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A MEASUREMENT OF PARENTAL OPINIONS TOWARD A
UNIVERSITY NURSERY SCHOOL AND ITS CONTRIBUTION TOWARD
THE CHILD'S SOCIAL, PHYSICAL, EMOTIONAL, AND
INTELLECTUAL DEVELOPMENT

by

Juanita Fowler Egerton

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Approved by

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APPROVAL SHEET

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Research indicated that if the experiences a child had in a nursery school were vital to his needs, they contributed greatly to his wholesome development socially, physically, emotionally, and intellectually. Studies cited in review of literature emphasized the importance of attitudes in childrearing practices, but little research had been done on the parents' attitudes toward pre-school education.

The purposes of this study were (1) to determine favorability of parental opinions toward a university nursery school and (2) to determine whether there was a significant difference between the opinions of parents who have had previous experience with a university nursery school and those who have not.

An opinionnaire was devised to measure opinions in the following four categories of development: social, physical, emotional, and intellectual. The 56-item opinionnaire was constructed with a 5-point scale ranging from strongly agree, agree, neutral, disagree, to strongly disagree. The direction of the statements were judged as to favorability, and given a weighted score. The possible total score range was from 56-280, with 144-182 at the neutral point. The possible score range in each category was 14-70, with 42 at the neutral or mid-point.

The subjects were 40 mothers who had a child enrolled in the toddler or nursery school program at the University of North Carolina Nursery School during the 1964-65 session.

The data from the group of 40 mothers were divided into two groups, the experienced and the non-experienced group. A t test was used to determine the significance of difference between the scores of the two groups, for each category and for the total. The scores were not significantly different at the .05 level. The scores on the four categories of measurement and the total indicated favorability of opinions toward a university nursery school. This study indicated that the mothers' education and at least one semester experience in a university nursery school might have had some bearing on the total mean score.

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CHAPTER I

INTRODUCTION

The preschool years are very important years in a child's life and years when attitudes toward later life are formed. Research has revealed that much of the child's behavior is the antecedent of parental attitudes. Literature also indicated that attitudes (or opinions) can be measured.

It has been said that to act with propriety in Rome, one must first understand what the Romans do and why they do it. Educators need to know parental attitudes in order to extend their influence in the right direction. Hereford (1963, p. 4) stated, "unlike other areas of education, that of parent-child relations is concerned primarily not with knowledge, information and facts, but with concepts, ideas and attitudes. The main problem lies not in parental differences which stem from ignorance but from attitudes, feelings and emotions."

In this study an attempt was made to ascertain parental opinions toward a university nursery school and its contribution toward the child's social, physical, emotional, and intellectual development.

Statement of Problem

The purposes of the study were (1) to determine whether the parental opinions of a university nursery school were favorable; and (2) to determine whether there was significant difference between the opinions of those parents

who had had previous experience with a university nursery school and those who had not.

Importance of Study

One needs to talk with a parent only a short time to understand her views toward childrearing. Experienced observation of a preschool child seems to indicate the demands that the parents have placed on the child to master certain emotional, social, physical, and intellectual growth. The preschool period is the time when these demands are the greatest, each parent doing what, in her opinion, is best for her child. According to Biber (1949), the nature of these feelings would seem to have implications for a child's receptivity to a nursery school setting. Is it not important to know the parental attitudes toward a nursery school? When parents and any educational facility are not in accord, the school is working under adverse conditions. Only when there is complete harmony can the educators have any assurance that their efforts will be successful. The same is true with a nursery school setting.

The results of this study should help to determine the general nature of parental attitudes toward a university nursery school. The findings should indicate whether or not previous experience with a university nursery school has been a decided factor with favorable attitudes.

Definitions of Terms Used

Certain terms have specific meanings as applied to their use in this study.

Parent - Mothers of children presently enrolled in the Nursery School of the University of North Carolina at Greensboro.

Opinions - An expressed attitude denoting feelings and ideas.

University Nursery School - A nursery school which serves as a laboratory for college students, for research purposes, and for parent education.

Junior Group - A group of preschoolers enrolled in the three year old group at the University of North Carolina at Greensboro Nursery School. The child must be three by October 15 of the current school year in order to enroll in the junior group.

Senior Group - A group of preschoolers enrolled in the four year old group at the University of North Carolina at Greensboro Nursery School. The child must have had his fourth birthday by October 15 of the current school year in order to be in the senior group.

Toddler Group - A group of children between the ages of 18 - 36 months who attended the University of North Carolina at Greensboro Nursery School at the time this study was conducted.

With Experience - A parent who had had a child enrolled in a university nursery school before the 1964-65 session.

Without Experience - A parent who had had no previous association with a university nursery school before the 1964-65 session.

The Setting

The Nursery School at the University of North Carolina at Greensboro was located on the campus, but set apart from the other buildings. The modern architecture was well equipped with two large playrooms, adequate toilet facilities and one way observation booths in each playroom. The physical layout permitted observation of toilet procedures from either observation booth. For testing purposes, the building was equipped with an isolation room. The lobby lent itself to group discussions and meetings with parents. Books and pamphlets invited parents' use were on display. The staff was composed of a director, head teacher, one lead teacher, two graduate assistants and one cook.

The Nursery School was established in 1927, primarily for students in home economics. The nursery school program served as a laboratory for students in such areas, as child development, family life, psychology, education, nursing education, and physical education. Much research was conducted in these areas using the children and their parents as subjects.

The Nursery School program was planned for two age groups; the junior group or three year olds and the senior group or four year olds. Each group was composed of 12 children, six boys and six girls.

The toddler program was organized in 1957 for the purpose of studying younger children. This age group was for children 18-36 months. (If a child should be 36 months old within the semester, he had to be withdrawn before the semester started.) The enrollment was divided into two groups which met for one hour two afternoons a week.

The stipulation, upon enrollment of the child in the toddler program, was that the parent must remain with the child whenever necessary, otherwise she must participate in a parent discussion group. The educational advantage was multifold: the laboratory purposes were fulfilled in that young children served as subjects for research, observation and first hand experience for college students; the child benefited from the toddler program; the parent benefited from the opportunity to observe scientific approaches to childrearing and from the parent discussions.

During preschool parents' conferences, the parents were informed of the Nursery School's primary functions which were to teach college students and to function as a research center. The parents' full cooperation was expected in the total nursery school program. Admission to both the nursery school and toddler programs was by date of application on a "first come, first serve" basis. The selections were made according to the needs of the nursery school program - i.e. age and sex. In many instances, application for enrollment was made soon after the birth of the child. After admission to the junior group, the child could continue as a member of the senior group.

The University of North Carolina at Greensboro Nursery School is not a nursery school for working mothers and most of the mothers do not work. Most of the children are from the upper middle socio-economic group. Many of the fathers are professional people; doctors, lawyers, professors, or business men.

Organization of the Remainder of the Thesis

In this study there are four subsequent chapters. Chapter II, Review of Literature, relates previous work that has been done relevant to this problem. Chapter III, Procedures, includes detailed description of methods and procedures employed in this study. Chapter IV, Analysis of Data, gives a statistical description of findings gathered from 40 parents who had a child enrolled in the Nursery School of the University of North Carolina at Greensboro during the 1964-65 session. Chapter V, Summary and Conclusions, indicates the findings and conclusions drawn from this study.

CHAPTER II

REVIEW OF THE LITERATURE

Literature related to this study was divided into three types: (a) literature on nursery school education, including its definition, its objectives and its effects; (b) research on the effects of parental attitudes on the child; (c) research on attitudes, including definition and construction of an attitude scale.

Literature on Nursery School Education

Nursery school is a place of learning through doing and through play. Fisher (1963, p. 199) gave the definition of the word nursery as "indication of tender age;" the word school as implying "a place of learning with an educational program for very young children." Childhood education begins the day a child is born; he comes to nursery school with behavior patterns set. It has been said that a child learns more the first five years of his life than during any other five year span. His behavior patterns and impressions are set mainly from observations, influences and reactions to his surroundings. With this point of view, Fisher (1963) emphasized that the kind of environment to which a child is exposed is an integral part of himself.

There have been nursery schools in the United States since the turn of the century, and there has been a steady increase in interest since 1939.

Laws (1964, p. 30) gave the reason for this as "an outgrowth of economic depression, increased family mobility; the steady rise in employment of women, plus the expansion of preschool population."

There are many different types of nursery schools with different programs. According to Freud (1949) some nursery schools placed emphasis on memorizing songs, rhymes, group games; others stressed the need to let the individual child develop his skills and interest by providing educational materials best suited for this purpose; some severely restricted the child's urges, moods, etc.; some provided maximum bodily outlet in organized or free play; and some included extensive physical care in routine such as napping, feeding, and bathing.

Read (1946) termed the nursery schools in colleges and universities as a "human relationships laboratory" because the observation of and working in a laboratory nursery school provided the students with an opportunity to learn about children and their families. Such a laboratory not only helps students to understand and enrich child growth but to appreciate differences in individuals.

Samenfink (1960, p. 264) stated:

There is a need for the development of a nursery school program which is as concerned as ever about the child, but at the same time cognizant of the feelings and needs of other family members. The child development approach must be incorporated into the family development point of view and family values must be kept in the forefront.

Landreth (1964, p. 990) expressed her belief by saying that a university can get out of a child laboratory only what is put in. "What must be put in is a balanced concern for both human and scientific outcomes."

The general purposes of laboratory nursery schools in the United States were to aid college students to understand themselves better by learning more about children and parents; to prepare teachers and to serve as research centers. At the same time the laboratory provided young children with educational experiences adapted to their developmental needs and helped parents to learn more scientific methods of child rearing.

According to Gore (1963) most children three and four years of age need experiences that even the most privileged homes can not give them. Her research indicated that if the experiences a child had in a nursery school were vital to his needs, they contributed greatly to his wholesome development socially, physically, emotionally, and intellectually.

Black (1949) indicated that many parents send their children to nursery school in order that the child might have a satisfying social life. In the process of having a good time, the nursery school child becomes a more social being because he was not forced into a ready-made pattern. There he encountered a new relationship with adults. The nursery school probably was the child's first experience away from protecting grownups and he learned to feel comfortable in an environment where the ties were less personal.

Gaining the use and management of their bodies develops a sense of achievement and confidence in young children (Gore, 1963). Nursery schools provide time, space, and materials for trying new skills and practicing them endlessly.

From a nursery school experience, the child learns to take responsibility

for his own behavior. This thrust for understanding is often exhausted with the child's home environment. He wants to feel, touch, listen, taste, and smell. The nursery school can do much to alleviate the pressures of "pushing" placed on the child (Laws, 1964). According to Biber (1949, p. 116) "mothers differing motives and attitudes will affect the child's receptivity. The behavior of the child is only the first clue to this problem." Self control is an important part of emotional satisfaction for any child. Limits placed upon him by the nursery school help him gain self control.

Intellectually, the child gains new understandings, broadens his concepts, makes connections and sees relationships, learns facts and reasons gradually. Lawrence (1959, p. 2) stated that "the current pressures by parents to start academic work in nursery school is robbing the child of his childhood; depriving him of learning by direct experience and spontaneous activity."

The mastery of words enhances the child's belief in himself. The simple task of his asking for a turn on a tricycle elevates belief in himself (Patterson, 1961).

Parents' attitudes toward nursery schools have changed (Pope, 1949). Gruenberg stated that parents had finally learned what animal trainers have known all the time, that "without satisfaction, enforced repetition achieves nothing except resentment toward authority" (Pope, 1949, p. 43). The early nursery schools' entire curriculum was centered around frantic toilet training and good habits such as neatness, politeness, table manners, etc. Today fewer parents subject children to such rigid schedules (Pope, 1949). Mayer (1958)

also pointed out that rigid schedules are damaging, but a child derives benefits from a routine. Mayer (1958, p. 16) said, "Giving the child the same schedule establishes a comparable frame of reference and a secure reality."

Research on Parental Attitudes

Although the investigator recognized the importance of the family's attitude toward education and its effect on the child's receptivity toward school and the teachers, she found that little research had been done in this area.

Hattwick and Stowell's study (1936) of "Children babied", "Children pushed", "Children from well adjusted home" revealed that children who were babied or pushed by parents had many more social difficulties than children from well-adjusted homes. Such children had greater difficulties in work progress. There was a slight tendency for children who were babied to encounter more social difficulties and to develop poorer work habits through the years. The tendency for "babied" children to develop poorer work habits through the years was part of a circle: parents were over-attentive; children got along poorly in school; parents were conscious of poor achievement and became even more attentive.

The study by Hattwick (1936) indicated that parents who were negligent were prone to have children who displayed behavior difficulties of an aggressive sort. He concluded that children could be helped to develop self-reliance and to overcome "babyishness" by having definite responsibilities in the home. Play experiences with parents lead to a feeling of emotional security.

A study by Francis and Fillmore (1928) indicated that parent attitudes, rather than physical environment, were of major importance in the development of personality in the child. This study established that parental attitudes do shape the personality of the child, while material surroundings were not of vital importance. Thus factors originally thought to be important, such as poor economic conditions, broken homes, foreign born parents, and physical sickness had little effect on their own account. From this study there appeared to be a tendency for harmful attitudes of parents to produce maladjustment in children and helpful attitudes to do the reverse.

The importance of the problem of parental attitudes was perhaps first recognized in a psychological clinic, where it was noted that behavior of the parent may be of significance in the causation of behavior problems in children. Stogdill's research (1936) showed that parents expressed belief that children be kept under control so strict as to render freedom practically inoperative. Parents approved of introvert and disapproved of extrovert social behavior. Those individuals who endorsed strong parental control over the child also approved of his making an introvert social adjustment while those who believed in freedom for the child approved of extrovert social behavior.

Peterson's study (1959) was designed to furnish information about relationships between attitudes and child behavior. He found the difference in parent attitudes in two groups: parents of children who displayed certain adjustment problems and parents of children who displayed no problems. The findings indicated that (1) the attitudes of fathers were found to be related among

maladjustment tendencies; (2) both father and mother of a child who displayed adjustment difficulties were judged to be less well adjusted; (3) conduct problems of a child were associated with mothers as well as with fathers.

The importance of parental attitudes were reaffirmed in a study by Peterson (1962). He found that for younger children, love and kindness were more generally important in comparison to considerable amount of paternal firmness with older children. The attitudes of fathers were as intimately related to maladjustive tendencies as were the attitudes of mothers.

Abbe's study (1958) examined certain characteristics of maternal attitudes toward child behavior and their relationship to the type of adjustment made by the child. This study included 66 disturbed children and their mothers and 18 non-disturbed children and their mothers. An attitude survey was constructed along the lines of E. J. Shoben's work (1949). Eighty items pertaining to childrearing were judged and rated. This study suggested two major problems to be considered in the use of attitude surveys for exploring the relationship between parental attitudes and child adjustment. (Abbe, 1958, p. 170).

1. Attitudes do not necessarily remain stable over a period of time. Intensity of attitude and area of child behavior in which they are expressed must be considered.
2. The transient nature of the child's adjustment and problem of overlapping in various categories may affect the findings.

Coast's study (1939) of the knowledge and attitudes of parents of pre-school children included generalizations related to the child's physical, mental, and motor development. The attitudes tested were: toward corporal punishment as a means of control, toward eliminating the habit of thumbsucking,

toward preschool education, toward praise as a means of control, and toward self-expression in children. Test responses were secured from 166 subjects. The knowledge tests were scored according to the key established by the responses of a group of eight judges. The purpose of this study was to determine to what extent the generalizations concerned with intelligent child rearing were in accordance with the thinking of parents of preschool children. This study suggested that parents had a favorable attitude toward the use of corporal punishment and favorable attitude toward preschool education. The parents' scores on the attitude tests were favorable toward praise as a means of control and toward self-expressions. Analysis of data suggested that parents were concerned with eliminating the habit of thumbsucking in children. The study indicated that a significant number of parents did not recognize the implication of the generalizations as applied in the tests.

Anderson's work (1946, pp. 91-97) which was based on three studies by Radke, Miles, Hansen verified the importance of attitudes with the following generalizations:

1. A child has definite impressions of parents and has formed an image of them which tends to emphasize the disciplinary and management control exercised by parents rather than positive approaches or affection for children.
2. Parents had definite attitudes with respect to management of children. There is a relation between behavior of a child in his own peer group and parent's opinions and attitudes.
3. A parent has idealized a child with whom he compares or rates the behavior of his own child. This ideal varies with the education, socio-economic status of parents, as well as with attitudes and opinions on matters of training children.
4. Relations existed between children's behavior in social groups and scores made on personality measures, between parent attitudes, opinions

and goals for children.

5. Relations are clearest and most distinctive for children who are introverts in social behavior.

A study by Dreyer (1959) of children's expectations of school showed that adult figures are especially important with regard to the child's adaptation to school. Dreyer found that behavior on the part of the mothers had an impact on the image the child had of the adult and of himself.

The studies cited in this section of the review of literature emphasized the importance of parental attitudes toward childrearing practices. Little had been done on the parents' attitudes toward preschool children.

Review of Literature on Attitudes

Many words have different meanings to different investigators. The word attitude is such a word. A review of literature showed the difficulty in constructing a concise definition.

English and English (1964, p. 50) defined attitude as "an enduring, learned predisposition to behave in a consistent way toward a given class of objects." Closely associated with attitude is value, ideology, belief and opinion. Opinion involves some knowledge and a measurable amount of factual evidence. English and English (1964, p. 50) further stated: "since verbal statements of opinion are often sought as a revelation of attitude, opinion and attitude are often used interchangeably."

Symonds (1927, p. 200) related various meanings of the word attitude as they referred to:

1. great organic drives more familiarly known as purposes or motives
2. muscular set or adjustment
3. generalized conduct
4. a readiness to make certain reactions
5. emotional feeling concomitant of action
6. certain verbal responses indicating liking or disliking, acceptance or rejection

Symonds (1927, p. 201) concluded that attitude was "a name which duplicates what is already known as habit or skill which is used to refer to particular features of reaction units."

Thurstone (1928, p. 529) defined attitude as "a complex affair which cannot be wholly described by a single index." He defined opinion as a "verbal expression of an attitude." He further stated that opinion symbolized an attitude.

Droba (1933, p. 444) pointed out the complexity of an attitude:

An attitude is a mental disposition of the individual to act for or against a definite object. This is composed predominately of feeling elements. The expression of an attitude is an immediate one. It is based on a series of experiences with respect to objects which have been molded into a totality that is too complex and too intimate to understand. It is not composed of feeling elements alone. In each attitude that is conveyed there is some awareness of the direction it takes. We are conscious of the object toward or against which we take a stand.

Remmers (1954, p. 3) defined attitude as an "affectively toned ideal or group of ideas preparing an organism to action with reference to specific attitude objects." He stated that from the point of view of the individual, "attitudes constitute the individual's own evaluation of his conduct and desires in relation to the system of social values as he understands them."

It was the general agreement among writers that an attitude is a certain

preparedness which exists within the individual to act in a certain way.

Although an attitude is complex, it can be measured, as Thurstone (1928, p. 529) stated "like a table or man, because it is 'about' the table which one measures." The degree of attitudinal measurement is controversial. Cantril's study (1946, p. 129) made a distinction in attitude between intensity and its direction. He pointed out that in order to compare intensity of opinions, one must assume the same expressions of intensity. The interpretations of his study were:

1. The more extreme an attitude is in its direction, the more intensely it is likely to be held.
2. The greater intensity with which those on the defensive hold their attitudes is found in nearly all groups comparable in education, economic status, and age.
3. A knowledge of intensity of an attitude as well as direction gives a more accurate and reliable index of composition of public opinion than measurement alone.

Remmers (1954, p. 7) stated that certain assumptions must be made in order to measure attitudes. Those assumptions are: "that attitudes are measurable, that they vary along a linear continuum, that measurable attitudes are common to the group, that they are held by many people." Remmers (1954, p. 7) said, however, that "attitudes may be temporary and changeable, subject to rationalization and deception."

Thurstone (1928, p. 531) stated that an attitude scale should be used only in situations in which one could reasonably be expected to tell the truth about convictions or opinions. He suggested the following criterion for making attitude statements:

The statement should

1. be as brief as possible.
2. be such as to be endorsed or rejected in accordance with agreement or disagreement of the attitude of the reader.
3. be such that acceptance or rejection of statement does indicate something regarding reader's attitude.
4. avoid double barrel meaning.
5. belong to an attitude variable to which author wishes them to belong.

Wang (1932, p. 367) gave additional suggestions for constructing attitude statements:

1. Write in as simple language as possible.
2. Make the statement debatable.
3. Include only one complete thought.
4. Avoid statements from which an attitude is to be inferred.
5. Fit the vocabulary to the group with which it is to be used.
6. Write each statement in less than 15 words.

Champney (1941, p. 131) warned that any "evaluation in parental behavior calls for many allowances and corrections. Inference must be cultivated for all its worth."

In this review of literature the investigator attempted to describe the meaning of an attitude and the development of selected attitude scales.

CHAPTER III

PROCEDURES

The first step taken to study the opinions of parents of a university nursery school was to construct an instrument to measure opinions. Other procedures necessary for this study were to determine the direction the statements should go; to determine the subjects to be measured and to administer the instrument; and to determine how the data would be analyzed.

The Development of an Instrument

The idea began with the study of day care centers and nursery schools. An interview-check list of 100 items was developed in an attempt to determine what parents (mothers of children in day care centers) expected from day care centers. While pretesting the interview check-list with ten mothers in the Greensboro area, it was noted, in the conversations with the mothers, that they were very opinionated about certain child-rearing practices and very indifferent about others. To the investigator, this was the expression of attitudes. The decision was made to measure opinions of a university nursery school instead of those of a day care center. After the investigator listened to parents' conversations and watched expressions that would point out opinions (opinions used here as an expressed attitude), she combined these ideas, statements from the University of Southern California Parent Attitude Survey, and Hereford's

study (1963) to form an opinionaire.

It was generally agreed among authorities that a nursery school contributes to a child's emotional, social, physical and intellectual development. To measure opinions in these four areas of development, an opinionaire of 64 items was constructed with a 5-point scale ranging from strongly agree, agree, neutral, disagree, to strongly disagree. Preliminary screening of items in the opinionaire was conducted in a Nursery School Education class. The members of the class were seniors and graduate students (Phd.D. and Masters candidates). The seventeen member class consisted of parents (fathers and mothers), teachers, child development and education majors. Two class members who were graduate assistants in the Nursery School were eliminated from the pre-testing. The group was instructed to rate each statement as "good" or "poor" to be used to measure parental opinions of a university nursery school. From the tabulation, if twelve rated the statement as a good statement to use, it was left in the opinionaire; if as many as three persons rated the statement as "poor", the statement was discarded. A total of 56 statements was agreed upon by four-fifths of the class as "good" thus eliminating eight from the original 64 items.

Directions of Statements. Nine judges selected from the University of North Carolina at Greensboro Nursery School staff and graduate students (Masters and Ph.D. candidates) from the child development area were asked to determine the direction of the statement as to a favorable (positive) or unfavorable (negative) statement relating to child development and nursery schools. Sixty per

cent agreement by the judges on favorability or unfavorability was used. When necessary the direction of the statement was reversed by making it positive or negative in order to have equal number of favorable and unfavorable statements in each of the four categories. In order to avoid any stereotyped response, the favorable and unfavorable statements were scattered throughout the opinionnaire. The statements were given a weighed score of five, with three at mid-point or neutral. The favorable statements scores were strongly disagree (1), disagree (2), neutral (3), agree (4), strongly agree (5). The unfavorable statements were weighed in the opposite direction: strongly disagree (5), disagree (4), neutral (3), agree (2), strongly agree (1). With scores thus weighed it was possible to make a highly favorable scores of 280 with a favorable range to 183; 144-182 neutral. Below 144 an unfavorable opinion was indicated. The neutral point included a range of 28 points. Fourteen points were from the disagree direction and fourteen were from the agree direction, thus including one-fourth of the immediate score range on either side of the neutral point.

The Categories of the Statements

The statements were selected to relate directly to the parent's opinion of the child's physical, social, emotional, or intellectual development. The 14 statements in each category are coded in the Appendix. Provision was made for additional information on a cover sheet of the opinionnaire (see Appendix) to determine the parents who had had previous experience with a university nursery school, the parents who had had child psychology or child development courses, the number of children in the family and the group in which the child is presently

enrolled in the University of North Carolina at Greensboro Nursery School.

The Selection of Subjects

The mothers of children enrolled in the 1964-65 session of the University of North Carolina at Greensboro Nursery School were selected as subjects. This group included mothers of children enrolled in the five-day-a-week junior and senior Nursery School program and mothers of children in the toddler program which meets in two groups on two alternate afternoons a week. Twenty-four children were enrolled in the Nursery School program. One mother had two children enrolled thus giving a total of twenty-three mothers in the Nursery School program. Twenty-two mothers had children enrolled in the toddler program.

Administration of Opinionaire

At a parents' meeting two weeks before the administration of the opinionaire, parents were informed of the study in progress and their cooperation was requested. A letter followed in the Nursery School Bulletin (see Appendix) as a reminder and also to inform those who were not present at the meeting.

As a convenience to the parents, the opinionaire was administered on the days the parent drove a "car pool," either in the morning or at noon. The opinionaire was administered to the nursery school mothers individually or in small groups of three or four. The instructions were the same, reading together the instructions, reminding the parents not to discuss the statements,

and advising the parents to work rapidly. They were told that there were no right or wrong answers, and that their names would not be used. After the papers were returned to the investigator, an informal discussion followed. The statements were discussed and many times debated by the parents. In most cases, each mother expressed her opinions freely, explaining her beliefs. The length of time spent in responding to the opinionaire was from eight to twenty minutes. Many mothers were amused as they responded to the statements - particularly statement number 47 (see Appendix) - but did not comment until after having completed the opinionaire. It was interesting to note that one mother responded in very large dark X's to statements with which she disagreed.

Only seventeen parents from the toddler group responded to the opinionaire. One toddler mother was on the staff at the nursery school and was used as one of the judges, thus she was eliminated; one toddler mother was eliminated because she was one of the respondents in the Nursery School Education class in the pretesting; one opinionaire from a mother of a toddler had to be discarded because of incomplete information; the other mothers were not available because of illness. A total of forty mothers from the combined groups responded to the opinionaire.

Data Analysis

One purpose of this study was to determine whether there was a significant difference between opinions of those parents who had had previous experience with a university nursery school and those who had not. A comparison

was made of raw scores, the mean, the standard deviation in the four categories, and the total, in relation to those having had previous experience with a university nursery school and those who had not. A t test using the formula (Lindquist, 1942, p. 138):
$$\frac{M_1 - M_2}{\sqrt{\left(\frac{N_1\sigma_1^2 + N_2\sigma_2^2}{N_1 + N_2 - 2}\right) \left(\frac{N_1 + N_2}{N_1 N_2}\right)}}$$
 was used to determine the significance of difference between the two variables (with experience and without experience) for each of the four categories and for the total. M_1 indicated the mean scores for the experienced group; M_2 was the mean for the non-experienced group. N was the number of subjects. N_1 indicated the number of mothers with experience and N_2 , the number of mothers without experience. The number of degrees of freedom was $N_1 + N_2 - 2$. Significance at the .05 level was chosen; that is, the results obtained would occur by chance with the probability of only one in 20 times.

Another purpose of this study was to determine the favorability of parental opinions of a university nursery school. The scores were weighed on a five point scale, previously discussed.

CHAPTER IV

DATA ANALYSIS

The data for this study were obtained from 40 mothers who had a child enrolled in the University of North Carolina at Greensboro Nursery School, either in the toddler program or in the Nursery School program. The data analysis was divided into two parts. Part one, general information, included background information such as mothers' education, occupations, semester association with a university nursery school, and number of children in family. Part two included statistical treatment of data.

General Information

Table 1

Mother's Educational Status and Mean Scores on Opinionaire

	High School	Other*	Some College	College Graduate	Graduate Degrees
N	2	6	6	18	8
M _x	198.50	197.83	197.83	202.44	206.62

N - number mothers

M_x - Mean Score

* - Business, or nursing training

The mother's education seemed to have some bearing on the total mean

score. It should be noted that there were only two mothers in the first group and six in the second. Eighteen mothers were college graduates and had a favorable mean score of 202.44. Eight mothers held graduate degrees and had a mean score of 206.62. One of the mothers held a Master's degree in Child Development.

Table 2
Number of Child Development or Child Psychology Courses and
Mean Scores on Opinionnaire

Courses	0	1	2	3	4
N	26	8	2	2	2
Mean Scores	195.592	204.00	209.00	207.00	208.05

The twenty-six mothers who had had no child development or child psychology courses had a mean opinionnaire score of 195.592. For the eight mothers who had one course, a mean score of 204.00 was computed. Only two mothers who had had two courses in child development or child psychology had mean score of 209.00. Two mothers who had had three courses, scored 207.00 on the mean. Two mothers had had four or more courses and had a mean score of 208.50. It should be noted here that the groups were very small with only two mothers in the two, three and four categories.

Most of the mothers did not work. Only nine were employed part time.

The categories of occupations were as follows: part time teachers (music and other); secretaries (usually for husbands); director of theatrical group; sales-work; and lawyer. The forty fathers' occupations were as follows: five in executive positions (the majority with textile companies); five engineers; seven attorneys; one music director; two professors; two orthodontist and/or dentist; five salesmen; three accountants; four business owners; three business managers; one veterinarian; one podiatrist; and one farmer.

Table 3

Mean Scores of Mothers' Opinions with Semester Association
with a University Nursery School

Semesters	1-2	3-4	5-6	7 +
N	13	12	7	7
Mean	201.50	202.33	201.17	198.15

The number of semesters the mothers were associated with a university nursery school ranged from one (the current school year) to nine. The mothers with their first association had a mean score of 201.50. The mothers with 3-4 semesters association scored slightly higher with a mean of 202.33. The mean scores were slightly lower with more association. For the mothers with 5-6 semesters of association, a mean score of 201.17 was computed. For the mothers with seven or more semesters association, there was a mean score of 198.15. The mothers' scores showed a similarity regardless of the

number of semesters association with a university nursery school.

Table 4

Mean Scores of Mothers' Opinions Who Have Had Children

Previously Enrolled in a University Nursery School

Children Previously Enrolled	0	1	2	3
N	22	16	2	0
Mean Score	198.863	203.651	201.00	0

N = 40

Twenty-two mothers had had no other child previously enrolled and two mothers had had two children previously enrolled in a university nursery school. The mean score for the twenty-two mothers who had not had another child enrolled was 198.863. The 16 mothers who had had one other child enrolled previously scored 203.651. It should be noted that the two mothers who had had two other children enrolled had a mean score of 201.00.

Table 5

Mothers Mean Scores and Number of Children in Family

Children in Family	One Child	Two Children	Three Children	Four Children
Mothers	12	19	7	2
Mean Scores	201.916	203.00	195.00	198.00

N = 40

The 12 mothers who had one child had a mean score of 201.916. The group of 19 mothers with two children had a slightly higher mean score of 203.00. The group of seven mothers with three children scored lowest with a mean of 195.50. This finding substantiated Kivett's (1960) study in that mothers with three children scored lower than mothers with one, two, or four children. In the present study, however, the two mothers with four children scored 198.00.

Treatment of Data

One of the purposes of this study was to determine whether parental opinions toward a university nursery school were favorable.

The opinionaire, consisting of four categories of measurement, measured opinions toward childrearing practices and nursery schools. The four categories measured were opinions toward social, physical, emotional, and intellectual development. Each category consisted of 14 statements, seven favorable and seven unfavorable (scattered throughout the opinionaire). Each statement had a possible score of five points, thus the score range was from 14-70, with 42 at the neutral point for each of the four categories.

The four categories made up the 56-item opinionaire. The total score range was from 56-280. A score of 144-182 was considered neutral. Scores below 144 were considered unfavorable and scores above 182 were considered favorable. The neutral score was determined by adding 14 from either direction to the neutral point of 168.

The second purpose of this study was to determine if there was a

significant difference between opinions of those parents who had had previous experience with a university nursery school and those who had not. The subjects, consisting of 40 mothers were divided into two groups, the experienced and the non-experienced group. The total scores were made up of the four categories.

The group investigated does not represent a sample in the true sense of the word. The subjects represent a population common to university nursery schools to the extent that inferences may or may not be drawn from other university nursery schools which would constitute a similar group. To test statistically, the t test was used to determine the significance of difference between the scores of "experienced" mothers and those who were "not experienced". The following formula (Lindquist, 1942, p. 138) was used:

$$t = \frac{M_1 - M_2}{\sqrt{\left(\frac{N_1\sigma_1^2 + N_2\sigma_2^2}{N_1 + N_2 - 2}\right) \left(\frac{N_1 + N_2}{N_1 N_2}\right)}}$$

Social Category

Table 6

Parental Opinions of Mothers Toward Social Growth of Children

Category	N	Range	M_x	S.D.	t^*	.05
Mothers With Experience	26	35-56	48.192	4.411	1.786	---
Mothers Without Experience	14	38-57	49.000	5.192		

* t value of 2.025 is necessary to be significant at .05 level with 38 degrees of freedom.

The number of items in the Social Category totaled 14. Possible range of total opinion scores in social category is from 14-70 with 42 at neutral point. The raw score range for 26 mothers with experience was 35-56. The mean was 48.192 with a standard deviation of 4.411. The possible range of total opinion scores in the social category was from 14-70 with the mid-point of 42 as neutral. The mean of 48.192 indicated a favorable opinion score toward social growth.

The fourteen mothers without experience had a mean score of 49.500 with a standard deviation of 5.192. The raw score range was from 38-57. This group also had a favorable opinion toward social growth.

The value of t for the differences in the Social Category was 1.786. A t value of 2.025 was necessary to be significant at the .05 level with 38 degrees of freedom. Therefore, the difference in the two groups of scores in the social category was not significant at the .05 level.

Physical Category

Table 7

Parental Opinions of Mothers Toward Physical Development of Children

Category	N	Range	M_x	S.D.	t^*	.05
Mothers With Experience	26	41-57	50.000	3.922	1.523	---
Mothers Without Experience	14	42-54	48.00	3.798		

* t value of 2.025 needed to be significant at .05 level of confidence.

Possible range of total opinion scores in Physical Category is 14-70 with 42 at the neutral point. The 26 experienced mothers scored in a range of 41-57 with a mean of 50.00 and a standard deviation of 3.922. With 42 at the neutral point, a mean of 50.00 indicated favorable opinion toward physical development.

The 14 mothers without experience had a mean score of 48.00 with a standard deviation of 3.798 and a score range of 42-54.

A t value of 1.523 was not significant at the .05 level. For 38 degrees of freedom, a t value of 2.025 was needed.

Emotional Category

Table 8

Parental Opinions of Mothers Toward Emotional Growth of Children

Category	N	Range	M_x	S.D.	t^*	.05
Mothers With Experience	26	46-63	54.538	4.054	.586	---
Mothers Without Experience	14	50-62	55.285	3.293		

* t value of 2.025 needed to be significant at .05 level of confidence.

Possible range of total opinion scores in Emotional Category was 14-70 with 42 at the neutral point. Favorability of opinion was indicated in the emotional growth category. The scores of the 26 mothers with experience ranged from 46-63. The mean was 54.538 and the standard deviation was 4.054.

The mothers without experience also showed favorability with a mean of 55.285 and a standard deviation of 3.293. The 14 scores ranged from 50-62.

The t value was computed at 5.86. In order to be significant at .05 level with 38 degrees of freedom, a t value of 2.025 was needed. The difference between the two groups was not significant. Both groups had favorable scores.

Intellectual Development

Table 9
Parental Opinions of Mothers Toward Intellectual Development
of Children

Category	N	Range	M_x	S.D.	t^*	.05
Mothers With Experience	26	39-57	48.153	4.982	1.300	---
Mothers Without Experience	14	44-55	50.143	3.502		

* t value of 2.025 needed to be significant at .05 level of confidence.

The scores of the 14 item Intellectual Development Category ranged from 39-57 for the 26 experienced mothers. Possible score range of total opinion scores in Intellectual Category is 14-70 with 42 at the neutral point. The mean score of 48.153 indicated favorability with six points above the neutral score of 42.

The 14 mothers without experience scored a mean of 50.143 and a standard deviation of 3.502. The raw score range was 44-55. Their opinions

as a group were also favorable.

A t value of 1.30 was not significant.

Total Parental Opinions

Table 10

Total Opinion Scores of Mothers Toward a University Nursery School

Category	N	Range	M_x	S.D.	t^*	.05
Mothers With Experience	26	178-218	200.880	3.071	.585	---
Mothers Without Experience	14	178-215	201.500	3.230		

* t value of 2.025 is necessary to be significant at .05 level of confidence with 38 degrees of freedom.

The total score ranged from 178-218 on the 56 item opinionaire for 26 mothers with experience. The possible score range was 56-280 with 144 to 182 at the neutral point. A score above 183 indicated favorability. The mothers with experience had a mean score of 200.880 indicating a favorable opinion of a university nursery school. The 14 mothers without experience scored from 178-215, with a mean of 201.500, also a favorable score.

A t value of the differences was .585 and was not significant at the .05 level.

Favorability of Scores

The bar graph, Figure 1, emphasized the direction of score ranges (and

the mean) concerning the favorability in each category and the comparison between the categories.

The mean opinion score range toward Social, Physical and Intellectual Development, as measured by this instrument, were very similar. The three categories indicated favorability toward a university nursery school.

The Emotional Category, however, tended to reflect more favorable opinions than the other three categories, as measured by this opinionaire. The mean scores of both experienced and non-experienced mothers indicated favorability.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

One needs to talk with a mother only a short time in order to realize that, in most cases, she is doing that which, in her opinion, is best for her child. The preschool period is the time when the demands are greatest toward a child's social, physical, emotional, and intellectual growth. According to Biber (1949), the nature of these feelings would seem to have implications for a child's receptivity toward a nursery school. In order for the educators' efforts to be successful, there must be harmony between the parents and the educational facility.

The purposes of this study were (1) to determine whether or not the parental opinions toward a university nursery school were favorable and (2) to determine whether there was a significant difference between the opinions of those parents who have had previous experience with a university nursery school and those who have not.

A university nursery school is a "human relationships laboratory" (Read, 1946) which serves as a laboratory for college students, but at the same time provides young children with educational experiences adapted to their needs. Research indicated that if the experiences a child had in a nursery school were vital to his needs, they contributed greatly to his wholesome

development socially, physically, emotionally, and intellectually (Gore, 1963). Other studies cited in the review of literature emphasized the importance of attitudes in childrearing practices, but little research had been done on the parents' attitudes toward preschool education.

In this study an attempt was made to measure parental opinions toward a university nursery school. Opinions thus used is "an expressed attitude." The first step taken to measure parental opinions was the construction of an instrument to measure opinions. The investigator's ideas, statements from USC Parent Attitude Survey (Shoben, 1949), and Hereford's (1963) study were combined to form an opinionaire. It was generally agreed among authorities that a nursery school contributes to a child's social, physical, emotional, and intellectual growth. To measure opinions in these four categories, an opinionaire of 64 items was constructed with a 5-point scale ranging from strongly agree, agree, neutral, disagree to strongly disagree. After preliminary screening of items on the opinionaire in a nursery school education class, eight items were eliminated, thus leaving a total of 56 items.

Nine judges from the University of North Carolina at Greensboro Nursery School staff, and graduate students (Masters and Ph.D. candidates) from the child development department, determined the direction of the statements as to a favorable (positive) or an unfavorable (negative) statement relating to child development and nursery schools. Sixty per cent agreement by the judges on favorability was used to retain or eliminate items.

The favorable statements scores were strongly disagree (1), disagree

(2), neutral (3), agree (4), strongly agree (5). The unfavorable statements were weighed in the opposite direction: strongly disagree (5), disagree (4), neutral (3), agree (2), strongly agree (1) in such a way that a high score would indicate a favorable opinion. On the 56 item opinionaire with the scores thus weighed, it was possible to make a highly favorable score of 280 with a favorable range to 183; 144-182 was neutral; below 144 an unfavorable opinion was indicated. The number of items in each category was 14. The possible range of the total opinion scores in each category was from 14-70 with 42 at the neutral or mid-point.

The subjects were 40 mothers who had a child enrolled in the toddler or nursery school program at the University of North Carolina Nursery School during the 1964-65 school session.

The opinionaire was administered to the 23 Nursery School mothers (individually or in small groups of three or four) and to 17 toddler mothers at their group meetings.

The data from this group of 40 mothers were divided into two groups, the experienced group (those who had had a child previously enrolled in a university nursery school) and the non-experienced group (those who had not had any association with a university nursery school before the 1964-65 session). Individual scores were made up of four categories of measurement (social, physical, emotional, and intellectual), which also constituted the total score. A t test was used to determine the significance of difference between the scores of the two groups, for each category and for the total.

In the Social Category, there was no significant difference between the scores of the mothers with experience and the mothers without experience. These scores were slightly favorable, however.

In the Physical Category, there was no statistical difference between groups. The scores were in the favorable range, however.

The Emotional Category scores were in the very favorable direction. Both groups of mothers scored higher in the Emotional Category than in the other three categories. However, in the Emotional Category, there was no significant difference between the scores of the groups, experienced or non-experienced.

The scores were not significantly different at the .05 level in the Intellectual Category. The mean scores were favorable in both groups, however.

In each of the four categories of measurement, all the mean scores indicated favorability toward the University Nursery School.

The total score range indicated favorability. With scores not statistically different, the experienced and non-experienced mothers scored about 200 on the mean. A score above the neutral of 182 was necessary to be on the favorable side of the scale.

Limitations

Certain limitations included in this study need to be recognized and taken into account in considering the interpretation of the data.

(1) One limitation of this study was the time this investigation was made. All of the parents had had at least one semester of experience with a

university nursery school. During the semester all the mothers had had individual conferences concerning their children or had met with group discussions as in the toddler mothers' meetings.

(II) Another limitation was the fact that most of the parents in the group were from the upper middle income bracket.

(III) The group included only Greensboro, N. C. residents who had a child enrolled in the University Nursery School.

(IV) Present in any study of this type are the limitations attributed to the specific instruments used: (1) the range of response is limited; (2) the subject may sincerely believe he has answered in accordance with his true feelings, whereas this may or may not be true; (3) the subject may try to answer according to how he thinks he should answer, rather than how he really feels; (4) even though the subjects were instructed to work rapidly, it is possible that some "read into" the statements too deeply.

(V) Another limitation beyond the control of the investigator was the fact that many of the statements in the original opinionnaire were eliminated by the nursery school education class in the preliminary screening of statements. These statements were specifically included to measure pertinent facts pertaining to a university nursery school.

Conclusions

(1) The conclusion can be made that these parental opinions toward a university nursery school were favorable.

(2) This study indicated that the mother's education might have had

some bearing on the total mean score, but the relationship was rather diffused. The mothers who had had a high school education scored higher than the mothers with some additional training. The mothers who were college graduates scored higher than the high school graduates. The mothers who held graduate degrees scored higher than the college graduates.

(3) The score range for the Social Category was lower than any of the four categories. This seemed to indicate that parents do not send their child to nursery school for social development alone, which the literature revealed was one of the prime purposes.

(4) The score range for the Emotional Category was very favorable. This fact indicated either that the parents are better informed in this area or that they have a deeper appreciation of emotional development.

(5) There was no significant difference between the scores of the mothers who had had previous experience with a university school and those who had had no experience. The nursery school program fosters parent education through conferences, meetings, literature and observations, but it is possible that other factors are important in influencing parental opinions.

Any generalization based on the significance of this study should be related to groups composed of mothers from a college community, who have a child in a laboratory nursery school, and who are from upper middle socioeconomic level.

Recommendations

From this study the following recommendations can be made:

(1) An investigation similar to this one should be made at the beginning of the school year.

(2) A study comparing the fathers' opinions with the mothers' opinions is recommended. Many mothers remarked that their husbands would have a different opinion on some of the statements.

(3) A comparison of parental opinions is needed of those who have a child enrolled in a university nursery school and those who do not in order to supply more conclusive results.

(4) Further study is needed to determine the relationship between parental opinions and a child's adjustment to a nursery school setting.

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LETTER TO THE PARENTS OF THE CHILDREN OF THE

Dear Parents,

I am writing to you today to discuss the progress of your child's education. It is my hope that you will find this letter helpful in understanding the work of the school and the progress of your child. We are pleased to report that your child has made excellent progress in all subjects. We will continue to work together to ensure that your child receives the best possible education.

APPENDIX

Mary White
Theresa Brown

John Smith,
Director of Normal School

LETTER TO PARENTS OF NURSERY SCHOOL CHILDREN

Dear Parents:

In conducting a study of parent's opinions of a University Nursery School, we need your help in answering a few questions. Your answers will be treated confidentially. Your name will not be included, but your opinion will contribute much to this study. During the week of February 22-26, will you please plan to stay ten or fifteen minutes longer one day and respond to a brief opinionaire. If you will not be driving a car pool during this time, will you please come by the Nursery School for a few minutes? The opinion of each of the 23 mothers is important for this study.

Your cooperation is appreciated.

Sincerely,

Juanita Egerton
Graduate Assistant

Nancy White,
Thesis Director

Helen Canaday,
Director of Nursery School

OPINIONAIRE

Number of children in your family _____

Sex _____ Age _____ Sex _____ Age _____ Sex _____ Age _____

Sex _____ Age _____ Sex _____ Age _____ Sex _____ Age _____

Father's occupation _____

Mother's occupation _____

Full time _____ Part time _____

Father's education _____

Mother's education _____

How many child development courses have you had? _____

How long has your child (presently enrolled) attended U.N.C. -G. nursery school? _____

Have you had another child enrolled in a university nursery school?

_____ yes _____ no.

Number of children previously enrolled _____ Date of enrollment _____

_____ Date of enrollment _____

DIRECTIONS. Please read carefully! Below you will find statements concerning child rearing and nursery schools. After reading a statement you will know, in most cases, whether you agree or disagree with the statement. If you agree, decide whether to place an "X" under "agree" or "strongly agree". If you disagree, decide whether to place an "X" under "disagree" or "strongly disagree". Try to avoid "neutral". Your opinion is important--so please answer each statement according to your true feeling. Please do not discuss the statements. Work rapidly. Do not spend much time on any statement. Your name will not be used. BE SURE TO ANSWER EACH STATEMENT.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
S +	1. Children should play with whomever they choose.	(1)	(2)	(3)	(4)	(5)
S - *	2. Children should not be permitted to play with youngsters from the "wrong side of tracks."	(5)	(4)	(3)	(2)	(1)
S +	3. A child should be allowed to eat with his fingers.	(1)	(2)	(3)	(4)	(5)
S +	4. A child should stand up for his rights if he has a toy and another child wants it.	(1)	(2)	(3)	(4)	(5)
S -	5. A child should sit at the table until everyone has finished eating.	(5)	(4)	(3)	(2)	(1)
P -	6. If one child bites another, someone should bite him to let him know how it feels.	(5)	(4)	(3)	(2)	(1)
S +	7. A child should start at an early age to learn good manners.	(1)	(2)	(3)	(4)	(5)
P +	8. Mealtime should come at the same time every day.	(1)	(2)	(3)	(4)	(5)
P -	9. A child should eat everything on his plate.	(5)	(4)	(3)	(2)	(1)
P +	10. Children should be made to rest.	(1)	(2)	(3)	(4)	(5)

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
P +	11. Between meal snacks should be a part of the food furnished in the nursery school.	(1)	(2)	(3)	(4)	(5)
P +	12. A child should be made to wash his hands before eating.	(1)	(2)	(3)	(4)	(5)
P -	13. Whether or not a child is well enough to attend school should be left to the mother's judgment.	(5)	(4)	(3)	(2)	(1)
S -	14. Boys and girls should use toilet facilities at different times.	(5)	(4)	(3)	(2)	(1)
P +	15. Personnel should be permitted to spank children.	(1)	(2)	(3)	(4)	(5)
I +	16. Strict discipline is not essential to the training of children.	(1)	(2)	(3)	(4)	(5)
I - ++	17. Children should make only minor decisions for themselves.	(5)	(4)	(3)	(2)	(1)
P -	18. Children should play only under close supervision.	(5)	(4)	(3)	(2)	(1)
E - *	19. A child should be shamed into obedience if he won't listen to reason.	(5)	(4)	(3)	(2)	(1)

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
E +	20. Sex is one of the greatest childhood problems with which adults contend.	(1)	(2)	(3)	(4)	(5)
E - *	21. Strict discipline weakens a child's personality.	(5)	(4)	(3)	(2)	(1)
I -	22. Children should be allowed to do as they please.	(5)	(4)	(3)	(2)	(1)
E +	23. A nursery school teacher should not expect prompt obedience.	(1)	(2)	(3)	(4)	(5)
S -	24. A child should be made to take part in group activities.	(5)	(4)	(3)	(2)	(1)
E +	25. A mother should never slip away from her child at nursery school.	(1)	(2)	(3)	(4)	(5)
E +	26. A child who is having a temper tantrum should be left alone.	(1)	(2)	(3)	(4)	(5)
E -	27. A child who is afraid of flushing a toilet should be made to flush it over and over.	(5)	(4)	(3)	(2)	(1)
E -	28. A child should be left to cry it out if he doesn't want to stay at nursery school.	(5)	(4)	(3)	(2)	(1)

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
E -	29. A child who is afraid should be told he is acting like a baby.	(5)	(4)	(3)	(2)	(1)
P +	30. A nursery school should not close during an epidemic of contagious diseases.	(1)	(2)	(3)	(4)	(5)
P -	31. Nursery school experience is "glorified" baby-sitting.	(5)	(4)	(3)	(2)	(1)
P +	32. Excellent physical facilities are less important than qualified personnel.	(1)	(2)	(3)	(4)	(5)
E -	33. A child who is afraid of heights should be made to climb to the top of a jungle gym.	(5)	(4)	(3)	(2)	(1)
S +	34. Parents should not be blamed if their children are naughty.	(1)	(2)	(3)	(4)	(5)
E + ++	35. Independent and mature children are as loveable as children who openly want and need parents or teachers.	(1)	(2)	(3)	(4)	(5)
I +	36. A child should question the commands of his parents.	(1)	(2)	(3)	(4)	(5)
I -	37. Teachers and parents should have complete control over the actions of children.	(5)	(4)	(3)	(2)	(1)

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
S +	38. A child should hit back if he is hit.	(1)	(2)	(3)	(4)	(5)
P -	39. Personnel should give aspirin for headache or fever.	(5)	(4)	(3)	(2)	(1)
I -	40. A university nursery school has too many needless rules for parents.	(5)	(4)	(3)	(2)	(1)
I - ++	41. A child should do what he is told without stopping to argue about it.	(5)	(4)	(3)	(2)	(1)
S - ++	42. Children who indulge in sex play become sex criminals.	(5)	(4)	(3)	(2)	(1)
I +	43. Children need not be allowed to have their own way.	(1)	(2)	(3)	(4)	(5)
S -	44. All children need nursery school experience.	(5)	(4)	(3)	(2)	(1)
E + *	45. It is hard to know what to do when a child is afraid of something that won't hurt him.	(1)	(2)	(3)	(4)	(5)
I + *	46. It is difficult to know what healthy sex ideas are.	(1)	(2)	(3)	(4)	(5)
E - ++	47. Rearing children is a nerve-wracking job.	(5)	(4)	(3)	(2)	(1)

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
E +	48. It is a rare parent who can be even-tempered with children all day.	(1)	(2)	(3)	(4)	(5)
S - ++	49. A child who comes from a bad family situation doesn't have much of a chance of succeeding in life.	(5)	(4)	(3)	(2)	(1)
I -	50. Children must be told exactly what to do and how to do it or they will make mistakes.	(5)	(4)	(3)	(2)	(1)
I +	51. A university nursery school offers an educational opportunity to parents.	(1)	(2)	(3)	(4)	(5)
I -	52. "A good parent" is an "expert" rule follower.	(5)	(4)	(3)	(2)	(1)
I +	53. Education is important in parent's feelings toward child rearing.	(1)	(2)	(3)	(4)	(5)
S +	54. A university nursery school has prestige for parent and child.	(1)	(2)	(3)	(4)	(5)
I +	55. Most parents have questions in regard to the best way to rear children.	(1)	(2)	(3)	(4)	(5)
P -	56. There should be no restrictions in the enrollment of children in a university nursery school.	(5)	(4)	(3)	(2)	(1)

*University of Southern California Parent Attitude Survey

++Hereford's Parent-Attitude Survey Scale No. 1 and No. 4.

THE FOLLOWING STATEMENTS WERE ELIMINATED IN THE PRELIMINARY
SCREENING:

* A child should be seen and not heard.

++ Children need some of the "natural meanness" taken out of them.

Physical facilities in a university nursery school should have a "show-case look".

A university nursery school is the "best" available.

Only children of higher socio-economic families attend university nursery schools.

A child is in greater danger of contracting a contagious disease in a nursery school than at home.

++ Quiet children are much nicer than little chatterboxes.

Since children enrolled in a university nursery school are used as research subjects, the tuition should be very little.

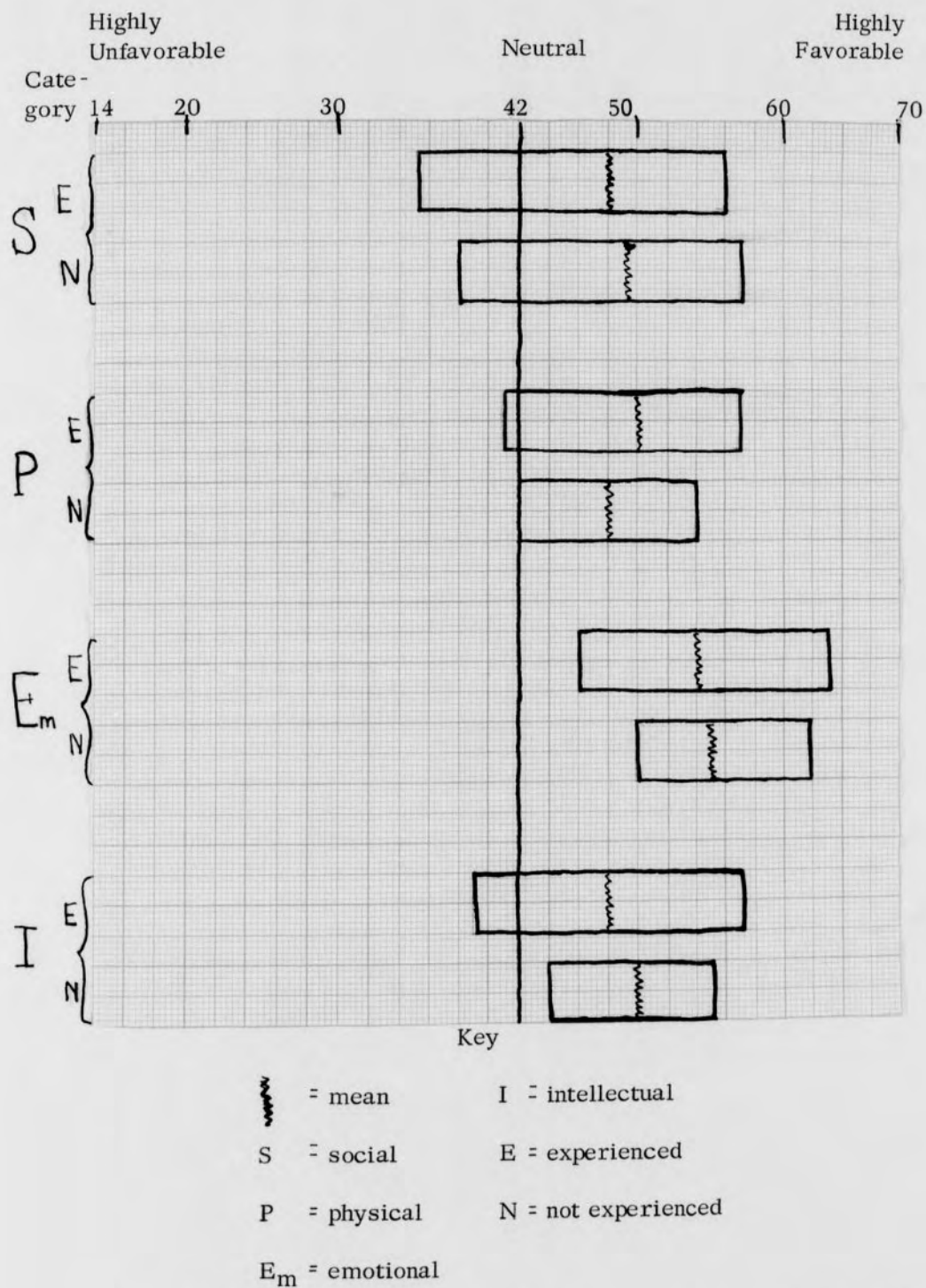


Fig. 4. Position of score range of each category on favorability scale.

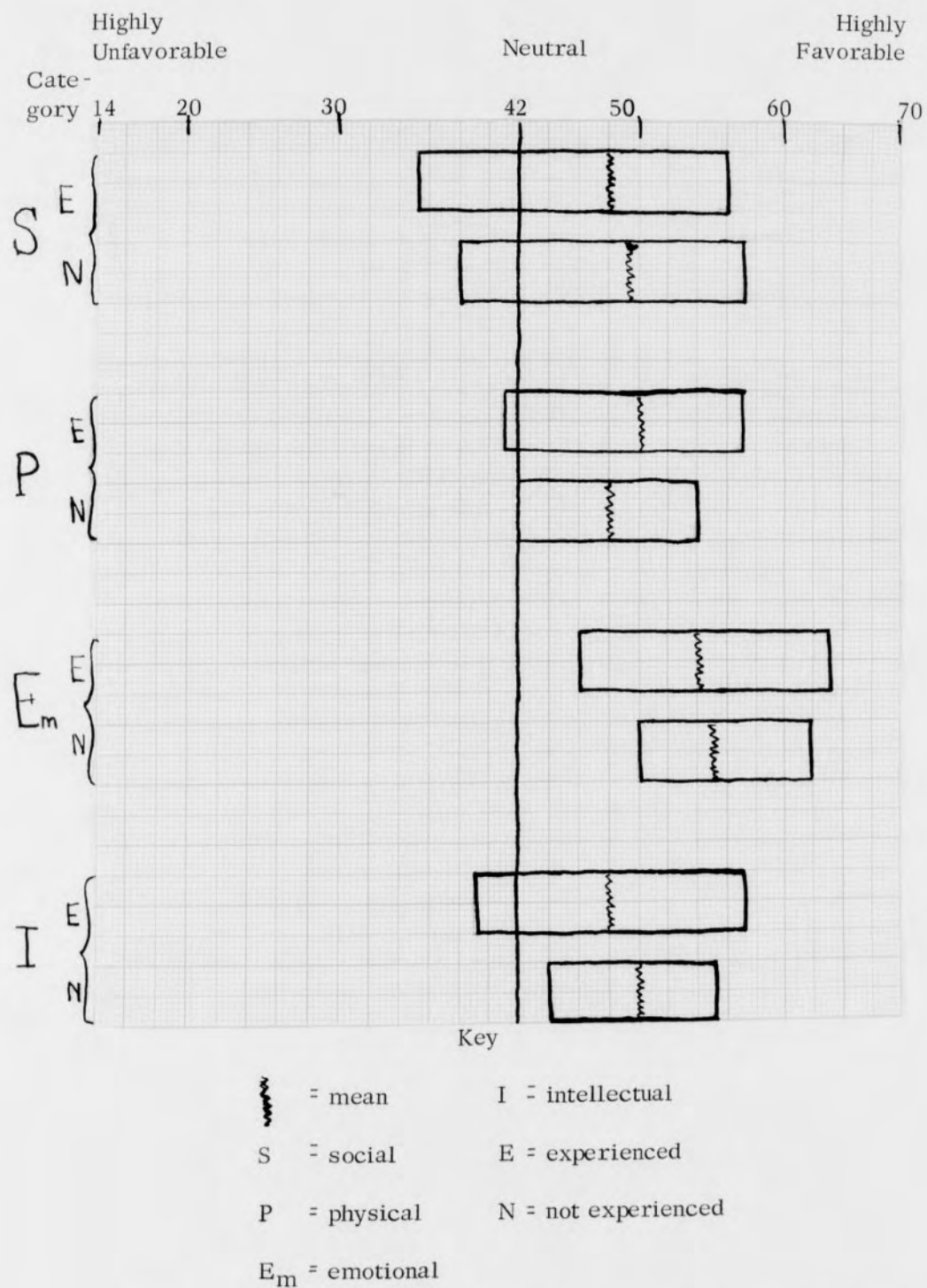
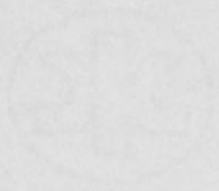


Fig. 4. Position of score range of each category on favorability scale.



THE BOY SCOUTS OF AMERICA
BOYS' LIFE
MAY 1911

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