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TYPES OF INFORMATION AND SERVICES OBTAINED AND
DESIRED BY PARENTS OF EARLY ADOLESCENTS

by

Louise Long Wilson

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L.L.W.

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CHAPTER I

INTRODUCTION

In the changing world of today, the parent's task of rearing an early adolescent is no easy one. New situations and problems are continually arising to confront the parent. The parent must adjust his life in preparation for meeting these new challenges. Because of the increased responsibilities of parenthood and the greater demands of society, the role of the parent is more important today than ever before. To cope with this demanding, responsible role the parent needs to know more than ever before in order to help the early adolescent child develop into a normal, well-adjusted individual. Not only does the parent need help in realizing the normal areas and processes of development but in understanding his own relationships with the child.

During this century, one of the greatest movements that has benefited the parent and aided in the strengthening of family life is that of parent education. This movement, geared to the needs and interests of the parent, has become a vital and challenging aspect of modern education. It is effective in helping the parent recognize and meet his problems and in guiding him in the solution of them. Some purposes of parent education are to increase feelings of adequacy, security, and confidence and to promote good human relationships between the parent and child.

Assumptions on the part of the investigator were that parents, as a whole, were eager to learn any new knowledge or insight into rearing an early adolescent and that they desired some kind of help with their problems. It was further assumed that it is of vital importance that these

parents receive the necessary aids, information, or services that will assist them in the role of parenthood. Also, it was assumed that much more literature is available to the parents of early adolescents from various sources than is currently being utilized. Just how much the parents make use of the available services from various sources and what type of help they desire to assist them in the wise guidance of the early adolescent are points that need to be clarified.

The purposes of this study were to determine: (1) the sources from which parents of early adolescents received information and services regarding adolescence; (2) the types of information and services which were received by parents of early adolescents; and (3) the types of information and services for which parents of early adolescents expressed a need.

It was hoped that this study might assist, in some small way, the Family Life Research Staff of the School of Home Economics of the Woman's College, University of North Carolina, in conjunction with the North Carolina Agricultural Experiment Station, in an anticipated project on the early adolescent.

Several terms which have specific meanings, applicable only to their use in this study, are defined as follows:

Types of Information - refers to information pertaining to child rearing practices or problems related to the early adolescent.

Sources of Information - refers to means by which parents obtain information concerning the rearing of the early adolescent.

The Early Adolescent Child - is the child thirteen, fourteen, and fifteen years of age, who is enrolled in junior high school.

Disease and/or Illness - refers to treatment, symptoms, or special care of physical ailments.

Physical Development - refers to the knowledge, care, or understanding of growth processes of the body.

Social Development - refers to relationships or social activities in the company of others.

Emotional Development - refers to normal or abnormal feelings or emotions, including fear, love and sex.

Intellectual Development - refers to school work or training of the mind.

Spiritual Development - refers to religion, church, morals, et cetera.

Unspecified - refers to assistance not stated explicitly.

The remaining chapters of this study have to do with research, procedures, findings, and conclusions. Chapter II presents a review of the research on the descriptive nature and effects of parent education, research on available literature for parent education, and research on information and services desired by the parents. Found in Chapter III will be the procedures used for the selection of a sample of parents to be interviewed, the procedures used in collecting and analyzing the data, and a description of the sample. An analysis of the information obtained from the sample is presented in Chapter IV. A summary of the study, conclusions drawn from the information received, and recommendations for further studies will be included in Chapter V.

CHAPTER II

REVIEW OF THE LITERATURE

As a background for this present study, literature was reviewed to learn the opinion of certain authorities and to gather pertinent statistics concerning parent education and the types of information and services available to and desired by parents of early adolescents. However, in certain areas of these problems only a limited number of closely related research studies were discovered.

The review of the literature pertaining to this study may be divided into three areas: (a) research on the descriptive nature and effects of parent education; (b) research on available literature for parent education; and (c) research on information and services desired by the parents.

Descriptive Nature and Effects of Parent Education

A better understanding of the nature of parent education can be obtained by definitions that were found. One definition, which was issued by the United States Office of Education in connection with the Emergency Relief Program, was as follows:

Parent education is a voluntary cooperative effort on the part of parents studying under qualified leadership to increase their understanding of child growth and development, of parent-child relationships, of family life, and of family-community relationships, and to improve their ability to perform their parts in these relationships with confidence and satisfaction.¹

¹ Memorandum of Policies for the Organization and Leadership of Parent Education Activities within Emergency Education Programs (Washington, D.C.: United States Office of Education, and the Educational Division of the Federal Emergency Relief Administration, July 25, 1934) as quoted by Helen Leland Witmer, The Field of Parent Education: A Survey from the Viewpoint of Research, (New York: National Council of Parent Education, Inc., 1934), p. 2.

According to Brim, parent education is an activity which uses educational techniques to influence parental role performance.²

Two other definitions proposed by the New York State Conference in Child Development and Parental Education cited parent education as education in preparation for more efficient control of the influences affecting family life or human relationships and education looking toward effective functioning as a parent.³

Druzilla Kent's definition of parent education was more therapeutic and less explicit. She stated that:

Parent education is concerned with helping parents perform more successfully their job of being a parent. It endeavors to assist them in understanding themselves, their children, and to develop technics of guiding the development of individuals comprising the family group.⁴

According to Flora Thurston, the primary concern of parent education is helping the parent to become a satisfactory person and to develop a willingness and the technics to keep up with the time.⁵

Sidonie M. Gruenberg stated that parent education implies the continuous meeting of new problems, adjustments to a changing social world,

² Orville G. Brim, "Evaluating the Effects of Parent Education," Marriage and Family Living, 19:54, February, 1957.

³ Report of Third Annual New York State Conference in Child Development and Parental Education, November, 1932 (Albany: The University of the State of New York, State Education Department, Child Development and Parental Education, 1933; mimeographed, pp. 8-9, cited by Witmer, op. cit. p. 3.

⁴ Druzilla Kent, Arkansas: The Parent Education Program (Little Rock: Arkansas State Department of Education, Division of Vocational Home Economics, 1934; mimeographed). Ibid.

⁵ National Congress of Parents and Teachers, Parent Education, Third Yearbook, (Washington, D.C.: National Congress of Parents and Teachers, May 1932), Vol. III, p. 13.

and development of attitudes and philosophies in relation to other human beings.⁶ She defined it thus:

Parent education is a manifestation of the concern which adults normally feel for the welfare of their children combined with a new faith in the value of intelligence for practical purposes.⁷

Witmer was more concerned about what parent education does than a definition of it, which, she declared, is too broad to serve as an adequate foundation for a research program.⁸ According to Witmer, the objectives of parent education are:

1. To interpret to parents the findings of specialists in regard to various aspects of child and family life.
2. To modify or change the attitudes of parents toward their children and their behavior.
3. To act as a therapeutic device for relieving personal maladjustment.
4. To arouse in parents an interest in civic affairs with a view to developing an alert, informed, participating democracy.
5. To provide a forum in which parents may verbalize their conceptions of the mores and attempt to adopt them to present conditions and trends.⁹

Duvall and Duvall viewed parent education as a movement whose purpose is to release the parents to discuss their problems freely, assist them

⁶ White House Conference on Child Health and Protection, Parent Education, Section III: Education and Training, Report of the Sub Committee on Types of Parent Education, Content and Method. (New York: The Century Company, 1932), p. 16.

⁷ Ibid.

⁸ Witmer, op. cit., p. 3.

⁹ Ibid.

in developing ways of meeting these situations, and guiding them toward the basic insights that underlie human relationships.¹⁰ They contended that parents need special training more and more because sound child guidance calls for more than good intentions alone.¹¹

The goal of parent education, as seen by Jerome Frank, is to help parents develop their abilities for communicating with their children rather than looking for a ready made situation.¹² In helping parents achieve a greater understanding of their children through better communication with them, Frank did a comparative analysis of methods used in parent education. His evaluation revealed that even though the discussion group reached fewer people, it was a more powerful influence than mass media, which gave the receiver no opportunity to express his opinion.¹³

Other authorities also found group discussion procedures to be an effective technique of parent education.

A research study by Shapiro on the child-rearing attitudes of parents before and after exposure to a parent education program revealed that change in child-rearing attitudes is positively related to the amount of exposure to group discussion. Shapiro reported that following exposure to a series of group discussion meetings, the members of the experimental group modified their child-rearing attitudes in a pre-determined direction

¹⁰ Evelyn Millis Duvall and Sylvanus Milne Duvall, Leading Parent Groups. (New York: Abingdon-Cokesbury Press, 1946), p. 24.

¹¹ Ibid., p. 9.

¹² Jerome D. Frank, "How Do Parents Learn?", Child Study, 30-31:14, Summer, 1953.

¹³ Ibid., pp. 14-19, 50-51.

to a statistically significant degree.¹⁴

Osborne noted the discussion group as being the most effective channel of parent education, but indicated that it required skilled leadership.¹⁵

A survey by Orville G. Brim of twenty-three studies evaluating the effects of parent education by the use of several educational techniques revealed that the majority of the studies involved found positive or beneficial effects to result from parent education programs, regardless of the technique involved.¹⁶

Available Literature For Parent Education

According to Gruenberg, an important development in the parent education movement was the increasing use of current magazines and journals as channels for the dispersal of information. The significance of this periodical literature lay in the large number it reached and in keeping readers abreast of current trends and developments. She cited Child Welfare, Child Study, and Parents' Magazine as publications, whose prime purpose was serving parents and parental interests.¹⁷

¹⁴ Irving S. Shapiro, "Is Group Parent Education Worthwhile? A Research Report," Marriage and Family Living, 18:158-159, May, 1956.

¹⁵ Ernest G. Osborne, "What Is A Parent Educator?" Child Study, 32-33: 4-9, Fall, 1956.

¹⁶ Orville G. Brim, "Evaluating The Effects of Parent Education," Marriage and Family Living, 19:56, February, 1957.

¹⁷ White House Conference on Child Health and Protection, op. cit., p. 301.

Witmer reported that study groups and parent education organizations were not the only source from which parents received information on child rearing. Books, magazines, newspaper articles, and radio programs played a large part in their instruction.¹⁸ She cited one study which revealed that 135 periodicals carried parent education material.¹⁹ What type of material this was, how many people it reached and what they thought about it, were questions which had received little attention from parent educator researchers.²⁰

The data presented in a report by Brieland pointed out that the two parent education magazines that enjoyed widest circulation were Parents' Magazine and The National Parent-Teacher, whose authors included many professional educators. He also indicated that McCall's, Ladies Home Journal, and Woman's Home Companion were three popular magazines dealing with child care. His survey further showed that the United States Children's Bureau publications and the Public Affairs Pamphlets and Better Living Series, published by the Science Research Associates, dealt with topics of interest to parents and family educators. Though Brieland stated that a systematic review of research in a book for parents was very rare, he did

¹⁸ Witmer, op. cit., p. 48.

¹⁹ Ibid., citing Georgeanna T. Williams, "An Investigation of Public Interest in Parent Education as Indicated in Periodical Literature of a Non-technical Nature," abstract in New York State Research Studies and Experimental Programs in Parent Education and Child Development (Prepared for the Fourth Annual New York State Conference in Child Development and Parent Education at Poughkeepsie, New York, November, 1933, by the New York State Research Committee).

²⁰ Ibid.

name several with research evidence. The books named were Youth: The Years From Ten To Sixteen by Gesell and associates, whose writings utilized the findings of research, The Encyclopedia of Child Care and Guidance, authored by Sidonie M. Gruenberg, and Why Johnny Can't Read and What You Can Do About It by Rudolf Flesch, qualified as recent parent education literature because of its impact on parents.²¹

In an analysis of selected material on child development in current newspapers and magazines, Ojemann found the materials to be lacking in supplying the methods basic to effective human relations and in important characteristics that limited their contribution as a constructive social force. One of the factors that limited the usefulness of much child development material was the vagueness of statements. The result tended to be that much of the written material consisted of rather general descriptions of what was to be done with few concrete suggestions as to how these things were to be accomplished.²²

A project, conducted by Sperry and Garner, on the types of information and services available to and desired by rural parents of young children revealed that useful literature was an important source of a variety of types of information, but other media of mass communication were relatively unimportant as sources of child care information. This was indicated by the number of parents who named either from memory or

²¹ Donald Brieland, "Uses of Research In Recent Popular Parent Education Literature," Marriage and Family Living, 19:60-67, February, 1957.

²² Ralph H. Ojemann, "A Functional Analysis of Child Development Material in Current Newspapers and Magazines," Child Development, 18-19: 79-92, March, 1948.

from identification of selected reading materials literature they had used. The study further showed that magazines were of moderate value as a source of child care information and that newspapers were considerably less important.²³

A study by Ruth F. Wilson and Irwin V. Sperry on the child rearing techniques of rural mothers showed that a definite relationship existed between reading materials and the use of positive techniques of guidance, such as encouragement, assistance, demonstration of affection and substitution. It further pointed out the importance of continued effort by all parent educators to distribute materials and information to parents with young children.²⁴

Joyce L. Harris, in a study of the acceptance of certain programs and services by parents of a nursery school group and a non-nursery school group, found that literature was important to both groups of parents. Reading was named as the most helpful source by one-half of the nursery school group and two-fifths, or 40 per cent, of the other group. The study further showed that even though the two groups of parents were regular subscribers and readers of a daily newspaper, little information was available from articles and columns dealing with child rearing which appeared in the newspaper. Harris also indicated that periodicals, which carried articles in the area of child rearing, were widely read by the

²³ Irwin V. Sperry and Kate B. Garner, Information and Services Obtained and Desired by Parents of Young Children, Technical Bulletin No. 149. (Raleigh, North Carolina: Agricultural Experiment Station, North Carolina State College, February, 1962), pp. 20-22.

²⁴ Ruth F. Wilson and Irwin V. Sperry, "Child Rearing Techniques of Rural Mothers," Journal of Home Economics, 53:461, June, 1961.

two groups of parents.²⁵ Dr. Spock's article in Ladies Home Journal was mentioned as the most popular source from periodicals, while "Your Baby and Mine" by Myrtle Meyer Eldred was cited as the most widely read newspaper column.²⁶

An inventory by Sperry et al of sources and kinds of information available to parents with young children in three Piedmont counties of North Carolina viewed fifty printed materials dealing with topics concerning young children which were currently distributed by various agencies and services. Several of the agencies and services cited were the North Carolina Agricultural Extension Service, the County Health Department, the American Red Cross, churches, the medical profession, county libraries, commercial sources, and industrial firms.²⁷ The study further stated that several urban papers in the three counties carried daily feature articles on child behavior and development at various age levels, while smaller local papers had occasional articles of interest to parents.²⁸

Information and Services Desired by Parents

Very few research studies were found which attempted to analyze the types of information and services that parents desired.

From Sperry and Garner's study it was learned that the rural mothers

²⁵ Joyce Lee Harris, "The Acceptance of Certain Programs and Services by Two Groups of Parents of Young Children" (Unpublished Master's Thesis, The Consolidated University of North Carolina, Greensboro, 1958), pp. 48-49.

²⁶ Ibid. p. 35.

²⁷ Sperry, Irwin V., Marian Mac N. Deininger and Ruth F. Wilson, Sources of Help and Information About Young Children, Research Report No. 1. (Raleigh, North Carolina: Agricultural Experiment Station, North Carolina State College, January, 1958), pp. 1-16.

²⁸ Ibid. p. 9.

of young children included in the sample expressed desires for study or discussion groups oftener than other services. The study indicated that the parents desired to discuss with other mothers their similar problems in order that information, reassurance, and social contact could be gained. The results further showed that the parents tended to desire printed materials which contained general or explicit information in many subjects which were inexpensive or free and readily available.²⁹

The data presented in Harris's study with the nursery school parents and the non-nursery school parents pointed out that the service or help desired most by the major portion of the sample was to have someone in the field of child development to consult about problems that occurred. The study revealed that these parents sought many types of help and information which fell into fifteen categories, the leading ones being testing services for the child, information regarding the oldest child in the family, companionship for the child, and discussions with other mothers who had the same problems.³⁰

A similar research study by Allen on the sources of information and services used and desired by parents of a Toddler and a Non-toddler Group also indicated that the greatest number of the forty parents in the sample expressed a desire to have someone trained in the field of child development with whom they could confer as problems developed. The other desires of the parents fell into eleven categories with the main ones being helpful literature, parent discussion groups, free time for the

²⁹ Sperry and Garner, loc. cit.

³⁰ Harris, op. cit., pp. 52-53, 58.

mother, and access to more information on behavior patterns in child development.³¹ In her research of literature on the help which parents desired, Allen cited a book, Parents' Questions, compiled by the Child Study Association of America, concerning information and services desired by parents. She stated that this book was composed of questions raised by hundreds of parents during study groups and personal consultations.³²

The findings of this review of literature are indicative of the fact that little research has been conducted in the area of parent education information that is desired by parents.

³¹ Sarah Holt Allen, "The Acceptance of Certain Programs and Services by Two Groups of Parents of Toddlers," (Unpublished Master's Thesis, The Consolidated University of North Carolina, Greensboro, 1958), pp. 62-63.

³² Ibid. p. 15.

CHAPTER III

PROCEDURES

The employment of several procedures were essential in the collection of data for this study on the types of information and services used and desired by parents of thirteen, fourteen, and fifteen-year-olds. These procedures included the adaptation and pretesting of an interview guide, the development of a data analysis sheet, the selection of cases to be interviewed, the interviewing of the selected cases, the transfer of data onto the analysis sheet, the coding and tabulation of data, and the analysis of the results.

The Interview Guide

The interview guide used for this study on the types of information and services obtained and desired by parents of early adolescents was an adaptation of an unpublished interview guide which was developed and used in previous studies with parents of young children by the Family Life Research Staff of the School of Home Economics of the Woman's College, University of North Carolina, in conjunction with the North Carolina Agricultural Experiment Station. (See Appendix A). An interview guide was utilized because it was conducive to free expression of the parents concerning their practices and experiences with the rearing of early adolescents. Also, it was useful in obtaining answers to pointed questions and in discovering where these parents obtained help as well as the types of help or services they desired.

In adapting the interview guide for use with parents of early adolescents, several revisions and omissions were made. The omissions included the socio-economic scale and the location of the home. The

revisions were in the areas of specific questions relating to the adolescent child, available services which were offered to parents of this age group, and types of literature available to parents of early adolescents.

A pretest was conducted to determine the feasibility of the adapted interview guide and the clarity of the questions. For the pretest, four cases were selected from parents of children who lived in the same school district. No further revisions were made in the interview guide following the pretests as they proved to be satisfactory in producing useful, meaningful responses.

A portable tape recorder was used during the interviews. This was useful as it eliminated notetaking and provided an accurate method of collecting the necessary data.

The Analysis Sheet

Since the interview guide was adapted from one prepared by the Family Life Research Staff for use with parents of young children, the data analysis sheet of that particular study was also revised to correspond with the interview guide adaptation. (See Appendix B).

The Selection of Cases

Chosen to participate in this study were thirty randomly selected parents of thirteen, fourteen, and fifteen-year-old students enrolled in Broad Street Junior High School in Burlington, North Carolina, in the spring session of 1962. An equal distribution of ages of children in the sample was used as well as an equal distribution of the sex of the children. This meant, therefore, fifteen boys and fifteen girls. These were equally divided into three age groups irrespective of sex. School records were checked to eliminate the possibility of any of the cases being from broken homes. The mothers were contacted by telephone in order that the purpose

of the study could be explained and an appointment for the tape-recorded interviews could be made.

Interviews

The thirty informal interviews were administered in the homes of the parents concerned in the study by use of the tape recorder and the adapted interview guide. Before proceeding the investigator again explained the purpose of the study, obtained the parent's permission to use the tape recorder, and tried to create a feeling of rapport and relaxation. The time for each interview ranged from an hour and one-half to two hours. The interviews were conducted during the summer of 1962 in Burlington, North Carolina.

The personal interview method, a frequently used and tested technique of parent education, was utilized because of its effectiveness in gathering information in studies of human relationships and behavior. A research report by Sperry, Deininger, and Wilson on the descriptive nature and effects of an interview technique using portable tape recorders studied the communication of information about child care and development to parents of young children in three rural counties of North Carolina. Out of 259 homes visited, 226, or 87 per cent, resulted in recorded interviews. The authors viewed these results as highly favorable to the use of the tape recorder for research purposes, with several factors contributing to this favorable conclusion.³³

³³ Irwin V. Sperry, Marian Mac N. Deininger, and Ruth F. Wilson, An Appraisal of Tape-Recorded Interviews For Research Purposes, Research Report No. 2. (Raleigh, North Carolina: Agricultural Experiment Station, North Carolina State College, June, 1959), pp. 1-14.

Analyzing the Data

The recorded interview data were transferred onto the data analysis sheet by the investigator listening to the play-back of the interview and recording either by verbatum or in paraphrase the total responses. The average time spent on transcription of data was about two to two and one-half hours for each interview. Data were coded into categories, total frequencies were tabulated, and percentages were determined in the analysis of the results.

Description of the Sample

Data were compiled to show the background of the families. The variables which were used to describe the samples included: ages of parents, ages of children, number of children in the family, education of the parents, occupation of the parents, home ownership, length of residence, and participation of parents in organizations.

The sample consisted of thirty cases of parents of thirteen, fourteen, and fifteen-year-old children. There was an equal distribution of boys and girls, as well as an equal number of thirteen, fourteen, and fifteen-year-olds. Comparisons in this study are in percentages based on the number of responses for each group. These factors are set forth in the following tables.

Table I shows the ordinal position of the children in the study. It is suggestive of the experience or the lack of experience which the mothers have had with adolescent children. Since thirteen of the children were the oldest child and seven were the only child in the family, two-thirds of the parents had not had previous experience in rearing their children. Of the one-third of the parents who had had experience

in rearing early adolescents, seven of these were the youngest and three were the middle child. The siblings ranged in age from less than one year to thirty-seven years old. There were fifty-six children in the thirty families with thirteen older siblings and thirteen younger ones.

TABLE I
ORDINAL POSITION OF THE CHILDREN IN THE FAMILY

Ordinal Position	Number	Per Cent
Only Child	7	23.3
Oldest	13	43.3
Youngest	7	23.3
Middle	3	10.0
Total	30	99.9

The age distribution of the children is shown in Table II.

TABLE II
AGES OF THE CHILDREN

Age in Years	Number	Per Cent
13	10	33.3
14	10	33.3
15	10	33.3
Total	30	99.9

Table III shows the ages of the mothers and fathers in the study. The ages of the mothers ranged from 29 through 60 with the mean age being 39.6 and the median age being 38. The age that appeared most frequently was 35. Ages of the fathers ranged from 33 through 60, with the mean age

being 42.3 and the mode and median ages both being 40. About two-thirds of the mothers and fathers in the study were between the ages of 35 through 44, while one each of the parents had reached the age of 60.

TABLE III
AGES OF THE MOTHERS AND FATHERS

Age	Mothers		Fathers	
	Num- ber	Per Cent	Num- ber	Per Cent
Under 35 Years	5	16.7	2	6.7
35 Years - 44 Years	19	63.3	20	66.7
45 Years - 54 Years	5	16.7	7	23.3
Over 55 Years	1	3.3	1	3.3
Total	30	100.0	30	100.0

The educational background of both the mothers and fathers was another factor in the study, as shown in Table IV. Only two, a little over 6 per cent, of the mothers attended or graduated from college.

TABLE IV
EDUCATIONAL STATUS OF MOTHERS AND FATHERS

Educational Status	Mothers		Fathers	
	Num- ber	Per Cent	Num- ber	Per Cent
Attended or Graduated From College	2	6.7	3	10.0
Graduated From High School	14	46.7	9	30.0
Attended High School	10	33.3	8	26.7
Elementary School Only	4	13.3	10	33.3
Total	30	100.0	30	100.0

About one-half, or 14, of the mothers graduated from high school, while

one-third attended high school. The four mothers who attended elementary school only went as far as the sixth and seventh grades. The educational status of the mothers had a mean of 10.2 and a mode and median of 11.

None of the fathers graduated from college, but three did attend. While 30 per cent, or 9, of the fathers were high school graduates, 8 fathers attended high school. Only elementary school was attended by 10, or one-third, of the fathers, with the sixth grade being most frequently mentioned as the drop out point. The educational status of the fathers had a mean of 9.7 and a median of 9.

Table V shows the occupational status of the mothers and fathers in the study. Exactly half of the mothers were not engaged in work outside

TABLE V
OCCUPATIONAL STATUS OF THE MOTHERS AND FATHERS

<u>Mothers</u>		
Occupational Status	Number	Per Cent
Full-Time Homemaker	15	50.0
Clerical, Sales and Service	4	13.3
Craftsmen	11	36.7
Total	30	100.0
<u>Fathers</u>		
Occupational Status	Number	Per Cent
Professional and Managerial	7	23.3
Clerical, Sales and Service	5	16.7
Craftsmen	14	46.7
Operatives	4	13.3
Total	30	100.0

the home. Of the eleven classified as craftsmen, all worked in local

hosiery mills. The remaining four were employed as clerks, telephone operators, or beauty operators.

The occupations of the fathers fell into four categories: (1) "professional and managerial", (2) "clerical, sales, and service", (3) "craftsmen", and (4) "operatives". The largest number of the fathers, about 50 per cent, were classified as craftsmen. The professional or managerial category was second high in rank, followed by categories (2) and (4). This would appear to be a good cross section considering that the sample was taken from an industrial city.

The length of residence of the families, shown in Table VI, ranged from four months to twenty-five years. The mean length of the residence was 7.1 and 6 was the median year for length of residence. At the time

TABLE VI
LENGTH OF RESIDENCE OF THE FAMILIES

Number of Years	Number	Per Cent
Under One Year	2	6.7
One Year to Five Years	13	43.3
Six Years to Ten Years	6	20.0
Eleven Years to Fifteen Years	6	20.0
Over Fifteen Years	3	10.0
Total	30	100.0

of the interview, twenty-five of the families stated that they owned or were in the process of buying their homes, while four indicated that they were renting their residences. In one instance, a family was living in a church parsonage provided by his profession.

The parents were asked to provide information pertaining to the

organizations in which they participated and the degree of participation. Participation in organizations was determined by membership, attendance, contribution, committee membership, and offices held. Each activity was scored as one and the total score provided the scale for the fathers and mothers. The ratings of none (0), lower third (1-3), middle third (4-6), and upper third (more than 6) were used for this sample but are not applicable to any other groups. These findings are shown in Table VII.

The mean, median, and mode of the mothers' participation were three, with the median and mode of the fathers' participation being three also. Almost four, 3.9, was the mean participation in organizations for the fathers.

TABLE VII
ORGANIZATIONAL PARTICIPATION OF MOTHERS AND FATHERS

Range	Mothers		Fathers	
	0-8		0-16	
Participation	Num- ber	Per Cent	Num- ber	Per Cent
None	5	16.7	8	26.7
Lower Third	18	60.0	8	26.7
Middle Third	5	16.7	9	30.0
Upper Third	2	6.7	5	16.7
Total	30	100.1	30	100.1

CHAPTER IV

ANALYSIS OF THE DATA

The collection of data for this study was centered around the three purposes which were to determine the sources from which parents of early adolescents received information and services, the types of information and services received from these sources, and the information and services which parents desired. Total frequencies were tabulated and percentages were determined in the analysis of the results.

I. SOURCES AND TYPES OF INFORMATION USED BY THE PARENTS DURING THE PAST YEAR

Mothers of thirty thirteen, fourteen, and fifteen-year-old students enrolled in Broad Street Junior High School during the spring of 1962 were interviewed to determine the sources from which they received information about child care and guidance. The questions used in the interviews were designed to ascertain from their memory the mothers' sources of help received during the past year, specific services, consultations inside or outside the home, programs or meetings attended, an evaluation of the most helpful source, and types of help or information desired by the parents.

Sources of Information Used by the Parents

The first question in the interview proper sought to establish the sources of information and services about early adolescents that the parents had received during the past year. Responses to this question were limited to each parent's memory without any suggestion from the interviewer concerning the sources used. The sources of information and services

that the parents stated they had received during the past year are shown in Table VIII.

TABLE VIII
SOURCES OF INFORMATION AND SERVICES RECEIVED DURING THE PAST YEAR

Source	Number *	Per Cent
Friends, Neighbors, Acquaintances, and other Relatives	28	41.2
Church	11	16.2
School	9	13.2
Observing Children This Age	7	10.3
Reading Materials	6	8.8
Own Experience, Knowledge, and Training	3	4.4
Physician or Family Doctor	1	1.5
Instinct, Common Sense, Natural Inclination	1	1.5
Organizations	1	1.5
No Response	1	1.5
Total	68	100.1

*The number of responses exceeds the number of cases because some parents responded with more than one source.

The largest number of the parents indicated that friends, neighbors, acquaintances, or relatives other than mothers or mothers-in-law had given them help during the past year, this being named twenty-eight times out of sixty-eight total responses. Several mothers commented that it was through their personal contacts and by discussions of similar problems with these previously mentioned sources that they had received much help in understanding their adolescents. Their discussions were usually no more than informal conversations in the home, in the neighborhood, or at their places of employment.

The church was named eleven times as a source from which parents received help during the past year. The church related sources of help

included the minister, Sunday school teacher, youth counselor, and, in one instance, the choir director.

The school, including the principal, teacher, and guidance counselor, received nine responses and ranked third as a source of help.

Several parents responded that observing children of this age group had been of value to them during the past year, while reading materials were named by six parents as being helpful.

Sources of Information Considered Most Helpful by the Parents

Table IX shows the sources of information which the parents considered most helpful during the past year from the sources they had previously mentioned. A close similarity existed between the sources of

TABLE IX

SOURCES OF INFORMATION CONSIDERED MOST HELPFUL BY THE PARENTS

Source	Number	Per Cent
Friends, Neighbors, Acquaintances, and other Relatives	8	26.6
Church	6	20.0
School	5	16.6
Observing Children This Age	3	10.0
Own Experience, Knowledge, Training	3	10.0
Reading Materials	1	3.3
Physician or Family Doctor	1	3.3
Instinct, Common Sense, Natural Inclination	1	3.3
Organizations (Scouts)	1	3.3
No Response	1	3.3
Total	30	99.7

information named in the preceding table and those considered most helpful. Responses indicated that friends, neighbors, acquaintances, and other relatives had been the most helpful from the sources previously mentioned.

The church and the school continued to hold the second and third positions respectively. Own experience and observation of children this age were recalled an equal number of times, each being named by 10 per cent of the parents.

Types of Information Which the Parents Desired

The parents were asked if they could recall any help or information for which they had felt a need. Of the thirty parents, eight stated that the type of service they desired included a knowledge of the social and emotional development of early adolescents, as shown by Table X. An equal number of parents could not name any specific information that they desired.

TABLE X

SOURCES OF INFORMATION OR SERVICES WHICH THE PARENTS DESIRED

Source	Number	Per Cent
Social and Emotional Development	8	26.7
None or Unspecified	8	26.7
Intellectual Development	6	20.0
Sources for Information	3	10.0
Disease and/or Illness	3	10.0
Advice as Problems Arise	1	3.3
No Response	1	3.3
Total	30	100.0

This would seem to indicate that these parents failed to recognize a need for assistance. A desire for help with the intellectual development of their early adolescent children was indicated by 20 per cent of the parents. This mainly centered around knowing how to help the children with homework. Sources for information that are available to parents of early adolescents

and a knowledge of the care and treatment of disease and/or illness were named an equal number of times.

Sources Consulted Outside the Home

The parents were asked if they had received any help in understanding their adolescents from persons or other contacts away from home and, if so, what types of help or information they received. The church was cited by one-third of the parents as a source which had given them help outside the home. A little over 30 per cent of the parents named friends, neighbors, acquaintances, and relatives, other than mothers, as giving them help with understanding their children. The school was named third as a source used outside the home. The doctor and scout organization were named twice each, while the mother was named once.

As to the types of help or information that the parents received from these sources, understanding of the emotional and social development of their children, which received seventeen responses, was cited by the majority of the parents. Almost one-fourth of the parents stated that they received help concerning the intellectual development of children from consultations outside the home. The spiritual development of children was named by five parents as being helpful in understanding and guiding their early adolescents. An equal number also stated that they had gained knowledge by learning from others' experiences. In five cases, mothers were unable to state explicitly the type of help they had received, even though they contended that the source was helpful in a vague way. Only one parent cited treatment of disease and/or illness as help received.

Sources Consulted in the Home

Responses were sought concerning persons who had come into the

home and who had given information or help pertaining to the early adolescents. That friends, neighbors, acquaintances, or other relatives had been consulted in the home was indicated by thirteen parents. The church staff was cited by one-third of the parents as giving home visit types of help. The school, represented here by the teacher, was cited by five parents as making informative home visits. Mothers and/or mothers-in-law were named twice.

The parents were also asked how these above sources helped them. Responses indicated that 42 per cent of the parents had received help in the areas of the emotional and social development of the child. The results also showed that eight of the parents could not state explicitly how these sources helped or answered that they received no help. The other types of help named were in the areas of spiritual development, intellectual development, and knowledge gained through experiences of others.

Programs Heard and Meetings Attended by the Parents

When the parents were asked in the interview if they had attended any meetings or heard any programs about thirteen, fourteen, and fifteen-year-old children, a little over one-half of them stated that they had not attended any. Of the remaining parents, eleven indicated that they had attended school meetings, mainly Parent-Teacher Association meetings, and had heard programs on early adolescence. Scout programs dealing with children this age had been attended by two parents, while church meetings pertaining to early adolescents had been attended by only one parent.

The sixteen parents who had not attended any meetings or heard any programs were unable to respond to the question concerning what was discussed or the information gained at these assemblies. Responses indicated

that seven of the parents had received help in the areas of social and emotional development. Knowledge of intellectual development as help received was cited by one-sixth of them. Physical development of early adolescents was an area named by two parents as help that was obtained.

II. TYPES OF HELP RECEIVED FROM SPECIFIC SOURCES

The parents were questioned about their knowledge and use of a listing of selected specific sources which offer information concerning early adolescence. According to Table XI, the church related sources and libraries were named as the services most often used by the parents,

TABLE XI
SERVICES USED BY THE PARENTS

Service	Number*	Per Cent
Church Related Sources	46	23.8
Libraries	46	23.8
School Related Sources	44	22.8
Doctors	23	11.9
Clubs	11	5.7
Health Department	9	4.7
Industrial Firms	8	4.1
Red Cross	3	1.6
YMCA or YWCA	3	1.6
Welfare Department	0	0.0
Other Specific Source	0	0.0
Total	193	100.0

*The thirty parents named several sources in some groups.

followed by school and doctors. Some sources which were identified from the specific list that had not been named earlier were the health department, industrial firms, Red Cross, and the YMCA or YWCA.

When asked which of these specific services had been the most helpful, thirteen parents cited the church and twelve named the school as offering the greatest assistance to them. The doctor, mentioned twice, and the scouts, public library, and industrial firms, named once each, were other services considered most helpful.

Upon being questioned about the types of information gained from the most helpful specific source, 53 per cent named knowledge of the social and emotional development of early adolescents. Help concerning the intellectual development of early adolescents were indicated by 30 per cent of the parents, while 10 per cent named spiritual development. Help pertaining to the physical development of children was cited by two parents.

Following the presentation of the list of specific sources, the parents were probed as to what kind of help they would like to have. Responses indicated that 30 per cent of the parents did not desire any help or could not state explicitly the type desired. The four leading types of help desired by the parents were in the areas of a knowledge of intellectual, social, emotional, and physical development of early adolescents.

Responses were sought as to how the parents would prefer to have assistance presented to them. A preference for a home visit type of help was expressed by twelve respondents. Persons for consultations outside the home and group meetings and discussions were mentioned by seven mothers respectively. A preference for printed or reading materials was named by four respondents.

Radio and Television Programs

None of the parents named radio specifically when questioned about radio and television programs that give parents information about early adolescents. More than one-half of the mothers stated that they had neither seen nor heard programs on radio or television regarding children of this age. Of the thirteen mothers who stated they had seen television programs, the majority viewed the programs weekly, three occasionally, and one rarely. The television programs named most often were Father Knows Best and The Donna Reed Show because of their implications toward adolescence and family life. No response was received from two parents to the question regarding television and radio.

Named most often as the type of information which the parents indicated that they had gained was in the areas of social and emotional development of early adolescents.

A television program in the form of a panel discussion or question-and-answer period on teenagers was desired by one-third of the parents. A family type situation was desired by 20 per cent of the parents, while 10 per cent indicated an educational program. No response or no desire for such programs was received to the question on the kind of program they would like to see or hear by eleven of the parents.

Newspapers and Magazines

Upon being asked whether they had read any articles in magazines and/or newspapers, the mothers indicated that they were familiar with a total of nine different magazines and two different newspapers. Responses indicated that twenty-two of the parents subscribed to one daily newspaper and fifteen had access to two. Neither newspapers nor magazines were read

by two mothers. Parent-Teacher Magazine was named most often as a periodical offering assistance to parents of early adolescents.

About 40 per cent of the parents cited no assistance received from newspapers and magazines and eight parents did not respond to a question on information obtained on early adolescence from this form of mass media. A little over one-fourth of the parents named social and emotional development as the type of help received. Physical development and intellectual development were indicated by six and four parents respectively.

In response to a question on the kind of publication they would like to have available, 50 per cent of the mothers stated they desired publications which gave information on the social and emotional development of children. No desire for such publications was indicated by one-third of the parents. A small percentage of the mothers named intellectual and spiritual development as the types of help desired, with one parent not responding to the question.

Selected Publications

During the interview, a kit containing a selected sample of literature was presented to each mother for the purpose of indicating her familiarity with the materials. As shown by Table XII, thirteen mothers were not familiar with any pamphlets in the sample. The remaining seventeen mothers recognized a combined total of twenty-nine pamphlets. Of the twenty-eight pamphlets in the kit, fifteen were not named by any mother as being familiar. It was noted that parents were more familiar with Growing Up and Liking It and How Shall I Tell My Daughter than with any other reading material in the sample kit. This seems to coincide with the parents tendency to indicate that their most helpful type of information

gained from the selected publications was in the area of emotional development, which in this study includes sex education and the menstrual cycle. The parents cited that it was more helpful to have the children

TABLE XII

SELECTED PUBLICATIONS USED OR KNOWN AND DESIRED BY THE PARENTS

Publication	Number Used or Known	Per Cent	Number Desired	Per Cent
None	13	30.9	0	0.0
Growing Up and Liking It	11	26.2	2	1.7
How Shall I Tell My Daughter	4	9.5	2	1.7
Emotions and Physical Health	2	4.8	4	3.4
Your Daughters First Time	2	4.8	2	1.7
Understanding Your Teenager	2	4.8	9	7.7
Facts of Life and Love for Teenagers	1	2.4	13	11.1
Stress	1	2.4	2	1.7
When Your Child's in His Teens	1	2.4	3	2.6
Your Teen Age Years	1	2.4	3	2.6
Your Child Grows Up	1	2.4	1	.9
Is Your Child Happy	1	2.4	2	1.7
Building A Better World	1	2.4	2	1.7
How to be Tops in Your Teens	1	2.4	3	2.6
Improve Your Learning Ability	0	0.0	12	10.3
The Adolescent in Your Family	0	0.0	10	8.5
Faith Is A Family Affair	0	0.0	8	6.8
A Boy Today - A Man Tomorrow	0	0.0	7	6.0
It's High Time	0	0.0	5	4.3
So You Think It's Love	0	0.0	5	4.3
Nervous Breakdown	0	0.0	4	3.4
Good Sportsmanship	0	0.0	4	3.4
The Junior High School Person	0	0.0	4	3.4
Growing Pains	0	0.0	3	2.6
This is the Adolescent	0	0.0	2	1.7
Let's Agree	0	0.0	2	1.7
Christian Attitudes Begin in the Family	0	0.0	1	.9
Teenagers Toothtest	0	0.0	1	.9
Total	42	100.2	117	100.2

read these pamphlets, written by authorities, rather than having to talk to the children themselves about the normal processes of growing up.

Sources which distributed these pamphlets and literature to the parents were the schools, mainly, and doctors. A small percentage received these selected publications from industrial firms, the tuberculosis association, and a local newsstand.

All of the parents responded to a question on the pamphlets from the kit that they would like to have available to them. They desired a combined total of 117 publications from the kit, each warranting one to thirteen choices, shown in Table XII. The three leading publications desired by the parents were Facts of Life and Love For Teenagers, Improve Your Learning Ability, and The Adolescent in Your Family.

When questioned about the type of help or information they desired other than the selected publications, one-half of the parents did not respond or stated that they desired no help. Similar pamphlets were desired by 30 per cent of the parents, while one-sixth of the parents desired information on the social and emotional development of the child.

III. ACTIONS OF THE EARLY ADOLESCENTS REGARDED AS FAVORABLE OR UNFAVORABLE BY THE PARENTS

Following questions concerning the various sources of information known and used by the parents in rearing their early adolescents, the parents were then asked for information regarding the actions of the children which they deemed as favorable or unfavorable, the parents' reactions to these forms of behavior, and the sources of these reactions. This method was used to encourage free discussion with the anticipation that additional sources of information might be mentioned.

Unfavorable Actions of the Early Adolescents

The parents were probed as to the kinds of problems they had with their children at the time of the interviews. Some of the twenty mothers mentioned more than one action as being unfavorable in reply to this question as shown by Table XIII. Forms of emotional behavior as the actions of the children which they considered most unfavorable were named by fifteen of the parents. The results showed that three of the parents could not name any action of the child as being unfavorable.

TABLE XIII

ACTIONS OF THE CHILDREN CONSIDERED UNFAVORABLE BY THE PARENTS

Action	Number	Per Cent
Emotional	15	44.1
Intellectual	6	17.6
Social	5	14.7
Physical	4	11.8
None	3	8.8
Spiritual	1	2.9
Total	34	99.9

The mothers' reactions to the children's unfavorable types of behavior were usually in the forms of explanation, deprivation, threat, corporal punishment, and substitution. The majority of the parents considered these methods to be their own ideas, but eight said they learned these actions from their own mothers (the maternal grandmothers).

Favorable Actions of the Early Adolescents

More responses were given to the question on actions of the children

regarded as favorable by the parents than on unfavorable ones. According to Table XIV, it was noted that emotional behavior was considered favorable by the largest number of mothers as it was in the unfavorable ones.

TABLE XIV

ACTIONS OF THE CHILDREN CONSIDERED FAVORABLE BY THE PARENTS

Action	Number	Per Cent
Emotional	24	42.1
Social	13	22.8
Intellectual	7	12.3
Spiritual	7	12.3
Physical	6	10.5
Total	57	100.0

Social behavior received the second most numerous responses, which along with emotional behavior had been of prime importance throughout the interviews.

Encouragement and/or praise was the most frequently named reaction of the parents to the children's favorable actions. Other leading reactions were setting an example, demonstration of affection, explanation, and payment or allowance. Primarily the mothers attributed the origin of these reactions to their own ideas and own mothers.

Specific Areas of Early Adolescence

The parents were questioned about four specific areas of their children's development, which fell under the headings of physical, intellectual, social, and emotional traits. Responses were also sought as to the mothers' reactions to these traits and the sources of these reactions.

Physical. The physical area was divided into the categories of sleeping habits, food habits, and personal appearance. Although 40 per cent of the parents stated that the child had a regular bedtime, 16 per cent named a late one. Usual procedures before retiring for the night included watching television and having a bedtime snack. While nineteen of the mothers stated that they set a regular bedtime for the child, eight said they had no hard, fast rules for this procedure. Parents indicated that these were their own ideas or were learned from their own mothers or from reading.

The majority of the mothers were satisfied with the food habits of their children. They believed their children were getting the proper foods and varied diets. On the whole, the parents stated that they encouraged good eating habits by providing well-balanced meals, preparing food the way most relished by the children, setting good examples, and providing vitamin supplements when considered necessary. The sources of these actions were more diverse, those named being own idea, own parent, reading, doctor, and home economics class.

The parents were also pleased with the personal appearance habits of the children. Some parents boasted of the children's clean, well-kept clothes, shoes, hair, and bodies. The majority of the parents stated that they took care of their early adolescents' clothes while some left this task up to the children. The parents also indicated that they provided assistance, encouragement, and necessary aids for cleanliness and appearance. These actions were considered to be their own ideas or learned from their own mothers.

Intellectual. The types of school problems which caused 30 per

cent of the parents most concern were the early adolescents' indulgence in too many outside interests and difficulty with certain subjects respectively. No school problems with their early adolescents were cited by ten of the parents. The principal actions utilized by the mothers to foster the children's intellectual development were provision of a time and place conducive to study, explanation, and praise or encouragement. These actions, as indicated by 83 per cent of the parents, were their own ideas, while a small percentage named their own mothers and reading as sources.

When questioned about the types of pleasure reading or activity for fun which the parents considered were enjoyed most by the early adolescents, sports writings and participation ranked number one. Hobbies were enjoyed by 20 per cent of the children, while comics, movie and current magazines, and library books were read for pleasure according to the responses given by the parents. Providing books, magazines, and equipment for hobbies or sports and encouraging the early adolescents to participate in such activities were the usual reactions of the parents, these being the parents' own ideas and learned from their own mothers.

Social. The social area was centered around questions pertaining to the children's relations to their families and friends. The responses indicated that the early adolescents in the sample had good relationships with their families, except for sibling rivalry. Mothers stated that their actions toward these relationships included explanation, allowing self-expression of the child, setting an example, encouragement, threat, and ignoring the situation. Own ideas and own mothers were the leading sources of these reactions.

Responses were sought as to the home responsibilities in which the early adolescents shared. Washing and drying dishes, housecleaning, yard work, garbage disposal, keeping own room, and washing and ironing clothes were the activities most frequently named. The majority of the parents stated that they expected this of their children at this age and provided jobs and payment or allowance for these duties. The sources of these actions were their own ideas or learned from own mothers according to the mothers' responses.

The number of friends which the early adolescents had ranged from one to six, and the activities enjoyed most with their friends were dancing, movies, and various sports, as indicated by the responses of the mothers. Indications of interest in the other sex were shown by telephone conversations, interest in personal appearance, attendance at group functions and parties, and, in a few instances, dating. The mothers stated that they encouraged friendships, provided activities for them to do, allowed but limited telephone conversations, permitted dating and, as to the children's interest in the other sex, let nature take its course rather than encourage it. The parents stated that they learned this from their own mothers or by their own experiences and ideas.

Emotional. The area of emotional development came under the headings of sex education, anger, and fear. When questioned as to where the early adolescents obtained knowledge of sex education, the parents responded that reading, both parents, school, friends, and church were the most frequently used sources. The mothers stated that they had either talked to the children about sex education, left it up to the fathers in case of boys, provided reading materials, or had done nothing.

These actions were attributed to their own ideas, own mothers, and reading.

The responses indicated that the early adolescents expressed anger by pouting, stamping feet, flaring up, crying, or giving the silent treatment. According to three parents, anger had never been expressed by their children. The principal causes of anger were sibling rivalry, frustration, and not getting their own way. Methods which the parents said they utilized were ignoring the anger, explanation, separation or isolation, and deprivation. These actions were the parents' own ideas or learned from their mothers.

When questioned about fears of the children, twenty of the parents stated that their children had none. The remaining ten stated that electrical storms, darkness, water, people, and spiders caused their children great alarm. Mothers' reactions toward fear included explanation, not showing fear, substitution, or doing nothing. Sources for these actions were own ideas, own mothers, and reading. No response was received from six parents.

IV. RESPONSES RECEIVED FROM REVIEW AND SUMMARIZATION QUESTIONS IN THE INTERVIEW GUIDE

Parents' Expectations for the Early Adolescents

The parents were questioned as to the ideas, expectations, or plans which they had for their children's future, with several responses being given by each parent, as shown in Table XV. The responses given would indicate that the early adolescents furthering their education and choosing their own vocations were desired most often by the parents. Even though these were their wishes or expectations, the parents recognized that the final decisions would be left to the children. They

expressed their willingness to assume financial responsibility or to offer financial assistance in order to make education beyond high school a reality. The parents also were interested in their children developing

TABLE XV

IDEAS AND EXPECTATIONS PARENTS HAVE FOR THEIR EARLY ADOLESCENTS

Expectation	Number	Per Cent
Further Education	28	25.7
Choose Own Vocation	26	23.9
Be Honest and Dependable	11	10.1
Be a Christian	9	8.2
Choose the Right Friends	8	7.3
Be a Good Citizen	5	4.6
Be Normal and Well-Adjusted	5	4.6
Be a Lady or Gentleman	4	3.7
Have a Good Personality	4	3.7
Not Change	3	2.7
Face Reality	2	1.8
Be Well Mannered	2	1.8
Be Smart and Intelligent	1	.9
Be a Nurse	1	.9
Total	109	99.9

desirable character and personality traits so that they would become well-adjusted and socially acceptable citizens. In general, the parents obtained these ideas for their children from their own family backgrounds and experiences.

Information Considered Most Important for Parents of Early Adolescents

The parents were asked what information they considered most important for parents of early adolescents. The most frequently named responses were: (1) to talk over problems with the children and to help the children solve them; (2) to understand and trust teenagers; (3) to

foster wholesome attitudes and knowledge of sex; and (4) to show the early adolescents that you love them. Other responses of importance, although given less frequently, were: (1) to help the early adolescents get along with others; (2) to set a good example for the early adolescents; (3) to get the early adolescents interested in the church; (4) to obtain information on school and college; and (5) not to be too strict with the early adolescents.

Services and Sources of Information Regarded as Most Helpful by the Parents

One of the summarizing questions sought to determine what the parents regarded as the most helpful service or source of information used thus far in rearing early adolescents. The data, shown in Table XVI,

TABLE XVI

SERVICES AND SOURCES OF INFORMATION PARENTS REGARDED AS MOST HELPFUL IN REARING THEIR ADOLESCENTS THUS FAR

Source	Number	Per Cent
Church	11	36.7
School	9	30.0
Parent	3	10.0
Reading	3	10.0
Doctor	2	6.7
Scouts	1	3.3
Neighbor	1	3.3
Total	30	100.0

fell into seven different categories, with the church and the school being the chief ones.

Information and Help Desired by the Parents

At the conclusion of the interview, the parents were asked if they could have any kind of help or information or service they liked in the

present, past, or future what it would be. The responses indicated that six parents could not name any help, service, or information that they desired. An equal number of parents expressed a desire for guidance and counseling.

Interest was expressed by two to five mothers in each of the following: (1) help with the intellectual development of the children; (2) advice as problems arise; (3) and group discussions with other parents.

Other services desired by the mothers were: (1) solutions to teenage problems; (2) good teenage magazines; (3) knowledge of teens through adulthood; (4) town recreation program; (5) home visit type of help; and (6) reading materials.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Much of an early adolescent's success or failure in adult life depends on what he does in childhood. Parents have come to a new realization of this fact and of their role in the effective development of the child. To bring about this conception parents need a greater understanding of child rearing practices. It is important that parents of early adolescents have information about child care and development available to them. The parent education movement, which plays a prominent and essential part in the complex society of today, does much to aid the parent in the demanding role of parenthood. Through parent education parents can gain a better understanding of themselves, their children, and their relationships with one another. Every parent today should have some understanding and appreciation of parent education in order to carry out more successfully the duty of being a parent. Some problems and questions are likely to arise in the minds of the parents pertaining to child rearing techniques and theories. Much information is available to the parents to help solve these problems on child rearing practices, but there is little information as to how these sources are being used.

The purposes of this study were to determine: (1) the sources from which parents of early adolescents received information and services regarding early adolescence; (2) the types of information and services which were received by parents of early adolescents; and (3) the types of information and services for which parents of early adolescents

expressed a need.

The review of literature for this study dealt with the nature and effects of parent education, available literature for parent education, and information and services desired by the parents. It revealed that the majority of parent education programs had proven to be beneficial and effective. The survey also showed that the group discussion method was rapidly becoming the most widely used and accepted technique of parent education. It pointed out that there was an abundance of useful literature, which was an important source of information, available; however, it was not all based on research evidence. The findings further indicated that very little research had been conducted in the area of parent education information that is desired by the parents.

The data for this study were obtained by means of personal, tape-recorded interviews with thirty randomly selected parents of thirteen, fourteen, and fifteen-year-old students enrolled in Broad Street Junior High School in Burlington, North Carolina, in the spring session of 1962. An interview guide and data analysis sheet were adapted from one used in a similar study. These were revised and tested for use in obtaining and analyzing the data.

The variables which were used to describe the sample included the ordinal position of the children in the families, the ages of the children, the ages of the parents, the education of the parents, the occupation of the parents, home ownership, length of residence, and participation of parents in organizations.

The information received from the sample revealed the sources and types of information and services utilized in rearing the early adolescent

and the kinds of information and services for which the parents expressed a need.

Some of the conclusions reached as a result of this study of the types of information and services obtained and desired by parents of early adolescents were:

1. The parents stated that they received much information on the rearing of early adolescents during the past year from friends neighbors, acquaintances, and relatives; the church; and the school.
2. Many of the parents said they relied on reading materials and on the observation of children this age as sources of help.
3. When asked to recall any help or information for which they felt a need some parents stated that they desired help in the areas of the social and emotional development of the early adolescents.
4. Named most frequently as the sources of help on early adolescence received inside as well as outside the home were friends, neighbors, acquaintances, and relatives; the church; and the school. The types of help received from these sources were in the areas of the social and emotional development of the early adolescents.
5. More than one-half of the parents stated that they had not attended any programs or meetings which gave them information about early adolescence.
6. Several mothers stated that Parent-Teacher Association programs had been helpful and interesting.

7. Upon being asked about the specific services and sources of information and help, the parents most frequently mentioned the church, libraries, school, and doctor.
8. The majority of the parents indicated that the kinds of help or information they had received from these specific services were in the areas of the social and emotional development of the early adolescents.
9. When asked what kind of help they would like to have, a knowledge of intellectual, social, emotional, or physical development of the early adolescents was mentioned.
10. The parents indicated that they preferred assistance presented by way of home visit types of help, private consultations, and group meetings and discussions.
11. Television programs designed to help parents in rearing the early adolescents were very few, according to the parents' responses. Therefore, little help seemed to be offered through this medium.
12. Most of the parents stated that they subscribed to and read at least one newspaper, yet little information seemed to have been gained by them from the articles and columns dealing with the early adolescents.
13. Parent-Teacher Magazine was named most often as a periodical offering assistance to parents of early adolescents.
14. Parents indicated that they were more familiar with Growing Up and Liking it and How Shall I Tell My Daughter than with any other reading material in the sample kit.

15. More pamphlets in the sample kit were desired by the parents than had been used or known. This would appear to indicate a possible need for a wider distribution of parent education literature.
16. The three leading publications desired by the parents from the sample kit were Facts of Life and Love For Teenagers, Improve Your Learning Ability, and The Adolescent in Your Family.
17. Types of behavior categorized as emotional were named by the parents as the actions of the children which they considered most unfavorable.
18. More responses were given to the question on actions of the children regarded as favorable than the one on unfavorable actions.
19. Types of behavior categorized as emotional were considered favorable by the largest number of parents as it was true with those considered as unfavorable also.
20. The mothers stated that their reactions toward both favorable and unfavorable types of behavior were learned from their own mothers or were their own ideas to the greatest extent.
21. On the whole, the parents seemed satisfied with the physical, intellectual, social, and emotional traits of the early adolescents since they mentioned few problems in this connection. It may have been, however, that parents failed to recognize problems in these areas. Their reactions relating to such problems as were suggested stemmed chiefly from their own ideas and experiences or from their own parents.

22. The early adolescents furthering their education and choosing their own vocation were the two desires of the parents for the future of their children most frequently named.
23. The parents indicated that the information considered most important for parents of early adolescents were: (1) to talk over problems with the children and to help the children solve them; (2) to understand and trust teenagers; and (3) to foster wholesome attitudes and knowledge of sex.
24. The parents stated that the most helpful service or source of information used thus far in rearing the early adolescents was the church.
25. The most numerous desires expressed by the parents were concerned with guidance and counseling of the early adolescents, help with the intellectual development of the children, advice as problems arise, and group discussions with other parents.

The data in this study indicated the need for provision of services and information to parents of early adolescents in an urban setting. The results also suggested that further research was needed to provide a better understanding of the types of information and services available to, utilized by, and desired by parents of early adolescents than could be derived from the study. This would indicate that a larger sample than the one used in this study would supply the basis for more generalized conclusions and that studies covering other areas in the state or nation would be relevant to the conclusions.

Suggestions which are made for further research studies are:

1. A study to determine the ways and means of distribution of parent

education literature and information. Many of the parents in the study were not aware of much parent education information which was available to them.

2. A study of the effectiveness of and the views of the parents of early adolescents toward a guidance and counseling program provided at the junior high school level. Many parents in the study expressed a desire for guidance and counseling of the early adolescents.
3. A study to compare the attitudes of parents of early adolescents before and after exposure to parent education programs. This would help to ascertain more specifically the effect of the parent education movement.
4. A study to determine the effectiveness and availability of televised programs for parents pertaining to the early adolescents. The parents had access to television sets, but only a limited amount of help seemed to have been derived by the parents from this medium. This may have been due to a lack of televised programs concerning the early adolescents.
5. A study to determine resources and materials that would more adequately assist parents in the development of the children.

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BIBLIOGRAPHY

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APPENDIX

APPENDIX A

INTERVIEW GUIDE

I. Background Data

Child's Name _____ Age _____ Sex _____

Special Information: _____

Home & Family Length of residence _____ Owner _____ Renter _____

Other children in family: Boys, No. _____ Ages _____

Girls, No. _____ Ages _____

Others in home, No. _____ Who? _____

Father Occupation _____ Age _____

School year completed _____

Social Participation (Enter name of organization. Check (✓)
under appropriate column.)

<u>Organization</u>	<u>Member</u>	<u>Attend</u> <u>Meetings</u>	<u>Pay or</u> <u>Contribute</u>	<u>Comm.</u> <u>Member</u>	<u>Officer</u>
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Mother Occupation _____ Age _____

School year completed _____

Social Participation (Enter name of organization. Check (✓)
under appropriate column.)

<u>Organization</u>	<u>Member</u>	<u>Attend</u> <u>Meetings</u>	<u>Pay or</u> <u>Contribute</u>	<u>Comm.</u> <u>Member</u>	<u>Officer</u>
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II. Services known, used, and desired

A. General inquiry around people and services or help

1. During the past year where or from whom have you learned about persons of _____'s age?

Who or what was most helpful?

For what help or information have you felt a need?

2. Have you received any help in understanding _____ from persons or other contacts away from home?

What help or information did you receive?

3. Who are some persons who came into your home who have given you information?

How did they help you? (Probe)

Can you think of other means from which you have received information here in your home?

4. Have you been to any meetings or heard any programs about children of _____'s age?

What was discussed? What did you learn?

B. Specific inquiry re available programs and services

1. "I have here a list of places and services that sometimes do give people information about early adolescence, and I'd like to check it through with you."

- Doctor - Family
- Specialist
- Other _____(name)

- Church - Minister
- Teacher
- Other staff member _____(name)

- School - Teacher
- P.T.A. Programs
- Other _____ (name)

- Clubs - Women's
- Home Demonstration
- Scouts
- Other _____ (name)

- Library - School
- Public
- Bookmobile
- Church

- Red Cross
- Health Department
- Welfare Department
- Y.W.C.A. or Y.M.C.A.
- Industrial Firms
- Any other specific sources _____ (name)

Which of these was most helpful?

What kind of help did this source give you?

What kind of help would you like to have?

Which method suits you best: home visit, person for consultations, group meetings and discussions, or printed/reading materials?

2. Do you know of any radio or T-V programs that give parents information about children of _____'s age?

Programs known? Heard?
 Information gained?
 Was it helpful? What did you like about it? What kind of program would you like to see or hear?

3. Do you know of any articles in newspapers or magazines about children of _____'s age?

Publication? How often received? Read?
 Articles about adolescents? Known? Read? How often?
 Information gained? Helpful? What did you like about it?
 What kind of publication would you like to have available?

4. Kit of Materials

Which of these publications have you seen? (Be sure to state title into mike.)

Where obtained?

Was it helpful? How?

(Skim through those publications mother has seen and get specific instances of information and help obtained.)

Why did you like it? (or not like it?)

What kind of materials would you like to have?

From this kit, are there any you think you would like?

Are there others that you have used?

III. General and specific questions about selected areas of early adolescence

(Follow up on any leads arising out of the interview thus far.)

- A. What are some of the kinds of problems you have with _____ now?

For each: How do you handle it?

Where did you get the idea to handle it in this way?

- B. What are some of the things about _____ with which you're most pleased?

For each: What do you do about this (development, action, or tendency)?

Where did you get the idea to handle it this way?

- C. Specific areas of early adolescence.

Physical

Sleeping Habits: What are _____'s bedtime habits? Do you have any rules and regulations concerning bedtime? What are they? Where did you get the idea to do this?

Food Habits: Is _____ a light, moderate, or heavy eater? Do you think he/she is getting the right kinds of food he/she needs? Are you satisfied with his/her eating habits? Why? What have you done to encourage this? Where did you get the idea to do this?

Appearance: What have you observed that would indicate that he/she is interested in his/her personal appearance? What do you do about this? Where did you get the idea to do this?

Intellectual

School: What kinds of problems does _____ have with studying? What difficulties does he/she have in school? How do you handle these? Where did you get the idea to do this?

Reading and Hobbies:

What kind of books and magazines does he/she like to read for fun? What other things does he/she do for fun? (hobbies, etc.) What do you do about these? Where did you get the idea to do this?

Social

1. Relations to Family:

Have you noticed anything about how _____ is with members of the family? What do you do? How did you learn about this? What home responsibilities does _____ assume? What do you think children his/her age ought to do at home? Where did you get the idea for this?

2. Relations to Friends:

Does he/she seem to have any special friends? How many? What kinds of things do they do together? What have you observed that would indicate that he/she had shown interest in boys/girls or dating? What do you do? Where did you get the idea to do this?

Emotional

1. Sex Education:

How has _____ learned about the physical and sexual development of boys/girls? What materials do you know that are available on this subject? Available persons or resource people? To your knowledge, what are the schools doing on this subject? What have you done? Where did you get the idea to do this?

- 2. Anger: What does _____ do when he/she gets angry?
 What are the main causes for his/her anger?
 How do you handle this? Where did you get
 the idea to do this?

- 3. Fear: Does _____ seem to be afraid of anything
 in particular? What? What do you do about
 it? Where did you get the idea to do this?

IV. Review - Summary:

What kind of person would you like _____ to be when
 he/she reaches manhood/womanhood?

What ideas do you have about the future for _____?

(Your expectations, educational, financial, or vocational
 plans, things you'll encourage or discourage.)

Where did you get these ideas?

What information do you think is most important for parents
 of early adolescents?

Of all the sources and possibilities for help, and the
 help you have actually had, which do you think was the
 most important, the most helpful?

If you could have any kind of help or information or
 service you'd like to have, what would it be? (In the
 past, now, or in the future)

APPENDIX B

DATA ANALYSIS SHEET

I. Background Data

Child's Name _____ Age _____ Sex _____

Special Information _____

Home & Family Length of Residence _____ Owner _____ Renter _____

Other children in family: Boys, No. _____ Ages _____

Girls, No. _____ Ages _____

Others in home, No. _____ Who? _____

Father Occupation _____ Age _____

School year completed _____

Social Participation (Enter name of organization. Check (✓) under appropriate column.)

<u>Organization</u>	<u>Member</u>	<u>Attend</u>	<u>Pay or</u>	<u>Comm.</u>	
		<u>Meetings</u>	<u>Contribute</u>	<u>Member</u>	<u>Officer</u>

Mother Occupation _____ Age _____

School year completed _____

Social Participation (Enter name of organization. Check (✓) under appropriate column.)

<u>Organization</u>	<u>Member</u>	<u>Attend</u>	<u>Pay or</u>	<u>Comm.</u>	
		<u>Meetings</u>	<u>Contribute</u>	<u>Member</u>	<u>Officer</u>

II. Services known, used, and desired

A. General: (Record for each response what information obtained, was it helpful, liked, and enjoyed.)

1. Where or from whom learned about early adolescence:

Source most helpful?

Information or help desired?

2. Any consultation outside home? (Information obtained, helpful, liked?)

3. Any home visit sources of help? (Information, obtained, helpful, liked?)

4. Group programs, activities, or services? (Information obtained, helpful, liked?)

Specific: (For each affirmative answer, note number below under "comments" and note whether home visit, outside consultation, group meeting, printed/reading materials; help or information relative to child; helpful; liked?)

- | | | |
|---------|-------|---|
| Doctor | _____ | 1. Family |
| | _____ | 2. Specialist |
| | _____ | 3. Other _____ (Name) |
| Church | _____ | 4. Minister |
| | _____ | 5. Teacher |
| | _____ | 6. Other staff member _____ (Name) |
| School | _____ | 7. Teacher |
| | _____ | 8. P.T.A. Programs |
| | _____ | 9. Other _____ (Name) |
| Clubs | _____ | 10. Women's |
| | _____ | 11. Home Demonstration |
| | _____ | 12. Scouts |
| | _____ | 13. Other _____ (Name) |
| Library | _____ | 14. School |
| | _____ | 15. Public |
| | _____ | 16. Bookmobile |
| | _____ | 17. Church |
| | _____ | 18. Red Cross |
| | _____ | 19. Health Dept. |
| | _____ | 20. Welfare Dept. |
| | _____ | 21. YWCA or YMCA |
| | _____ | 22. Industrial Firms |
| | _____ | 23. Any other specific sources _____ (Name) |

Comments:

Service or information most helpful:

Service, information, or help desired:

Method liked best: (check (✓) appropriate blank)

_____ Home visit

_____ Person for consultation

_____ Group meetings and discussions

_____ Printed/reading materials

Radio and T-V Programs Known and/or Heard:

<u>Program</u>	<u>How Often</u>	<u>Information Obtained</u>	<u>Helpful</u>
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Program Desired:Newspapers and/or Magazines Known or Read:

<u>Periodical</u>	<u>How Often</u>	<u>Information Obtained</u>	<u>Helpful</u>
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Publication Desired:Printed Materials Kit, Known and/or Used:

<u>Title</u>	<u>Where Obtained</u>	<u>Information Obtained</u>	<u>Helpful</u>
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Printed Materials Desired:III. Selected Areas of Early AdolescenceGeneral:

<u>Problems With Child Now</u>	<u>Mother's Actions</u>	<u>Where Learned</u>
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"Favorable" Things Child DoesMother's ActionsWhere LearnedSpecific:Physical:Sleeping HabitsMother's ActionsWhere LearnedFood HabitsMother's ActionsWhere LearnedAppearanceMother's ActionsWhere LearnedIntellectual:SchoolMother's ActionsWhere LearnedReading For Fun and/or HobbiesMother's ActionsWhere LearnedSocial:Relations to FamilyMother's ActionsWhere LearnedRelations to FriendsMother's ActionsWhere Learned

Emotional:Sex EducationMother's ActionsWhere LearnedAngerMother's ActionsWhere LearnedFearMother's ActionsWhere LearnedReview:Ideas and Expectations About Future:Most Important Information for Parents of Early Adolescents:Most Helpful Source Thus Far:Service or Help Desired:Comments:

APPENDIX C

LIST OF MATERIALS IN SAMPLE KIT

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