is never enough to mean well; it is necessary to be wise, to have useful knowledge, and apply it."

As a mother in search of the best solutions to the

momentary and permanent problems arising in the care of a child, it has become evident that there is little connection between the needs of parents and the existing form of information. The many truths established by investigators are not in a usable form to equip the parent to solve the problems that arise from moment to moment. Parents have little time to try to understand the technical solutions as presented by specialists of children and youth. Many problems of acute interest to parents are not touched at all. The earnest mother wants help, but it must be practical help which can be applied directly and immediately to the case in hand.

The research worker considers his work done with the establishment of the truths. The greatest need is for interpretation of these truths as solutions which can be recognized and applied to the problems of parents and others interested in the welfare of children. There must be an adjustment of the scientific findings to the different degrees of ability and training of the parents.

ACKNOWLEDGEMENT

Acknowledgement is given to Dr. Florence Brown Sherbon,

director of the Kansas Bureau of Child Research, for her encouragement in this study and her assistance in placing the questionnaires, to the 106 busy parents whose cooperation made this study possible, and to Dr. V. L. Strickland for his helpful guidance and constructive criticism in the organization of this thesis.

HISTORY OF EDUCATION FOR PARENTHOOD

The past few years give evidence of the ineffectiveness of the traditional and routine method of rearing of children in the home. This method is not operating as desired. Parents are aware of their own shortcomings and feel themselves inadequately equipped for their task. They are confronted with problems and are unable to find solutions in reading, observation of their neighbors, and counsel with professionals. This condition has given parental education its name, and its activities are directed to meeting the immediate and concrete problems of the family.

Among the first to state clearly the need of training for parenthood was Spencer (1883a). He places, "these activities which have for their end the rearing and discipline of the offspring," third in importance

of the leading kinds of activity which constitute human life. He writes further, (1883b) "Parenthood should occupy the highest and last place in the course of instruction for each man and woman. Physical maturity is marked by ability to produce offspring; so mental maturity is marked by the ability to train offspring."

Featslozzi (1898) required as the only education of a mother "a thinking love."

Contradiction to the idea that parenthood is instinctive is present in Read's (1917) definition of Mothercraft. She says, "It is no more instinctive than is gardening or building. Its requisite is a vital working knowledge of the fundamental principles of biology, hygiene, economics, psychology, education, and arts."

Flugel (1928) suggests the education of parents when he states the two objectives of desirable family life as, "The weaning of the child from the incestuous love which binds it to the family (together with the hatred which this love may entail) and the gradual loosening of the psychological, moral, and economic dependence of the individual."

Groves (1924) intimated the inevitableness of preparation for parenthood when he writes, "As the science of conduct develops more emphasis will be placed on the work of the parent."

Today there are many organizations and people concerned in compiling knowledge and adapting it to the apparent needs of parents. There are four organizations of importance in this field. The National Committee for Mental Hygiene is the largest. Through its laboratories, clinics, and published results are given those parents in reach of them real solutions to mental problems of both normal and abnormal children.

The Child Study Association of America, through its large staff and the enlightening work of Benjamin Gruenberg, was the first to compile lesson outlines for child study. These outlines were revised in 1927 introducing the latest scientific principles regarding factors that enter into the development of children. These lessons are arranged for group study or for correspondence. Last year this organization carried on sixty-eight study groups. It publishes a magazine, "The Child Study."

The National Congress for Parents and Teachers is organized primarily for cooperative education. Parent training is their first step toward that end. Their field is broad, including many phases of child welfare work. Through its extension division suggested outlines for programs and for study groups are available. Its official publication is the "Child Welfare Magazine" whose main purpose is parental education. This organization, through

the programs and activities of preschool and parent-teacher associations, promotes the education of many parents.

Lastly, the American Association of University Women, under the direction of Louis Hayden Neek, is taking up the work of increasing the knowledge of childhood and the education of the parents. Its method, through its groups and circles, is individual in that it instills into each of its members the need of personal home research among their own children. They have established a borrowing library that is available to interested readers and especially to parents.

Two national bureaus at Washington, D. C. are also making contributions to this work. The bureau of Education publishes outlines and provides a parent's reading course together with a monthly Home Letter featuring some child or parental educational problem. It includes a bibliography of books and available pamphlets on the subject. The Children's Bureau, founded in 1912, does its greatest work in the numerous free publications dealing with physical care of the mother, infant, and child.

Another national organization that has offered an invaluable service to mothers is the National Red Cross. Through its clinics two special lines of education have been featured: the physical care of the child, and the health needs of the mother.

Privately endowed foundations, too, are working in the field of parental education. The Laura Spelman Rockefeller Memorial has, through generous contributions, increased the efficiency of several organizations already active in the study of children and the education of parents. The Children's foundation at Valparaiso, Indiana, is, in its own motto, "A public service institution established for the study of child life and for the dissemination of knowledge pertaining to the well-being and education of children and parents."

The Merrill Palmer School of Detroit was founded with a legacy of \$3,000,000 for the purpose of training girls for motherhood. It maintains a clinic for difficulties in conduct and backwardness in education.

The Nursery Schools, although recent in the United States, show evidence of becoming valuable sources of information and instruction, not only for the parents whose children attend, but for all parents. These schools are the results of the new interest in children due to emphasis in the science of biology, physiology, psychology, and medicine and the experimental findings in the field of mental hygiene. They are of three types: private, as the Walden School of New York City; Cooperative, as founded in Chicago by the faculty wives and alumnae who, desiring observation of other children and realizing the

child's need of companionship, formed a nursery school; and a research center, as found at Yale University under the direction of Dr. Arnold Gesell where psycho-clinic studies are made. Gradually the research type of nursery school is being established in the colleges and universities where, not only research is carried on, but training in the proper care of children is given to students through actual contact. Many of these schools have clinics, club programs, lectures, and talks. At all times mothers are privileged to observe the care and training methods used.

The Extension Departments of Iowa, Oklahoma, Georgia, State, and Cornell Universities train leaders to help organize parental clubs similar to boys and girls clubs in the past. They work through the church, school or local organization in both country and city.

The greatest work of the psychologists and the psychiatrists has been to interpret the consequences of experiences met in childhood as they appear in maturity. Recently they have turned their attention and effort to the study of child behavior and the activities of adolescence as an end in itself. As a result of their studies many books have been written but there still remains much to be done in the way of presenting scientific facts clearly and understandably to the average parents. Crichton Miller of England and Ernest Groves of America are among

the first to interpret the new principles of psychology in terms of direct application to home situations.

CONSTRUCTION OF THE QUESTIONNAIRE

After an exhaustive research through the present available material, a questionnaire was prepared to ascertain the needs and interests of parents. It was compiled from the questions and problems met in the writer's personal experience together with the problems suggested by a health officer, a school nurse, a doctor, and three mothers. In each case the person consulted was chosen because of his close contact with the problems of parents.

The questionnaire was made up of five divisions. The first was so arranged as to collect the personal data of the parent answering. It consists of the education, major subject if any, occupation, age at marriage, number and sex of children.

The second division, consisting of the first seven questions, recognizes the three natural periods of acquiring information pertaining to parenthood. The first three questions deal with the biological phase of parenthood and are arranged to give the quality, source, and amount of information acquired previous to marriage.

Questions four, five, and six deal with the care and growth of infants and are arranged to give quality, source, and amount of information acquired previous to parenthood. The purpose of question seven is to obtain the quality, source, and amount of instruction acquired since parenthood.

The third division of the questionnaire consists of questions eight to seventeen. It is for the specific purpose of obtaining an expression of the actual problems met by parents in the development of their children.

The fourth division, consisting of questions eighteen and nineteen, is for the purpose of obtaining the expression of parents on the subject of preparing boys and girls for parenthood and their ideas of the agencies to be used.

The fifth division, or question twenty, is for the purpose of obtaining the problem or problems in which parents are most interested.

INTERPRETATION OF RETURNS ON QUESTIONNAIRE

By a comparison of the quality, source, and amount of knowledge acquired at these previously stated natural periods, with the amount and quality desired, together with the problems met by parents in the development of

their children and the problems in which parents are interested, the actual needs and interests of parents is determined. About six hundred questionnaires were sent to officers and members of the Parent-Teacher Association in Kansas, and to mothers whose children attended the Nursery School at the Kansas State Agricultural College. The contents of one hundred and six answered questionnaires form the basis of this study.

PERSONAL DATA

The questionnaire is so arranged that a father or a mother may answer. In two cases both the father and mother filled the questionnaire. Due to difference in the information, they were treated as separate answers.

Of the one hundred six parents who answered the questionnaire, ninety-seven were mothers and nine were fathers. The average age at marriage was twenty-two years nine months, ranging from fifteen to thirty-seven years. A total of two hundred fifty-two children, consisting of one hundred twenty-two girls and one hundred thirty boys were listed. The average number of children per parent was 2.37.

The educational status of the one hundred six parents is as follows:

8 or 7.54% were below the eighth grade
 5 or 4.71% finished the eighth grade
 14 or 13.20% had from one to three years high school
 18 or 16.98% graduated from high school
 35 or 33.01% had from one to three years college
 20 or 18.86% graduated from college
 6 or 5.66% had graduate work

Variation was shown among the forty-two who gave their major subjects. English and Home Economics were the most often repeated, each appearing seven times. Mathematics, three times; Biology, Chemistry, History, Nursing, Physical Training, Sociology, each appeared two times; Business Training, Education, Engineering, Journalism, and the Ministry, each appeared one time.

The occupations of the mothers are of special interest in that 54.6 percent were housewives, 4.2 percent were partly employed outside the home, 20 percent were wholly employed outside the home, of which 55 percent has professions. Twenty percent of the mothers failed to give their occupations, probably interpreting the question to refer to outside employment. The occupations of the fathers were as follows: 33.3 percent were professional men, 56.5 percent had vocations. Nineteen and five tenths of the fathers failed to give their occupation.

QUALITY, SOURCE AND AMOUNT
OF INFORMATION PERTAINING TO PARENTHOOD

The quality of the information received in questions one to six, inclusive is presented in Table I, following page. Three points of interest are: first, there were fifty-two not having information; second, the increase in the number having information in questions number four (Health needs of pregnant women), number five (Care and growth of infants), and number six (Child psychology); and third, those having untrue and harmful information received from companions. One mother attributed the death of her first child to harmful information given her by neighbors.

Table I
THE QUALITY OF INFORMATION
RECEIVED IN PARENTHOOD

No. of question	No. of answers	Information		Quality of Information			
		Yes	No	True	Untrue	Helpful	Harmful
1	106	54	52	52	2	52	2
2	104	45	59	40	5	40	5
3	104	51	53	40	1	50	0
4	103	58	35	55	4	42	4
5	104	60	44	60	0	55	0
6	102	53	49	53	0	18	0

Read:

In question one, of the 106 answers, 54 had clear information; 52 had no information; 52 had true information; two had untrue; 52 had helpful information; two had harmful.

The source of the information received in questions one to six inclusive, and the average age at acquiring this information is presented in Table II, following page.

Table II. SOURCES OF INFORMATION AND AGE AT RECEIVING IT

No. of ques- tion	No. of answers	Head- ing	Lec- tures	Moth- er	Doc- tor	Compan- ions	H.S. Col.	Sis- ter	No. having more than one source of informa- tion	No. Ave. age
1	48	29	6	15	3	12	19	2	21	64
2	44	18	3	11	4	6	4	1	13	20
3	50	30	4	7	8	6	3	1	15	17
4	38	21	0	5	11	4	11	7	11	6
5	40	22	0	2	7	0	1	12	11	4
6	33	13	1	0	0	0	0	24	5	0

Read:

In question one, of the 48 answers, 29 obtained information from reading; six from lectures; 16 from others; three from doctors; 12 from companions; two from sisters;

21 had more than one source of information; of the 44 giving their ages, the average age of receiving this information was 14 years.

It will be noticed that reading furnished the greatest number with information in the first five questions. College courses took precedence in the sixth on Child Psychology. The high school, through its general science courses, is second as a source of information in question number one (The structure and function of sex organs). Mothers are the second source of information for question number two (The sex relations between husband and wife). Doctors and high school are second as a source of information in question number four (Health needs...of a pregnant woman). College courses are second as a source of information in question number five (The care and growth of infants). Companions and college courses ranked the same as a source of information in the first three questions.

A relatively small proportion have had instruction in high schools and colleges. The usefulness of this form of instruction is evidenced by the fact that those who have received it have found it beneficial.

The average age of acquiring information in question one (The structure and function of sex organs) was fourteen years. The average age in question two (Sex relations of husband and wife) was nineteen years. The average age in question three (Physiology of pregnancy and childbirth) was twenty years. The average age in question five (Care and growth of infants) was nineteen years six months.

The amount of instruction in questions one, two, three, four, five, and six is determined by the number desiring or not desiring more or better instruction. The amount of instruction is expressed in these terms in Table III, following page. Also in Table III is presented the number having clear information who desired more instruction, and the number not having clear instruction who desired better instruction.

It is found in Table III, following page, that the question in which there is the least information and the next greatest desire for instruction in question number two (Did you have clear instruction as to what the sex relations of husband and wife should be). There is the most information and the least desire for more instruction in question number five (Did you have clear instruction in the growth and care of infants and children before parenthood). There is the least contrast between the number having clear information, not clear information, and the number desiring information in question number six (Did you have instruction in child psychology). Little variation is shown in the amount of clear, not clear, and desired instruction in questions number four (Did you have a clear idea of the health needs of a pregnant woman in food, exercise, rest, etc.) and number three (Did you have a clear conception of the physiology of pregnancy and child birth).

Table III
THE AMOUNT OF INSTRUCTION
IN PARENTHOOD

No. of ques- tion	No. of answers	Desired information		Desired more or better information			
		Yes	No	Yes	Better	No	More
1	88	62	26	54	13	52	49
2	65	45	21	42	2	39	43
3	69	35	24	51	15	53	20
4	51	35	16	58	6	35	30
5	48	34	14	60	16	44	20
6	51	44	7	53	40	49	4

Read:

In question one, of the 88 answers, information was desired by 62, not desired by 26. Of the 54 having clear information in question one, 13 desired better instruction. Of the 52 in question one not having clear information, 49 desired more instruction.

Question seven (What instruction have you had in any of these subjects since marriage) was answered by eighty-two parents. Seventy-eight desired more and better instruction. Ten of the twenty-four not giving the source of instruction acquired since parenthood desired more and better instruction. Four of the fourteen not answering the question had grown and married children.

The sources of instruction and the number attributed to each were as follows:

Books	93	Baby Clinics	6
Magazines	36	Clubs	4
Doctors	14	Red Cross	3
P.T.A.	11	Pre-School Circle	2
Lectures	7	Home Demonstration Agent	2
College	6	Nursery School	1
Government Bulletins	6	Farm Club	1
State Bulletins	6	Radio	1

Books and magazines, especially articles by Angelo Patri and O'Shea, were popular. Doctors and lectures form the greatest source of verbal information. Parent-Teacher Association clubs and Pre-School Circles are organized efforts providing contact for discussion. College, Red Cross, Baby Clinics, and Nursery Schools give instruction through observation. Government bulletins and State Bulletins are a source of instructive reading material. Home Demonstration Agents, Farm Club, and the Radio are added sources.

ACTUAL PROBLEMS OF PARENTS

The problems that gave the greatest difficulty to parents were determined from Figure 1, page 22 to Figure 7, page 30, the answers to questions 15, 16, and 17, and the suggestions by the parents of problems not listed in the questionnaire. The importance of each question was determined by the number of parents who expressed difficulty in handling the problems listed under the question. The most difficult problems were determined by the number of times each was checked.

Feeding problems were difficult for sixty-seven parents. Referring to Figure 1, page 22, the problem giving the greatest difficulty was "How to get a child to eat a food he dislikes", which was checked by 74.6 percent. The problem giving the least difficulty was "What foods children should eat", which was checked by 17.8 percent.

Clothing problems were difficult for eighteen parents. Referring to Figure 2, page 23, the problem giving the greatest difficulty was "Amount of clothing for children", and was checked by 55 percent of the parents. The problem giving the least difficulty was "Kinds of clothing for children", which was checked by 11.1 percent.

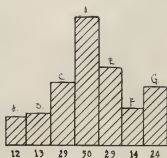


FIG. 1: PROBLEMS IN CHILD FEEDING.

- A.- PROPER FOOD.
- B.- PREPARATION OF FOOD.
- C.- NEW FOOD.
- D.- DISLIKED FOOD.
- E.- BALANCED MEAL.
- F.- SCHOOL LUNCH.
- G.- UNDER AND OVER-EATING.

SCALE - 10 REASONS - 10-1-10.

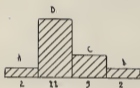


FIG. 2: PROBLEMS IN CLOTHING CHILDREN.

A. KIMES.

D. AMOUNTS.

C. CHOICE OF MATERIAL.

B. LAUNDERING OF INFANTS' CLOTHING

SCALE: 10 PERSONS TO 2 IN.

Seventy-one parents checked problems in behavior. Figure 3, page 25, shows that the problem "How to handle vocations and ambitions", was difficult for 45.07 percent. Discipline and quarrelling were difficult for 39.5 percent, each. Fear gave the least difficulty being checked by 22.5 percent.

Problems in Sex Education were difficult for sixty-six parents. Referring to Figure 4, page 26, the problem giving the greatest difficulty was "how to give instruction to children before and after puberty", which was checked by 75.75 percent. "How to begin to give sex education", and "Where to obtain free publications on sex education", were checked by the same number, 60.60 percent. "When to begin to give sex education", was checked by 59.09 percent.

Difficulties in Child Hygiene was expressed by sixty-five parents. In Figure 5, page 27, 43 percent had difficulty in ascertaining causes of excessive urination. "How to give a sunbath", was checked by 27.6 percent. "Amount of outdoor activity per child per age", was checked by 26.1 percent. "How to bathe during the menstrual period", was checked by 21.5 percent. "How to prevent objection to going to bed", was checked by 20 percent.

The handling of social activities in adolescence was a difficult problem for sixty parents. Referring to Figure 6, page 28, the problems giving the greatest diffi-

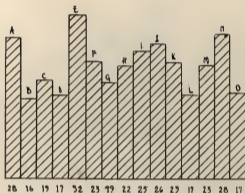


FIG. 3: PROBLEMS IN BEHAVIOR.

K.- DISCIPLINE.

D.- FEAR.

C.- CURIOSITY

D.- IMAGINATION.

E.- VOCATION & AMBITION.

F.- JEALOUSY.

G.- HABITUAL CRYING & WHINING.

H.- TEMPER TANTRUMS.

I.- OBSTINANCE

J.- OVER-ASSERTION.

K.- DAY-DREAMING.

L.- BED-WETTING.

M.- DESTRUCTIVENESS.

N.- QUARRELING.

O.- MODESTY.

SCALE - 5 PERSONS TO 1 IN.

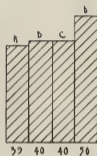


FIG. 4: PROBLEMS IN SEX EDUCATION.

A.- WHEN TO BEGIN

B.- HOW TO BEGIN

C.- WHERE TO OBTAIN FREE
PUBLICATIONS.

D.- HOW TO GIVE INSTRUCTIONS
BEFORE & AFTER PUBERTY.

SCALE 10 PERSONS TO 1 IN.

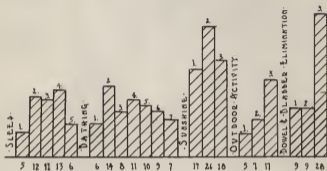


FIG. 5: PROBLEMS IN CHILD HYGIENE.

SLEEP

1. REGULARITY.
2. RESTLESSNESS
3. DREAMING (NIGHT-MARES)
4. OBJECTIONS TO GOING TO BED.
5. AMOUNT OF SLEEP PER AGE.

DATHING.

1. PROPER.
2. DURING MENSTRUAL PERIOD.
3. PERSPIRATION (SOURCE & REASON)
4. CARE OF HAIR.
5. " " EYES.
6. " " FEET.
7. " " TEETH.

SUNSHINE.

1. PURPOSE OF SUNBATH.
2. HOW TO GIVE & "
3. CLOTHING FOR & "

OUTDOOR ACTIVITY.

1. KINDS.
2. PLAYTHINGS & APPARATUS.
3. AMOUNT PER CHILD PER AGE.

DOWEL & DL. PABER ELIMINATION.

1. REGULARITY.
2. CONSTIPATION.
3. EXCESSIVE VARIATION.

SCALE: 5 PERSONS TO 1 IN.

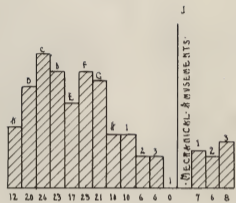


FIG. 6: PROBLEMS IN SOCIAL ACTIVITIES IN ADOLESCENCE.

- A- GANG.
- D- CLIQUE
- C- CLOSE & INTIMATE FRIENDSHIPS.
- B- LIESURE TIME.
- E- BOY & GIRL RELATIONSHIPS.
- F- COOPERATIVE WORK & PLAY.
- G- HOME AMUSEMENTS.
- H- EXAGGERATIONS OF SPEECH.
- I- " " " DRESS.
- J- " " " GESTURES.
- K- " " " ATTITUDES.
- 1- ADVENTURE INTERESTS.
- 2- MECHANICAL AMUSEMENTS.
- 3- RADIO.
- 4- AUTOMOBILES.
- 5- MOVING PICTURES.

SCALE : 5 PERSONS TO 1 IN.

culty were: "Close and intimate friendship", checked by 43.35 percent; and "Use of leisure time", and "Cooperative work and play", by 35.6 percent.

The two problems not checked were: "Exaggeration of attitudes", and "Adventure interests".

Twenty-five parents had difficulty in handling problems of moral attitudes. "Sex assaults", checked by 44 percent and "Destructiveness", by 28 percent, as shown in Figure 7, page 30, were the most difficult.

In regard to questions 15 "Do you lack information in the selection of toys for your children", 16 "Do you lack information in the selection of books for your children", and 17 "Do you lack information in the selection of books for yourself as a parent", the need for information is as follows:

Selection of:	Yes	No
Toys	16	55
Books for children	21	39
Books for self as a parent	42	35

Parents named twenty-four problems not listed in the questionnaire as being difficult to handle. The list of problems and the number of times each appeared is as follows:



FIG. 7: PROBLEMS IN MORAL ATTITUDES.

A- HONESTY.

D- LYING.

C- STEALING.

B- CAVELTY.

E- DESTRUCTIVENESS.

F- SEX ASSAULTS.

SCALE - 40 PEOPLE TO 1 IN.

List of Problems	no. of times appeared
1. Sulking when corrected	1
2. Shunning responsibility	2
3. Desire of one child to rule another	1
4. Lack of comradeship between children	3
5. Dilatoriness	1
6. Teasing	2
7. Discipline and training of only child	1
8. Teaching thrift	3
9. How to overcome influences of associations and servants in regard to speech	1
10. Sexual abuse in a boy	1
11. Birth control	2
12. Overcoming wrong sex knowledge	2
13. Judicious physical exercise	1
14. Who should be the judge of companions	3
15. Lack of interest in books	1
16. How to create interest in home duties	1
17. Lack of interest in church affairs	3
18. How to create love of nature and art	2
19. Respect of parents as companions, confidants, and authority	1
20. Creating interest in study	1
21. Over-sensitiveness in a girl 15	1
22. Under-valuation of self in a boy 16	1
23. Timidity in a girl 13	1
24. Lack of parental cooperation	1

To establish a basis for determining the class of problem that is difficult for parents to handle, this list is grouped under the headings of Questions eight to fourteen, inclusive, of the questionnaire. They appear as follows:

Social activities	11 (problems 14 to 24 inclusive)
Behavior	9 (problems 1 to 9 inclusive)
Sex education	3 (problems 10 to 12 inclusive)
Child hygiene	1 (problem 13)

The interpretation of the questionnaires was helped by the sixty-one parents who inclosed letters with the answered questionnaire. These letters stated more clearly the problems. Some desired solutions. Others offered their method of handling certain problems. Older mothers expressed their appreciation of the value of this work to younger mothers.

EDUCATION OF BOYS AND GIRLS FOR PARENTHOOD

The interest of parents in the education of their children for parenthood is evidenced by the eighty-seven parents who desired this education for their children. Of this number seventy-one believed that a formal agency should be provided. A total of seventy-four parents named agencies. The list of agencies and the number of times each appeared is as follows:

1. Schools	33
2. Parents and schools	12
3. Education of parents	12
4. Parents	10
5. Church and parents	3
6. Books	2
7. State doctors	2

Table IV. EDUCATIONAL STATUS OF PARENTS IN RELATION TO SUGGESTED AGENCIES FOR TEACHING PARENTHOOD TO BOYS AND GIRLS

No. of parents	Agency suggested	Grade school	1 to 4 yrs. high school	1 to 4 yrs. college	Grad.
33	Schools	6	10	17	2
12	Parents and school	2	4	6	
12	Education of parents		4	6	2
10	Parents	4	2	4	
3	Church and parents	1			2
2	Books	1	1		
2	State Doctors	1		1	

Read:

Of the thirty-three parents who suggested the school as the proper agency to teach boys and girls parenthood, six finished only the Grammar School, ten had one to four years of High School, seventeen had one to four years of college, and two had graduate study.

PROBLEMS OF GREATEST INTEREST

Space was provided in the questionnaire for parents to check the problems in which they were the most interested. The degree of interest in the problems was deter-

mined by the number of times they were checked. The results are given as follows:

Behavior	36
Social activities	24
Sex education	20
Growth and care of infants	20
Feeding problems	14
Moral attitudes	10
Child psychology	10
Selection of books for parents	5
Child hygiene	5
Sex relations of husband and wife	4
Functions and structure of sex organs	3
Selection of books for children	2
Selection of toys for children	2
Health needs of pregnancy	1

Comparing the above problems with those suggested by parents, Table IV, page 33, and the actual problems checked in the questionnaire, page 44, it becomes evident that the problems giving the greatest difficulty to parents are: behavior, social activities in adolescence, sex education, feeding, and child hygiene. Those of lesser difficulty are: selection of books for self as a parent, selection of books for children, moral attitudes, clothing, and selection of toys.

CONCLUSIONS

By interpretation of the figures, tables, and answers drawn from actual count of the one hundred six questionnaires, the following educational needs and interests of parents were evident:

1. Parents regardless of educational status are aware of the need of information that will assist them in the care and development of their children.

2. Parents are interested in the welfare of their children and demand specific, concrete and clear assistance.

3. Reading forms the greatest source of instruction to parents in the care of their children.

4. Parents have the least information and need the greatest instruction in the biological phases of parenthood.

5. Parents are greatly interested in the period just previous to parenthood and find practicable and usable information and instruction available.

6. Parents are greatly interested and need the greatest amount of instruction in meeting the problems that arise in the care and development of their children.

7. Problems met by parents in the development of their children are in the order of their difficulty: behavior, social activities in adolescence, sex education, feeding, child hygiene, selection of books for parents, selection of books for children, selection of clothing, and selection of toys.

8. Parents are interested in and feel the need of an agency to prepare their boys and girls for parenthood.

9. The school is recognized by the parents as the agency best adapted to teach boys and girls parenthood.

10. There is a crying need for an agency to take the present scientific findings and arrange them in a form that will meet the varying abilities, educational and emotional qualities of parents.

11. College extension departments are working in many fields for the welfare of the family. Is it not possible their need could be met as an extension activity?

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PREPARATION FOR PARENTHOOD
(Questionnaire)

QUESTIONNAIRE FOR FATHERS AND MOTHERS. DRAW A CIRCLE
AROUND PATENT ANSWERING. FATHER MOTHER

EDUCATION OF PARENTS (Please fill blanks)

Number of years in grammar school _____
 Number of years in high school _____
 Number of years in college _____
 Major subject, if any _____
 Occupation _____

AGE AT MARRIAGE _____ NUMBER OF SONS _____ OF DAUGHTERS _____

INDICATE IN SQUARES PROVIDED WHAT PREPARATION YOU
HAD FOR PARENTHOOD AT THE TIME YOU WERE MARRIED AND GIVE
SOURCE, AMOUNT, QUALITY.

Questions	Yes--No--Was the informa- tion true or untrue? Helpful or harmful?	Source of information. Your age.	Do you wish you had had more or better instruction?
1. Had you a clear idea of structure and function of the sex organs at the time you were married?			

2. Did you have a clear idea as to what the sex relations of husband and wife should be?			
3. Did you have a clear conception of the physiology of pregnancy of childbirth?			
4. Did you have a clear idea of the health needs of a pregnant woman in food, exercise, rest, etc.?			
5. Did you have instruction in the growth and care of infants before becoming a parent?			
6. Did you have instruction in child psychology and training?			
7. What instruction have you had in any of these subjects since marriage?			

8. CHECK PROBLEMS IN FEEDING IN WHICH YOU FEEL YOU LACK INFORMATION:

- a. What foods children should eat.
- b. How to prepare food children should eat.
- c. How to get a child to eat a new food.
- d. How to get a child to eat a food he dislikes.
- e. What a balanced meal consists of.
- f. How and what to prepare for school lunch.
- g. Effect of under- or over-eating.

9. CHECK PROBLEMS IN CLOTHING IN WHICH YOU FEEL YOU LACK INFORMATION:

- a. Kinds of clothing for children.
- b. Amount of clothing for children.
- c. Choice of material for clothing for children.
- d. How to launder infant's clothing.

10. CHECK PROBLEMS IN BEHAVIOR IN WHICH YOU FEEL YOU LACK INFORMATION:
- a. How to discipline.
 - b. How to handle problem of fear.
 - c. How to handle problem of curiosity.
 - d. How to handle problem of imagination.
 - e. How to handle vocations and ambitions.
 - f. How to handle jealousy.
 - g. How to handle temper tantrums.
 - h. How to handle habitual whining and crying.
 - i. How to handle obstinance.
 - j. How to handle problems of over-assertion.
 - k. How to handle problems of day dreaming.
 - l. How to handle problem of bed wetting.
 - m. How to handle problem of destructiveness.
 - n. How to handle problem of quarreling.
 - o. How to handle problem of modesty.
11. CHECK PROBLEMS IN SEX EDUCATION IN WHICH YOU FEEL YOU LACK INFORMATION:
- a. When to begin to give sex education.
 - b. How to begin to give sex education.
 - c. Where you can obtain free publication on sex education.
 - d. How to give proper instruction to children before and after puberty.
12. CHECK PROBLEMS IN CHILD HYGIENE IN WHICH YOU FEEL YOU LACK INFORMATION:
- a. Sleep
 1. How to obtain regularity in sleep.
 2. How to prevent restlessness in sleep.
 3. How to prevent dreaming (night mares) in sleep.
 4. How to prevent objections to going to bed.
 5. Amount of sleep per child per age.
 - b. Bathing
 1. How to bathe properly.
 2. How to bathe during menstrual period.
 3. Source and reason for perspiration.
 4. Care of hair.
 5. Care of eyes.
 6. Care of feet.
 7. Care of teeth.

- c. Sunbathing
 - 1. Purpose of sunbaths.
 - 2. How to give a sunbath.
 - 3. Clothing for a sunbath.
 - d. Outdoor activities
 - 1. Kinds of activities.
 - 2. Causes of constipation.
 - 3. Causes of excessive urination.
13. CHECK PROBLEMS IN SOCIAL ACTIVITIES OF THE ADOLESCENT IN WHICH YOU FEEL YOU LACK INFORMATION IN HANDLING:
- a. The gang interest.
 - b. The clique interest.
 - c. Close and intimate friendship.
 - d. Use of leisure time.
 - e. Boy and girl relationship.
 - f. Cooperative work and play.
 - g. Home amusements.
 - h. Exaggeration of:
 - Speech
 - Dress
 - Gesture
 - Attitudes
 - i. Adventure interests (running away)
 - j. Mechanical amusement:
 - Radio
 - Automobile
 - Picture Shows
14. CHECK PROBLEMS IN MORAL ATTITUDES IN WHICH YOU FEEL YOU LACK INFORMATION IN HANDLING:
- a. Honesty.
 - b. Lying.
 - c. Stealing.
 - d. Cruelty.
 - e. Destructiveness.
 - f. Sex assaults.
15. DO YOU FEEL YOU LACK INFORMATION IN THE SELECTION OF TOYS FOR YOUR CHILDREN:
- a. Yes
 - b. No
16. DO YOU FEEL YOU LACK INFORMATION IN THE SELECTION OF BOOKS FOR YOUR CHILDREN:
- a. Yes
 - b. No

