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May 18, 1936.

To the Committee on Graduate Study:

I submit herewith a thesis written by Miss Anna Mae Coldwell and entitled "A Study of the Child Training Practices of Thirty-five Families of Pittman Center, Sevier County, Tennessee," and recommend that it be accepted for nine quarter hours credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Child Development.

Ella J. Day

At the request of the Committee on Graduate Study, we have read this thesis, and recommend its acceptance.

Florence Elmer Leed

Drucilla Kuck

Accepted by the Committee

J. R. Trent
Chairman

A STUDY OF THE CHILD TRAINING PRACTICES OF THIRTY-FIVE FAMILIES OF PITTMAN CENTER, SEVIER COUNTY, TENNESSEE

A THESIS

Submitted to the Graduate Committee
of
The University of Tennessee
in
Partial Fulfillment of the Requirements
for the degree of
Master of Science

by

ANNA MAE COLDWELL

June 1936

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CHAPTER I

INTRODUCTION AND REVIEW OF RELATED STUDIES

Within the last few years many studies have been made dealing with the various phases of the development of children. Among intelligent people, and especially among intelligent parents, there is a demand for knowledge of better methods of procedure in handling the problems which arise in child training. Tradition has to some extent supported the opinion that motherhood instinctively brings with it adequate knowledge of child rearing. Why should parents rely upon instinct to rear their young while in other life problems they depend upon all the enlightenment to be secured through research and scientific method? Parenthood demands the best that is in human beings, and those parents who are asking and accepting the information of child development specialists are wise.

The way to the heart of most parents is through the medium of their children. Rightly approached every normal intelligent parent wishes to do the best thing for his child. In places where modern child psychology is unknown there is need for workers skilled in handling both parents and children to awaken the uneducated to the possibilities and the adventure of child training.

In the wealth of literature today on the subject

of rearing children there are many things suggested as significant in early training. If the child is to become a well-adjusted adult, he must have an environment which assures him of security, guards his emotional habits, and affords him companions and pets. Such essential habits as eating, sleeping, and elimination must be given attention from birth since they seem to be foundation stones for health. Thus it seems highly important that the parents, those who are responsible for training children, know good techniques and procedures for establishing proper habits.

Good eating habits are a question of concern among many parents today. Aside from the fact that if a child is a finicky eater he may be malnourished, certain authorities believe that habits of eating are directly related to personality traits. Eliot[1] made a study of sixty-nine children in two nursery schools to find out if there was a relationship between eating habits and personality. She says: "The importance of eating habits in relation to the child's nutrition has become widely appreciated. In the minds of those who have watched, there is no doubt that mealtime is an important and interesting time to a little child."

Just how important mealtime is in the life of a child is brought out in the study of the personality traits

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1 Eliot, Abigail A., "Eating Habits in Relation to Personality Development of Two and Three-year-old Children." Journal of Genetic Psychology, June, 1933, p. 403.

related to eating. In Eliot's[2] study each child was rated on a five-point scale in each of the personality traits by three persons. Ninety recordings were selected for estimating the personality traits of the sixty-nine children. She says:

> "The finicky eaters were rated lower in general health than the non-finicky; higher in perception, anger, excitability, moodiness, self-expression, self-confidence, desire for attention, joy in use of power, leadership; lower in regard for the rights of others, regard for authority, emotional and intellectual control, and joy; higher in love of beauty; lower in adjustment."

After determining the significance of the data Eliot[3] says:

> "A true difference almost certainly exists between finicky and non-finicky eaters in five of the traits, general health, moodiness, self-expression, emotional control, and adjustment, and that a true difference probably exists in eight other traits, anger, excitability, desire for attention, leadership, regard for rights of others, regard for authority, intellectual control, and joy."

She[4] summarizes the study as follows:

> "The present study proves nothing as to the transfer, proves nothing as to generalization of traits, it shows only that in this particular group of children, the children who were finicky eaters, according to the writer's description, were probably significantly different from the non-finicky eaters in thirteen personality traits."

Since the nursery school groups have been more accessible most studies have been made with children in such groups. Roberts,[5] however, reports a study of the nutrition

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2 Ibid., p. 436.
3 Ibid., p. 437.
4 Ibid., p. 459.
5 Roberts, Lydia, "The Nutrition and Care of Children in a Mountain County in Kentucky." Bureau Pub. No.110, Washington Government Printing Office, 1922.

and care of children in a mountain county in Kentucky. The survey was made by the Children's Bureau in 1919-20. One hundred and twenty-three homes with 256 children were studied. The nutrition survey was composed of two parts:

> "First, a study of the physical condition of the children to determine their state of nutrition and to discover clinical factors which may be either the result or the cause of poor nutrition; second, an examination into the factors of diet and care responsible for the condition of health in which children are found."

Roberts[6] reports the following findings by the Children's Bureau:

> "Only 28% of the children were having a diet which probably included all the constituents necessary to nourish their bodies, provided enough was eaten and the body was able to utilize it. The diet of 27% were clearly inadequate for the needs of growing children. In other words, nearly three-fourths of the children were living on diets of either doubtful adequacy or certain inadequacy. ---------Eating between meals was indulged in by 43% to such an extent as probably to be harmful."

From another study of 6,015 children of pre-school age in Gary, Indiana, conducted by the Children's Bureau, Roberts[7] quotes as follows:

> "Less than 10% of the entire group had diets which appeared adequate to their needs (9.3 per cent.), while nearly two-thirds of the entire group (60.5 per cent.) and three-fourths of all nationality groups, save whites, Germans, and Lithuanians, had diets plainly inadequate. The lacks in the diets may be even more strikingly shown by noting the use of certain foods. Only 18.9 per cent. of the children were getting the pint of milk which is almost universally recognized as the minimum desired, and 57.2 per cent. had no

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6 Ibid., pp. 39-40.
7 Roberts, Lydia, Nutrition Work with Children, pp. 328-329-330, University of Chicago Press, 1927.

> milk at all to drink. In some nationality groups three-fourths of the children had no milk to drink, and 970 children (16.1 per cent) had no milk at all, either in food or as a beverage. Other essential foods were also conspicuously lacking; 60.1 per cent had no fruits, 59.5 per cent had no eggs, and 50.4 per cent had no vegetables other than potatoes."

Aside from the above which showed that the food was inadequate Roberts[8] says:

> "The practice in respect to habits of eating were likewise poor. Only 3.4 per cent of the children had meals suitable to children; 61 per cent had a "heavy" evening meal; less than half had meals at regular hours; and eating between meals was an almost universal practice, only 18 per cent of the children being free from the habit, and 31.2 per cent indulging in piecing to a probably harmful extent. At least one-third had totally inadequate breakfast or none at all; 16.9 per cent had no lunches or distinctly poor ones, or one cup of coffee and several cookies; and 8.2 per cent had neither adequate lunches nor breakfasts."

Habits of sleep seem quite as important as food habits. Several studies have been made among which is that of Foster, Anderson, and Goodenough.[9] Because of the variety of opinions reported by other authorities, they made an analysis of the sleep records of 1,186 children to find out how many hours of sleep the children were getting. These records were made by the parents for a week at a time at each of the four seasons. The age range of the group was from one month to seven years and eleven months. Their findings in regard to total hours of sleep of the pre-school aged groups are

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8 Ibid., p. 330.

9 Anderson, John C.; Goodenough, Florence and Foster, Josephine, "The Sleep of Young Children." Journal of Genetic Psychology, 1928.

shown in the following table:

AGE					TOTAL HOURS SLEEP		
Year	Mo.	to	Year	Mo.	Mean		S.D.
2	0	"	2	5	12 hrs.	48.0 min.	44.6
2	6	"	2	11	12 "	29.5 "	47.3
3	0	"	3	5	12 "	16.8 "	44.3
3	6	"	3	11	11 "	57.5 "	42.2
4	0	"	4	5	11 "	48.8 "	41.0
4	6	"	4	11	11 "	36.7 "	42.2

These authors believe there is still need for further study of the sleep of young children.

Roberts[10] gave an account of the findings of the Children's Bureau in regard to the sleep of the 6,015 children of the Gary, Indiana, study:

> "Eighty per cent of the 6,015 children were having no daytime nap or rest periods; and they were not sleeping longer hours at night to compensate. Of this group without naps, 42 per cent of the two-to-three-year-olds and 66 per cent of the four-to-five-year-olds had less than twelve hours of sleep at night. In view of the standard usually set for pre-school children of twelve hours of sleep at night and a daytime rest from one to two hours, it is evident that a large number of these children were having a continued sleep shortage."

Just as essential as eating and sleeping habits are good habits of elimination. Many parents become worried over problems of the toilet. These problems like others need to be handled tactfully and carefully. Since each child is different, methods must vary slightly. Authorities can set up general rules, but parents must have a keen eye for observation and adjust rules to meet the needs of each

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10 Roberts, Lydia, op. cit., pp. 328-329.

individual child. Faegre and Anderson[11] give a rather helpful suggestion for toilet procedure:

> "In training for the dry habits, the time of beginning depends on the particular situation, especially on how much time the mother has to spend with the child. In general, we may follow the rules of habit formation--the younger we begin, the more readily will control be established.
>
> Beginning not later than one year of age, watch the child for several days and note the times he urinates. Place the child on the vessel near the times you have noted and keep a record of the number of times you are successful in anticipating his needs. This routine procedure should take place before and after naps, immediately after meals, before going to bed, either once during the night or just before the parents retire, and directly upon arising."

Blanton[12] also stresses the necessity of proper habits of elimination in the following paragraphs:

> "The socializing of the excretory functions is one of the most difficult lessons that the child has to learn. Habits of cleanliness do not come naturally. Every parent realizes this, and the child is trained, whether consciously or not, by the various indications of social opinion and by the actual condition under which he lives.
>
> The socializing of these functions is absolutely vital. The poor training given in the field is many times the cause of much trouble during not only the first five or even ten years of childhood, but often in la er life."

Thom[13] says:

> "Experience has taught us that many of the undesirable habits and personality twists so commonly seen in adolescence, are closely asso-

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11 Faegre and Anderson, Child Care and Training, p. 139.
12 Blanton, Smiley and Blanton, Margaret Gray, Child Guidance, p. 56.
13 Thom, Douglas A., Everyday Problems of the Everyday Child, p. 50.

> ciated in their beginning with a failure to master three fundamental habits, eating, sleeping, and elimination, which are so directly concerned with the organic life of the child."

Effort on the part of the parents to establish good habits of eating, sleeping, and elimination often create problems which must be handled by discipline. The disciplinary habits of the parent may make the child into a well-rounded individual or may warp him into a shy, timid person who is not able to defend himself. The effect of punishment cannot always be told immediately after the punishment takes place.

Jones[14] speaks of the effect of punishment:

> "Punishment given by adults is often not prompt, not sure, and not calculated to fit the intellectual development of the child. The twelve-year-old Elizabeth Benson writing in Vanity Fair on "Are Children People?", was probably right when she said that "punishment of children often gives vent to the parent's ill temper." Punishment thoughtlessly and haphazardly applied will not act as a systematic deterrent to undesirable responses, but, on the contrary, it may lead to liscense if too mild; to seclusiveness, evasiveness, and rebelliousness if too severe."

Many times parents and other adults are too hasty in their discipline to understand the child's motive for certain actions. Nothing constructive can come from hasty discipline. One must understand the child or much harm may be done.

Parents cannot put too much stress upon the proper

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14 Murchison, Carl, Handbook of Child Psychology, p. 523.

methods of discipline and early training of the child.

Anderson[15] says:

> "By the time the child enters the public school at the age of six or thereabouts his education is already quite far advanced. He has already had six years' contact with life. The period from birth to six years is the period of greatest plasticity, the period in which physical and mental growth are proceeding at their greatest rate, the period when behavior may be most readily modified."

Since the pre-school period is so important there is need for studies to ascertain the needs of children of this group. The present study was made of the techniques and procedures which a group of mountain mothers used in training their children with the hope that through the findings there may be an awakening to the needs of the pre-school children of Pittman Center.

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15 Anderson, John E., "Education of the Pre-School Children." Reprint from University of Minnesota Child Welfare. U.T. Library, p. 3.

CHAPTER II

PURPOSE OF STUDY

The present study of the child training practices of a group of mountain families was planned with the following purposes:

1. To discover the habits of eating, sleeping, elimination, and conduct control of a group of 2-5 year old children in remote mountain homes.

2. To learn what methods the parents used to promote such habits and their reasons for using them.

3. To compare in so far as possible the eating habits of these children with those of the adult members of their families.

Location in Which Study Was Made.

The study was carried on in a remote mountainous section of Sevier County, Tennessee, known as Pittmen Community Center. The school from which the location derives its name was established first by the Board of Home Missions of the Methodist church so that the mountain boys and girls of school age might have an opportunity to get an education. From this school the pre-school children secure medical aid and at Christmas time are provided with a toy. Otherwise the pre-school children have been left in the care of their parents.

The population is sparse and for this reason all the settlements within a radius of seven miles from Pittman Community Center were included in the study in order to get a sufficient number of children between the ages of two and five years. The children studied were from the following settlements: Black Gum Gap, Webb's Creek, Laurel, Copeland, Emert's Cove, and Pittman Community Center. No other study similar to this has been made among these children.

Status of Author in Community.

The author of this study had been a teacher and worker in this community for four years. The author was personally acquainted with the parents of the children used in the study and had visited in the majority of the homes several times before the study was begun. The author's acquaintance with the families and their children made the study less difficult since mountain people are not so reticent in volunteering information to friends as to strangers.

Method of Conducting Study.

The questionnaire used in securing the information was divided into five main divisions.* The first group of questions related directly to the family history of the child. The next three groups of questions dealt with eating, sleeping, and toilet habits of the child respectively. A fifth group consisted of questions regarding disciplinary methods used by the parents.

In order to secure the information needed personal

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* See appendix for questionnaire.

interviews were made in each home. In several cases two visits were made to the homes, the first to explain that the study was being made and to ask the mother if she would co-operate by giving information and a second to fill in the questionnaire. For the most part the information was secured from the mothers of the children. However, in five cases high-school girls who had had charge of smaller members of the family filled in questionnaires, while in another case the father and a grandmother aided in giving the information.

Cases Studied.

The subjects were secured through the high-school students who became interested in the study, through the co-operation of a welfare worker at Black Gum Gap, and through records of the families who had older children in school at Pittman Center. The ages of the children ranged from two years to five years. The age was taken as that of the child's last birthday. For example, if the child was two years and eight months old he was included in the two year age group. The children were grouped into three age groups.

TABLE I

AGES OF CHILDREN

Subjects	Sexes		Total
	Boys	Girls	
2 year-olds	6	10	16
3 year-olds	6	8	14
4 year-olds	10	7	17
Total	22	25	47

Type of Family.

The forty-seven children used in the study represent thirty-five families. Since the study called for young children, in most cases the parents were young. Only one family contributed as many as three children to the study.

No separate grouping of the children was made based on the occupation of the parents since all or nearly all of the homes were of the same economic level. The majority of parents were farmers; not more than ten families had sufficient cash income to make them comfortable throughout the year. Fourteen families were on relief or had been on relief. The remaining families were able to provide bare essentials of life. Nineteen of the families lived in either one or two-room houses which for the most part were poorly built. Thirteen families occupied three-room houses while only three families were fortunate enough to live in houses of four, five, or six rooms.

TABLE II
FAMILY HISTORY

Birthplace				**Education			Age distribution of parents					Church affiliation of parents			
Father		Mother			Father	Mother						Father	Mother	Total both	Total
Place	%	Place	%		%	%	Age-years	No.	%	No.	%	No.	No.	No.	%
Sevier Co.	85.3	Sevier Co.	65.7	Grades	85.3	80	20-30	7	20.6	12	55.8	Bapt.	12	15	25	36.2
Tenn.			8.6	High school	8.8	17.1	30-40	20	58.8	12	35.3	Method-ist	8	10	18	27.5
*Elsewhere	14.7		26.6	College	2.9		40-50	4	11.7	3	8.8	No church	16	9	25	36.2
				No answer	2.9	2.9	Above 50	3	8.8			Holiness	-	1	1	1.4

*Other states represented--Ky. N.C. Va. Ark. S.C.
Father 14.7
Mother 2.8 11.4 2.8 2.8 2.8

**Avg. grade father, 5.6; mother, 5.6
Range for men, 1--1st yr. college
" " women, 1--10

Occupation of fathers			Membership in Organizations			***No. of children in the home				Age of all children		
	No.	%		No.	%	No.	%homes	No.	%homes	Years	No.	%
Farmers	31	91.1	Am. Legion	1	2.9	1	5.7	6	5.7	Under 5	71	43.8
Day laborers	2	5.8	Jr. Lodge	1	2.9	2	20.0	7	14.3	5-10	34	20.7
Teacher	1	2.9	Pittman Fair Ass'n	3	8.9	3	11.4	8	2.8	10-15	29	11.9
			Farmers' Club	1	2.9	4	22.8	9	5.7	15-20	20	12.2
						5	5.7	10	2.8	20-30	10	6.1
								11	2.8			

***Average number per family 4.7

CHAPTER III

RESULTS OF THE STUDY

Family Background of Children.

The parents of these children were very kind and cooperative in giving the information upon which the results of this study are based. Table II gives an idea of the family background of the children.

Nationality of Parents.

All the parents were native Americans. The majority of the parents, or 85.3 per cent of the fathers and 65.7 per cent of the mothers were born in Sevier County, Tennessee. Of the 14.7 per cent of the fathers and 26.6 per cent of the mothers who were born out of the state 14.7 per cent or all of the remaining fathers, and 11.4 per cent of the mothers were born in North Carolina. It is interesting to note that none of the men born in North Carolina married women who came from that state.

Education of the Parents.

For the most part the education of both the fathers and mothers had been limited to the grades. Eighty-five and three-tenths per cent of the fathers and 80 per cent of the mothers had no more than a grade-school education. Only 8.8 per cent of the fathers with 17.1 per cent of the mothers had gone to high school. Out of the entire group of

parents only one, a father, had been to college.

Ages of Parents.

All except two of the fathers were older than their wives. The majority of the mothers ranged in age between the twenty and thirty years while only 20.6 per cent of the fathers fell in this age group. Over half the fathers, 58.8 per cent, fell in the group from thirty to forty years of age while 35.3 per cent of the mothers were in this group. Only 8.8 per cent of the mothers were over forty while 20.5 of the fathers were about this age. In only two cases was the mother older than the father. The greatest range in age was found in a case where a sixty year old husband had married a twenty-four year old wife. The average difference in the ages of the parents was 5.8 years. There was a tendency for the women to marry younger than the men.

Church Affiliation of Parents.

All parents in this group who belonged to the church were affiliated with one of the three protestant churches: Methodist, Baptist, or Holiness. Thirty-six and two-tenths per cent of the parents, 12 fathers and 13 mothers, belonged to the Baptist church while 27.5 per cent or 8 fathers and 10 mothers belonged to the Methodist church. Only one mother belonged to the Holiness church. Thirty-six and two-tenths per cent of the parents, 16 fathers and 9 mothers, did not belong to any church. In 31.4 per cent of the families both parents belonged to the same denomination while in 17.1 per cent of the cases each parent had affiliated with a church but not the same denomination.

Occupation of Parents.

The majority (91.1 per cent) of the parents were farmers. Of the remainder 5.8 per cent were day laborers and 2.9 per cent teachers.

Organization Membership.

Very few parents belonged to any organization outside the church. The mother had no interests outside the home and church in the way of organizations. One father belonged to the American Legion and another father to the Junior Lodge. Three fathers were members of the Pittman Fair Association which is a local club for promoting a community fair each year. One father was a member of a local farmers' club sponsored by the Agricultural Department of Pittman School.

Number of Children in the Home.

The number of children ranged from one to twelve per family. The age range was from two weeks to thirty years. Twenty-two and eight-tenths per cent of the families had four children while 20 per cent had only two children. The next largest group or 14.3 per cent had seven children in the family. Almost half or 45.8 per cent of the children of these families were under the age of five years. This may be accounted for since the study was based on children of preschool age. The greatest range in age in a single family was from three years to thirty years. The average number of children per family in the group as a whole was 4.7 This was 12.1 per cent higher than the average size (4.13) of family

for the State of Tennessee as reported in U.S. Census[16] for 1930. For rural-farm areas in Tennessee the median size of family is 4.22. The median size of family for the entire state is 3.7 The median size family for Tennessee is slightly larger than that of the United States as a whole which is 3.4 with 4.02 for rural sections.

Outsiders and Relatives in the Home.

In 74.3 per cent of the homes the family resided alone. Grandparents lived with 11.4 per cent of the families and in 8.5 per cent of the cases both grandparents and other relatives besides were included in the family. In 5.7 per cent of the homes where no grandparents were present other relatives were housed.

Summary.

The majority of the parents were natives of Sevier County, Tennessee, had a grade school education, belonged to a protestant church, farmed for a living, and belonged to few if any organizations. The average size family was larger than the average for either Tennessee or United States. Relatives were frequently housed along with the family.

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16 Fifteenth Census of U.S., 1930. U.S. Department of Commerce. Bureau of Census, p. 1234.

TABLE III

FACTORS RELATED TO FOOD HABITS

Regular meals				Refuses food				*Method used					Feeds self				Food between meals						
Yes	%	No	%	Yes	%	No	%	I	II	III	IV	V	Yes	%	No	%	Yes	No	I	II	III	IV	V	VI
19	40.4	28	59.6	19	40.4	28	59.6	9	27	2	1	8	43	91.5	4	8.5	45	2	22	22	1	40	8	3

Hour for meals						
Breakfast		Lunch		Dinner		
4:00	1	11:00	5	4:00	8	
5:00	2	11:30	31	5:00	6	
5:30	4	12:00	7	5:30	4	
6:00	11	11:00-12:00	2	6:00	15	
6:30	5	11:30-12:00	3	6:30	8	
7:00	5	12:30	1	7:30	1	
4:00-7:00	19			4:00-7:00	8	

*I. Encourage child to eat food.
II. Let child alone.
III. Prepare another food.
IV. Mix with liked foods.
V. Refuse food until child eats.

**I. Milk.
II. Fruit.
III. Eggs.
IV. Bread and butter.
V. Vegetables.
VI. Candy.

TABLE IV

FOOD DISLIKES OF CHILDREN AND THEIR PARENTS

Food	Number families served	%	Number children who dislike	%	No. families in which both parents and child dislike	%	Number parents who dislike	%
Vegetable soup	35	100	4	8.5	1	2.8	1	1.47
Tomato soup	31	88.5	4	8.5	1	2.8	1	1.47
Cream soup	29	82.87	4	8.5	1	2.8	3	4.41
Milk	34	97.1	1	2.12	1	2.8	1	1.47
Butter	34	97.1						
Peanut butter	22	102.8	4	8.5	3	8.5	5	7.35
Beef	13	37.1	5	10.6	1	2.8	1	1.47
Liver	15	42.8	5	10.6	1	2.8	1	1.47
Chicken	34	97.1	4	8.5				
Salmon	22	102.8	5	10.6	3	8.5	3	4.41
Breakfast Bacon	6	17.1	2	4.25				
Pork	27	77.1	4	8.5				
Scrambled eggs	25	71.4	4	8.5	1	2.8	2	2.94
Soft eggs	26	74.2	3	6.4	1	2.8	2	2.94
Fried eggs	28	80	7	14.9	1	2.8	1	1.47
Cottage cheese	13	37.1	5	10.6	3	8.5	3	4.41
Macaroni	14	40	7	14.9	1	2.8	1	1.47
Polished rice	30	84.5	5	10.6	3	8.5	5	7.35
Whole Wheat bread	3	8.5						
White bread	27	77.1						
Cornbread	35	100	1	2.12				
Biscuits	33	94.28						
White potato	35	100	2	4.25				
Sweet potato	35	100	1	2.12				
String beans	35	100	4	8.5				
Dried navy beans	31	88.5	3	6.4	1	2.8	1	1.47
Beets	34	97.1	3	6.4	2	5.8	3	4.41
Raw cabbage	35	100	7	14.9	1	2.8	1	1.47
Cooked cabbage	35	100	9	19.14	2	5.8	2	2.94
Lettuce	34	97.1	4	8.5	1	2.8	1	1.47

TABLE IV (cont'd.)

Food	Number families served	%	Number children who dislike	%	No. families in which both parents and child dislike	%	Number parents who dislike	%
Onions	35	100	1	2.12			1	1.47
Peas	32	91.4	5	10.6	3	8.5	3	4.41
Spinach	33	94.28	1	2.12	1	2.8	1	1.47
Squash	16	45.7	3	6.4	2	5.8	3	4.41
Fresh tomatoes	35	100	2	4.25				
Cooked tomatoes	35	100	1	2.12				
Tomato juice	8	22.8						
Raw turnips	30	85.7	3	6.4	1	2.8	2	2.94
Cooked turnips	30	85.7	6	12.7	2	5.8	3	4.41
Raw apple	34	97.1						
Cooked apple	34	97.1						
Banana	4	11.4	1	2.12				
Oranges	7	20						
Pears	9	27.1						
Blackberries	34	97.1	2	4.25	1	2.8	2	2.94
Prunes	9	27.8					1	1.47
Baked custard	29	82.87						
Boiled custard	16	45.7						
Rice pudding	16	45.7	2	4.25	2	5.8	2	2.94
Cookies	34	97.1						
Fruit pies	33	94.28						
Raw peaches	32	91.4						
Cooked peaches	29	82.87						
Fried okra	23	65.7	7	14.9	5	14.2	7	10.3
Boiled okra	19	54.28	7	14.9	4	11.4	7	10.3
Cucumber	34	97.1	2	4.25				
Gravy	35	100	1	2.12				
Cornmeal mush	20	57.1						
Cereals	31	88.5						

TABLE V

SUMMARY OF FOOD DISLIKES

Total number foods disliked	Number children who dislike foods	Number foods their parents dislike
1	10	0
2	5	9
3	3	6
4	5	10
5	1	3
6	2	2
7	1	6
8	1	0
9	2	14
13	1	8
14	1	4
18	1	11

FOOD HABITS OF CHILDREN

The questionnaire was planned to find out the following facts in regard to the food habits of the children:

1. the time and regularity of serving meals to children
2. methods used to induce child to eat new foods
3. independence of child in feeding himself
4. prevalence of eating between meals
5. foods which child liked and disliked
6. relationship between food dislikes of child and parent.

Time and Regularity of Meals.

There was a wide range in the time during which meals were served. The most irregular meal was breakfast. Nineteen children had their breakfast any time between four and seven o'clock. The largest group who was served breakfast regularly was a group of eleven who had breakfast served each morning at 6:00. Lunch was the most regular meal. Thirty-one of the forty-seven children were served lunch at 11:30. Six o'clock was the usual hour for dinner; however, dinners were served from 4:00 until 7:00.

Nineteen children or 40.4 per cent were served regular meals while 28 children or 59.6 per cent were served meals irregularly.

Methods Used to Induce Child to Eat.

Nineteen of the children (40.4 per cent) refused

to taste new foods while twenty-eight (59.6 per cent) accepted them. The greatest number of parents reported that they did nothing but let the child alone when he refused to eat. Nine of the parents reported that they tried to encourage the child to eat while eight parents refused the child other food until he ate some of the new food. Two reported that when the child did not like a food, they gave him another he liked while one parent was wise enough to combine the disliked food with a liked food.

Independence in Feeding Habits.

Most of the children could feed themselves. Forty-three or 91.5 per cent were reported to feed themselves while 4 two-year-olds, 8.5 per cent of the total group, had not acquired the skill of feeding themselves.

Between Meal Eating.

Practically all children were given food between meals. In fact forty-five out of forty-seven were given food between meals. The two who did not eat between meals were from the same family. The majority were given bread and butter. Other foods given between meals were milk, fruit, eggs, vegetables, and candy.

Roberts* reported 43 per cent of the Kentucky mountain children eating enough between meals to be harmful. From the Gary, Indiana, study she reported that eating between meals was an almost universal habit. Thus it seems that the findings of the present study in regard to between

*See Chapter I, pp. 8 and 9.

meal eating did not differ greatly from these two studies made by the Children's Bureau.

Most Popular Foods.

Only eleven foods or dishes were served commonly in 100 per cent of the families. These foods were vegetable soup, cornbread, white potato, sweet potato, string beans, raw and cooked cabbage, onions, fresh and cooked tomatoes, and gravy. From the standpoint of good nutrition it was interesting to note the absence of milk, butter, eggs, meat, fruits, and whole wheat bread from this list.

Foods Served Least Often.

The foods served least often and to the smallest group were bananas, oranges, pears, breakfast bacon, tomato juice, prunes, and whole wheat bread. The following foods were served in less than half the homes: beef, liver, squash, cottage cheese, macaroni, boiled custard, and rice pudding.

Foods Unpopular with Children.

The foods which ranked first as unpopular with the children were: cooked cabbage, fried and boiled okra, raw cabbage, macaroni, fried eggs, and cooked turnips.

Foods Popular with Children.

There were several foods which no child disliked. They were: butter, biscuits, raw and cooked apples, baked custard, boiled custard, cookies, fruit pies, raw and cooked peaches, cereals, and cornmeal mush.

Comparison of Parent-Child Food Dislikes.

Forty-one of the foods were disliked by the children. Thirty foods were disliked by parents. Of these thirty

foods disliked by the parents twenty-nine were also disliked by the children.

The relationship between parent and children's food dislikes is shown more clearly in Table V. Each of the ten children who disliked only one food came from homes where parents had no food dislikes. In every case except one where children had more than one food dislike, parents were found to dislike a number of the same foods which the child refused.

Summary.

Taken as a whole the children had few food dislikes. The majority of the children were served meals at irregular times, did not refuse new foods, could feed themselves, and ate food between meals. Parents and children for the most part disliked the same foods.

TABLE VI

FACTORS RELATED TO HABITS OF SLEEP

Bed-time	Number of children			Arise	Number of children			Nap	Number of children		
Hour	2 yr.	3 yr.	4 yr.	Hour	2 yr.	3 yr.	4 yr.	Hour	2yr.	3yr.	4yr.
6:00	-	5	1	4:30	1	-	-	12:00-1:00	-	2	1
6:30	3	1	1	5:00	1	-	3	1:00-2:00	1	-	1
7:00	7	6	9	5:30	3	2	6	1:00-3:00	4	-	-
7:30	1	-	2	6:00	6	8	6	2:00-3:00	-	2	2
8:00	3	2	2	6:30	2	1	-	2:00-4:00	3	2	2
Irre-gular	2	-	2	7:00	1	2	1	2:30-3:30	1	1	-
				Irre-gular	2	1	1	9-10:00 2-3:00	2	-	-
								10-11:00 2-3:00	-	1	-
								No nap	8	6	10
								Other hours	3	-	1

Sleep Total No.hrs.	Number of children 2 yr.	3 yr.	4 yr.	No.in bed	Number of children 2 yr.	3yr.	4yr.	No.in room	Number of children 2yr.	3yr.	4yr.
9	-	-	1	1	-	1	-	2	-	4	-
10	-	-	2	2	6	6	2	3	-	2	-
10½	2	1	3	3	10	6	2	4	3	3	4
11	-	2	2	4	-	1	-	5	3	-	3
11½	2	1	3					6	7	2	6
12	2	1	1					7	1	1	4
12½	2	1	1					8	2	1	
13	1	2	1								
13½	2	1	-								
14	1	1	-								
Irre-gular	4	1	3								

HABITS OF SLEEP

Bedtime.

From Table VI it may be seen that the majority of the mountain children retired by seven o'clock. Of the forty-seven included in the study thirty-three or 70.2 per cent retired by seven o'clock.

Table VI also reveals that the children rose early. Thirty-six (76.6 per cent) of them arose by six o'clock. We may account for this since it is customary for all the family to have breakfast at the same hour.

Frequency of Naps.

A number of the children had no daytime nap. Twelve and five-tenths per cent of the two-year-olds did not have a nap while the percentage of three-year-olds increased to 42.4 per cent with an increase to 58.8 per cent of the four-year-old group. Thirty-eight and seven-tenths per cent of the entire group had no daytime nap.

Total Number Hours of Sleep.

The total number of hours of sleep per twenty-four hours ranged from nine to fourteen hours. The majority or 31 of the children were getting from ten and a half to thirteen and a half hours of sleep each day. The two-year-olds averaged twelve hours and fifteen minutes sleep each day. The average for the three-year-olds was slightly lower, twelve hours and nine minutes. For the four-year-old group the average dropped to ten hours and nine minutes.

TABLE VII

Total Hours' Sleep of Children of Three Different Studies

Age Group	Present Study	Foster, Goodenough Study	Anderson, Reynolds and Mallay Study
3 yr.-olds	12 hrs. 15 min.	12 hrs. 38.7 min.	12 hrs. 30 min.
5 yr.-olds	12 " 9 "	12 " 7.1 "	11 " 28 "
4 yr.-olds	10 " 8 "	11 " 48.7 "	10 " 57 "

From Table VII it may be seen that the total number hours' sleep per twenty-four hours did not vary greatly from the total number hours which children in two other study groups were getting. The four-year-olds of the present study were getting at least fifty minutes less sleep than those children of the other two studies.

Sleeping Arrangements.

The children of this study rarely ever slept alone. Only one child was reported to sleep alone. Twenty-five of the children slept three in a bed while twenty slept two in a bed.

No child had a room to himself. Thirty-two children slept in a room with four, five, or six in the room. Three children slept in rooms in which eight people slept.

Summary.

Almost three-fourths of the children retired by seven o'clock. Over three-fourths of them arose by six o'clock. More than half the children had daytime naps. The total hours of sleep in twenty-four for the majority of children was over twelve hours. The total number of hours of sleep per day of these children did not vary greatly from that

of the children of two other studies. The chief difference was in the conditions under which the mountain children had to sleep.

TABLE VIII

FACTORS RELATED TO TOILET HABITS

Toilet habits est'b.																				
Number			Age begun	No. of cases			Age est'b.	No. of cases			Wet bed			Method used in establishing habit						
2 yr.	3 yr.	4 yr.		2 yr.	3 yr.	4 yr.		2 yr.	3 yr.	4 yr.	2 yr.	3 yr.	4 yr.	*I: 1	II: 2	III: 3	IV: 4	V: 5		
9	14	17	6 mo.		2		9 mo.		1		9	3	5	17	10	21	14	3		
56.2%	100%	100%	9 mo.			1	12 mo.		1	1										
			12mo.	6	5	5	15 mo.	1												
			15 mo.		4	2	18 mo.	4	6	4										
			18 mo.	6	3	8	24 mo.	3	4	10										
			24 mo.	3		1	20 mo.		1											
			30 mo.	1			27 mo.	1												
							29 mo.		1	1										
							36 mo.			1										

*Method of Toilet Training:

I. Spank.
II. Tell child to warn mother.
III. Watch time for child.
IV. Wear wet pants.
V. Wear dress without pants.

TOILET HABITS OF THE CHILDREN

From Table VIII.

Eighty-five and one-tenth per cent of all the children were reported to have regularly established toilet habits. All the three and four-year-olds had been successfully trained while but 56.2 per cent of the two-year-olds had habits already established.

Age for Beginning Training.

Toilet training was begun for most of these children by eighteen months or earlier. Training for 36.1 per cent of the children was started at eighteen months while for 34.1 per cent it began at the age of one year. The earliest age reported for beginning training was six months and the latest was thirty months.

Age at Which Toilet Habits Were Established.

The majority (74.4 per cent) of the cases were reported to have had regularly established habits for toilet procedure by the time they were two years old. While this was true for the group as a whole, 43.8 per cent of those just two years old at the time of this study did not have regularly established toilet habits. The date for the children over two years of age was probably not as reliable because the mothers recalled as best they could the age at which training had been completed. According to their estimate 29.7 per cent of the children had established good habits by the age of eighteen months with 56.2 per cent of them reliable in toilet habits at the age of two years. Nine and five-tenths per cent were

reported to have been established in toilet procedure earlier than eighteen months of age.

Wetting the Bed.

Seventeen or 36.1 per cent of the children wet the bed at night. As might be expected the greatest frequency of bed wetting occurred among the two-year-olds. Fifty-six and two-tenths per cent were reported to wet the bed at two years, 21.4 per cent at three years, and 29.4 per cent of the four year-olds.

Method Used in Toilet Training.

The mothers often reported the use of more than one method of training with the same child. Watching the child and checking on toilet needs at definite times were the methods used with 44.8 per cent of the children. Spanking ranked next to this. Other methods in use were talking to the child, letting him wear wet pants and letting him go without pants until the habit was established.

According to the standards set up by Blanton[17] the children of the present study were retarded in toilet habits when compared with an average child properly trained. He says:

> "By fourteen months the child should begin to develop consciousness of the problem himself, the use of rubber protecting garments should be discontinued, exce t on special occasions, and knit drawers should be substituted for diapers.
>
> In early infancy, the nervous apparatus by which the bladder is emptied is not under the

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17 Blanton, Smiley and Blanton, Margaret, Child Guidance, p. 58.

> direction of the will but by the end of two and a half or at most three, the normal child should control his bladder at night. The automatic emptying of the bladder at night after two and a half or three years is called enuresis."

This study showed that of the forty-seven children only four had regularly established habits before the age of eighteen months and less than half of them by the age of two years. Eight of the three and four-year-olds continued to wet the bed.

Since table number VIII shows that twenty-seven of the children had training started at or after fifteen months it is not surprising that they were not established in their habits as early as the age which Blanton sets up.

If the findings are compared with the ages suggested by Blatz[18] they appear more nearly average. Blatz says in referring to the child's toilet training:

> "By the time the child is twelve to thirteen months old, syllables are vocalized and a simple sound is selected from the child's vocabulary which is enunciated by the parent at the time the child is placed on the chair. When the association is built up, the child will learn to utter this sound when the perceptod experience of pressure within the bladder has been identified. At first, it is usually <u>after</u> the act has been performed. This is understandable because additional sensory data are included, wetness, coldness, etc. Furthermore, the vocal sound has been associated with the <u>act</u> and not the premonitory symptoms. Thus there will be a period during which the child will, perhaps proudly, announce the fact as a <u>fait accompli</u> and the parent may wonder why the child should not have anticipated the event. This period is necessary for the child to learn that by recognizing early he may avoid the unpleasant consequences of wetness, discomfort, cold and consequent necessity

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18 Murchison, <u>op. cit.</u>, p. 720.

of having the clothes changed.

This stage usually occurs about the eighteenth month and from then on the child usually announces his need and if, by vigilance, this need is met the child will learn to keep himself dry during the daytime by the age of two years. --------By the end of the third year this nightime arousing should be discontinued."

Summary.

From Table VIII it may be seen that thirty-five of the children were reported to have had regularly established habits by the age of two years. All three and four-year-olds had daytime habits established. The majority of the children were started in their training at either the age of one or the age of eighteen months. The method used most frequently in the training was watching the time for the child's toilet needs and attending to them.

TABLE IX
FACTORS RELATED TO DISCIPLINE

Number of children								Number of children								No. of mothers						Number of children				
* I	II	III	IV	V	VI	VII	VIII	** I	II	III	IV	V	VI	VII	VIII	# I	II	III	IV	V	VI	per tantrums	## I	II	III	IV	V
13	1	1	1	3				13	8	7	1	5	14	16	15	4	4	1	1			12	5	1	6		
13	1			1	1			13	9	8	2	4	14	14	14	2		8		1	4	13	4	1	6	1	1
17	1	2	1			1	1	17	13	7	1	3	17	17	16	2	2	12			1	13	8	1	6		1
43	3	3	2	4	1	1	1	43	30	22	4	12	45	47	45	8	6	21	1	1	5	38	17	3	18	1	2

*Methods of punishment used:
- I. Spank
- II. Set in a chair
- III. Put under bed
- IV. Tie hand and feet and put in center of room
- V. Shake switch at child
- VI. Refuse pleasure
- VII. Put to bed
- VIII. Tie to bed

**Types of punishment as taken from yes and no questions:
- I. Spank
- II. Coax
- III. Bribe
- IV. Shut in room
- V. Put to bed
- VI. Scold
- VII. Praise
- VIII. Threaten

#Reasons for methods of punishment:
- I. Mother used it
- II. Did not know
- III. Quickest and most effective
- IV. Original
- V. Anger at child
- VI. To teach to obey

##Control of temper tantrums:
- I. Spank
- II. Hire the child to hush
- III. Let the child alone
- IV. Threaten to whip
- V. Shame the child

FACTORS RELATED TO DISCIPLINE

In the questionnaire two types of question in regard to the methods of disciplining the children were set up. One was a general question asking the mothers how they punished their children. Another type consisted of specific questions such as, do you spank your child, etc.

Disciplinary Habits as Given by Mothers.

Several methods of discipline were used with the children butthe one most frequently used was spanking or whipping. Forty-three (91.5 per cent) of the children were spanked. Other ways of disciplining which the mothers gave were the following: requiring the child to sit on a chair, putting him under the bed, tying the child's hands and feet together and putting him in the center of the room, shaking a switch at the child, refusing some pleasure, putting to bed, and tying the child to the bed.

Habits of Disciplinary Control Given in Type Questions.

Table IX gives the results from the answers to the questions, have you ever spanked your child, etc. Some of these results correspond to those above. Forty-three of the children (91.5 per cent) were spanked, and forty-five (95.7 per cent) had been both scolded and threatened (usually with whipping). As an interesting contrast thirty (63.8 per cent) of the children had been coaxed at some time and every child was praised for his good efforts. Bribing was not rare. Isolating children in their rooms and putting them to bed were seldom used. This may be accounted for since in most of

the homes there were no rooms in which to isolate the children.

Goodenough[19] in a study of 45 children found the following methods of control in use by the parents: scolding, reasoning, threatening, frightening, coaxing, praise, soothing, ridicule, appeal to the emotions, appeal to self-esteem or humor, spanking or slapping, other methods of corporal punishment, deprival of privileges, putting in a chair, putting to bed, deprival of food, isolation in a separate room or closet, ignoring attitude, diversion of child's attention, removal of source of trouble, and social approval or disapproval.

Though the parents of the Goodenough study were parents of superior education with some professional experience, the following methods of control were in use by that group as well as the group of mountain mothers of the present study: spanking, scolding, threatening, coaxing, praise, putting them to bed, and ignoring.

Temper Tantrums.

In the present study no decrease in the number of children who had temper tantrums was seen as the children became older. Twelve two-year-olds (75 per cent) had temper tantrums. The percentage of the three-year-olds who had temper tantrums increased to 92.8 p er cent while 76.4 per cent of the four-year-olds continued to have tantrums. The results

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19 Goodenough, Florence, Anger in Young Children, p. 210.

of the present study differ from the findings of the Good-enough[20] study. She says: "The frequency with which overt manifestations of anger are displayed by children appears to reach a maximum during the second year of life and fall off rap idly thereafter."

In the present study the maximum was reached in the third year but there tended to be very little falling off in the fourth year.

Reasons Given for Using Various Types of Punishment.

When approached for an answer in regard to a reason for using the various methods of control, the mothers seemed at a loss for they had not studied the motive back of the punishment. The mothers, however, did give replies. Some mothers used methods which had been used with them as children by their own mothers. Eleven of the mothers thought the methods they used were the quickest and most effective. Six mothers frankly admitted that they did not know why they used the method which they were using. Five mothers said they punished in order to teach the child to obey.

Summary:

Spanking and threatening were favorite disciplinary methods for general use. Ignoring and spanking were used most for temper tantrums. Temper tantrums were common among each age group. The mothers were not sure of the motive back of the punishment they administered to their children.

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20 Ibid., p. 245.

CHAPTER IV

SUMMARY

Purpose

1. To discover the habits of eating, sleeping, elimination, and conduct control of a group of 2-3 year-old children in remote mountain homes.

2. To learn what methods the parents used to promote such habits and their reasons for using them.

3. To compare in so far as possible the eating habits of these children with those of the adult members of their families.

Method of Procedure

The questionnaire used in securing the information was divided into five main divisions. The first group of questions related directly to the family history of the child. The next three groups of questions dealt with eating, sleeping, and toilet habits of the child. A fifth group consisted of questions regarding disciplinary methods used by the parents. Personal visits were made into the homes and the mothers helped fill in the questionnaire.

There were 47 children ranging in age from 2-5 years. They were divided into three age groups:

1. Two-year-olds
2. Three-year-olds
3. Four-year-olds

The children were from Pittman Community Center and surrounding communities.

Results

The results for the study as a whole were as follows:

The Parents:

1. were native Tennesseans
2. had less than high school education
3. varied in age, the father being older than the mother
4. belonged to a protestant church
5. were farmers
6. did not belong to outside organizations
7. had an average of 4.7 children per family
8. did not house relatives in the home.

Food Habits

The Children:

1. were served meals at irregular hours
2. did not refuse new foods
3. could feed themselves
4. were given food between meals
5. disliked the foods which the parents disliked
6. were not induced to eat disliked foods
7. had all been served vegetables soup, cornbread, white potato, sweet potato, string beans, raw cabbage, cooked cabbage, onions, fresh tomatoes, cooked tomatoes, and gravy

8. had not been served bananas, oranges, pears, prunes, tomato juice, breakfast and whole wheat bread.
9. disliked cooked and raw cabbage, fried and boiled okra, macaroni, fried eggs, and cooked turnips.
10. liked best butter, biscuits, raw and cooked apple, baked custard, boiled custard, cookies, fried pies, raw and cooked peaches and cereals.

Sleeping Habits

The Children:

1. retired by seven o'clock
2. arose early
3. took a daytime nap
4. got from ten and a half to thirteen and a half hours' sleep
5. slept three to a bed
6. slept four or five in a room.

Toilet Habits

The Children:

1. were reported to have had regularly established habits at the age of two years
2. were started in training for toilet between one year and eighteen months
3. were watched by parents to help in establishing regular intervals for elimination.

Habits of Disciplinary Control

Disciplinary Methods Used Were:

1. spanking
2. setting in a chair
3. putting under the bed
4. tying hand and feet and putting in center of room
5. shaking a switch at the child
6. refusing pleasure
7. putting to bed
9. coaxing
10. bribing
11. scolding
12. threatening
13. praising.

The reasons given by the parents for using these methods of punishment were:

1. their mothers used them
2. quickest and most effective
3. original
4. parent's anger at child's misconduct
5. teach child to obey.

Methods used in controlling temper tantrums which prevailed among each of the three age groups:

1. letting child alone
2. spanking
3. bring child to stop by hiring
4. threatening to whip
5. shaming.

From the findings of this study certain factors such as the prevalence of temper tantrums after two years of age, bed wetting after three years of age, lack of daytime naps for four-year-olds, and absence of certain necessary foods for good nutrition would indicate that the parents of the present study had great need for further knowledge of the basic principles of child rearing.

Based on the findings it is evident that there is a great need for parent education among the group of parents studied since they cling to the customs and methods of their foreparents.

This study would have been more representative of year-round conditions if questionnaires had been filled out in the winter as well as the summer since eating, sleeping, and toilet habits vary with seasons in this mountain section.

It would be well to make similar studies among other groups of people to ascertain the need for better parent education and to awaken parents to the needs of their children by presenting facts from such studies to them.

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APPENDIX

QUESTIONNAIRE

CHILD TRAINING PRACTICES AMONG THE WOMEN OF PITTMAN CENTER

I. Family History

1. Size _____

2. Parents Step-father Step-mother

_____

_____ _____ _____

3. Birthplace of Parents

Mother _____

Father _____

4. Siblings Sex Age

1. _____ _____ _____
2. _____ _____ _____
3. _____ _____ _____
4. _____ _____ _____
5. _____ _____ _____
6. _____ _____ _____
7. _____ _____ _____
8. _____ _____ _____
9. _____ _____ _____
10. _____ _____ _____
11. _____ _____ _____

5. Others in the Home

1. _____

2. _____

6. Age of Parents

Mother _____

Father _____

7. Education of Parents

Grades 1 2 3 4 5 6 7 8 9

High School 1 2 3 4

College 1 2 3 4

8. Organizations and Club Membership

Father _____

Mother _____

9. Church Membership

Father _____

Mother _____

10. Occupation _____

II. Food Habits

Food	Served	Children dislike	Parents dislike
Vegetable Soup			
Tomato Soup			
Cream Soup			
Milk			
Butter			
Peanut Butter			
Beef			
Liver			
Chicken			
Salmon			
Breakfast Bacon			
Pork			
Scrambled Eggs			
Soft Eggs			
Fried Eggs			
Cottage Cheese			
Macaroni			
Polished Rice			
Whole Wheat Bread			
White Bread			
Cornbread			
Biscuits			
White Potato			
Sweet Potato			
String Beans			
Dried Navy Beans			
Beets			
Raw Cabbage			
Cooked cabbage			
Lettuce			
Onions			
Peas			

Food	Served	Children dislike	Parents dislike
Spinach			
Squash			
Fresh Tomatoes			
Cooked Tomatoes			
Tomato Juice			
Raw Turnips			
Cooked Turnips			
Raw Apple			
Cooked Apple			
Banana			
Oranges			
Pears			
Blackberries			
Prunes			
Baked Custard			
Boiled Custard			
Rice Pudding			
Cookies			
Fruit Pies			
Raw Peaches			
Cooked Peaches			
Fried Okra			
Boiled Okra			
Cucumber			
Gravy			
Cornmeal Mush			
Cereals			

2. Hour for breakfast _____

   Hour for lunch _____

   Hour for dinner _____

3. Are meals served at the same time each day?

4. Does child ask for food between meals?
   What does he get?
5. Does the child refuse new foods?
   If so, how do you get him to eat them? _____

6. Does child feed himself? Age

   _____ _____
   _____ _____
   _____ _____

III. Sleeping Habits

1. Time child goes to bed _____
2. Time child arises _____

3. Time for day nap _____
4. Number sleeping in one bed _____
5. Number sleeping in one room _____

IV. Toilet Habits

1. Wet bed _____
2. Regular established toilet habits _____
3. Age established _____
4. Method used in training child in toilet habit _____
5. Age for beginning habit _____

V. Disciplinary Habits of the Parents

1. How do you punish your child? _____
2. Why do you use this method? _____
3. Did you ever spank your child? _____
4. Did you ever bribe your child? _____
5. Did you ever coax your child? _____
6. Did you ever put your child in a room alone? _____
7. Did you ever put your child to bed? _____
8. Did you ever scold your child? _____
9. Do you ever threaten them? _____
10. Do you praise your child when he does well? _____
11. Does your child ever have temper tantrums? _____
    How do you handle the problem? _____