

CERTAIN IDEAS OF CHILD-PARENT COMPANIONSHIP  
AS EXPRESSED BY SECOND-GRADE PUPILS IN  
THE SAM HOUSTON SCHOOL, DENTON, TEXAS

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THESIS

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## CHAPTER I

### INTRODUCTION

#### Statement of Problem

The problem of this thesis is to discover certain ideas of child-parent companionship as expressed by twenty-five second-grade pupils in the Sam Houston School, Denton, Texas.

#### Purpose of Problem

This study had a two-fold purpose: 1. To discover what the second grade children seemed to consider as desirable companionship between themselves and their parents. 2. To recognize the apparent needs for parental companionship that seemed to exist among the pupils.

#### Sources of Data

Information necessary to an analysis of the problem was secured almost altogether from primary sources. The writer made personal visits to the home of each of the twenty-five children in the second grade and secured information relative to the home environment. These data served as a foundation for interpreting the children's ideas of child-parent companionship. This source of data seemed valuable because it is a generally accepted fact that many conceptions formed by children are rooted and have their

development in the home. It logically follows that the ideas of child-parent companionship as expressed by the pupils can best be analyzed and understood through a knowledge of home environments.

The children themselves served as sources of data. Each child answered a questionnaire relative to activities which he and his parents enjoyably participated in together. Reports were also made on activities which the children wished their mothers and fathers would not participate in.

Recent articles and books regarding the problem of child-parent companionship were secondary sources referred to in order to secure a background for the study. These data also served to show recent trends of the problem.

Anecdotal records, made by the writer during the last school semester of 1939-40, served as supplements to the data secured from other sources.

#### Method of Procedure and Treatment of Data

Efforts were made to secure a logical analysis of the ideas of child-parent companionship as expressed by the pupils who are referred to as cases in this study. The first step made in the development of the study was home visits. All possible data relative to the social, economic, and physical environment of the home of each pupil were secured during these personal conferences. In the arrangement of the thesis, an introduction to the problem is included in Chapter

I, while data on the home environment of the children are discussed in Chapter II. As stated before, these data have been supplemented by detailed case studies and frequently-made anecdotal records; these studies and records make up Chapter IV. This information has purposely been placed at the beginning of the thesis in order that the reader might have an understanding of the child and his home life before he tried to interpret the ideas of child-parent companionship as expressed by the children.

The actual problem of the study is contained in Chapter III. In order to discover the children's ideas of child-parent companionship, a questionnaire was formulated by the writer and answered orally by the children. The writer wrote the answers as they were given by the pupils. This method was used because the children were not far enough advanced in reading to get as clear an understanding of the problem as they would if the items were read to them. These answers have been compiled and analyzed in connection with data secured on the home environment of the children.

Chapter V contains a summary of the problem, conclusions, and recommendations.

#### Need for the Study

This problem seems significant because of the increasing necessity for home and school cooperation and unity. Within the last few years, people who have been interested



in child development programs and have participated in them have been awakened to the fact that an enormous amount of insecurity and unhappiness exists among the children of America. Many of the disturbances are due to economic conditions. Children of families on government relief exist on the small salary paid as federal aid. Many other children are from families who are too proud to ask for help. They are kept alive, but they do not have enough protection and necessary care to make them happy. Such problems rightfully draw sympathy from the world at large. Yet, there is another problem that is equally as devastating and pertinent. This problem is that of a satisfying and desirable companionship between parents and children.

Changes that have come about in our present social world have greatly affected the family and the home.

We are familiar with the results of these changes. The whole setting of family life is much more temporary than it once was. Homes are much less likely to pass from one generation to another. The family's functions have dwindled. . . .

In a study of home activities made for the White House Conference by Ernest W. Burgess, he found that one effect of urban conditions upon family life is the inability of members of the family to find common interests or to confine their interests to the home.

Formerly in rural and village life amusements and work commanded the interest or efforts of the entire family; now there is a tendency for people to form units on the basis of age, sex, or vocation, rather than by families. Under these conditions, the question arises whether the parents and children with their diverse interests and contacts can still develop a confidential relation to each other and that community of family attitudes and interests which characterizes a well organized family.

Again, the tendency of many women to maintain their vocational interests after marriage affects the form of the family and the development of the children.

The attitude that marriage is sacred and a life-long companionship is also changing to permit husband and wife to terminate the marriage regardless of the presence of children.

These changes, all important in the rearing of children, are not universal. Most marked in cities, they nevertheless tend to characterize only certain areas or communities within the city, and in many rural areas they scarcely exist. Although in some communities they have shaken the stability of the family, they have nowhere destroyed the family as an institution.<sup>1</sup>

Modern parents have been brought face to face with many new problems that affect companionship with their children. Since the family group is no longer automatically held together by the conditions of home life, many parents and children have drifted apart. Psychiatrists report mammoth increases in the number of mental and emotional disturbances among children.<sup>2</sup> These conditions, along with demoralization of youth, are aggravated and multiplied by the lack of companionship which parents alone can give. Fathers and mothers who divorce themselves for several hours a day from the concerns and responsibilities as parents are the only ones who can bring back wholesomeness, normalcy, and simplicity of life to their families.

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<sup>1</sup>K. Glover and E. Dewey, Children of the New Day, pp. 42, 43, 44.

<sup>2</sup>Ibid., p. 52.

The chief responsibility of parents for the normal growth of their children to emotional maturity is three-fold. They must give their child security through love and care and a stable emotional environment. They must give him opportunities for development. They must give him opportunities for development, physical, mental and social. And finally, they themselves must be emotionally mature so that they are able to show neither too little nor too much affection to their children and to act with objective kindness and consistency. As everyone knows, children learn a great deal by imitation, and it is not strange that reactions as powerful as those of the emotions should be especially dependent on early example.<sup>3</sup>

The hope and the despair for the progress of the race and for the realization of acceptable and desirable ideals of child welfare lie in the fact that no substitute has ever been found for a happy home.

Sitting around a table with a family that laughs and is contented, is friendly instead of bristly; living in a home that welcomes one's gang or crowd, where there is room to play, a workshop maybe, an attic or a basement or backyard shed for circuses or Wild Wests or made-up plays; with a mother and a father who move in and out as props and background to confide in and to tell stories or listen to them, to encourage and advise--it is not easy to measure such factors. . .

The child makes three demands of the home: The first is for affection; the second is for an atmosphere which promotes self-confidence, helps him to start his own motive power; the third is for some kind of satisfactory model of the relationships which he later on must assume. The child is fortunate who, with these needs met, lives also in a home which is pervaded by an adherence to convictions may and undoubtedly will change, but to have felt them about him like an invisible garment provides him with an armor, a sheath which is likely to withstand almost any attack.<sup>4</sup>

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<sup>3</sup>Ibid., pp. 123-124.

<sup>4</sup>Ibid., pp. 184, 187.

Because an alarming number of children and young people under eighteen years of age appear in court for offenses against society, and since most of these delinquents represent the need for security and development for children, the problem of child-parent companionship looms exceedingly important. For this reason, the writer became interested in discovering the conceptions of child-parent companionship held by the second-grade pupils in the Sam Houston School, Denton, Texas.

## CHAPTER II

### HOME ENVIRONMENT OF THE SECOND-GRADE PUPILS, SAM HOUSTON SCHOOL, DENTON, TEXAS

The American child of today is probably living in the greatest social upheaval that the world has ever known. These violent disruptions have brought about added responsibilities. As a result, home, school, parents, and teachers are joined together in providing desirable experiences which will mean growth, adjustment, and development for the children.

#### Physical Environmental Factors in the Homes

As a means of becoming better acquainted with the parents of the second-grade pupils in the Sam Houston School, Denton, Texas, and in order to secure information relative to the economic and social factors in the family life, the writer made personal visits to each home of the twenty-five pupils. Table 1 contains data on certain factors in the physical environment of the homes.

Data in Table 1 show that sixteen of the houses in which the second-grade children lived were attractive on the outside and seventeen were attractive on the inside. Ten of the houses were located in attractive neighborhoods. This means that nine of the houses were unattractive on the out-

TABLE 1

CERTAIN PHYSICAL ENVIRONMENTAL FACTORS IN THE TWENTY-FIVE HOMES OF SECOND-GRADE PUPILS, SAM HOUSTON SCHOOL, AND THE NUMBER OF HOMES POSSESSING EACH FACTOR

| Physical Factors                            | No. of Houses |
|---|---------------|
| 1. House is attractive on the outside . . . | 16            |
| 2. House is attractive on the inside . . .  | 17            |
| 3. House is in an attractive neighborhood . | 10            |
| 4. House has modern facilities. . . . .     | 21            |
| 5. Home has radio . . . . .                 | 17            |

side, eight were unattractive on the inside, and thirteen were located in unattractive neighborhoods, or approximately thirty-six per cent of the houses were unattractive both on the inside and the outside, and forty per cent were located in undesirable neighborhoods. Although the physical appearance of the house and the neighborhood in which children live does not mean that the pupils have a meager chance of being happy, yet no one doubts the value of pleasant surroundings. From birth a child seems to react to his environment. It either stimulates his activity or dulls it; it encourages his growth or impedes it; it spurs his independence or nurtures his unhappiness; surrounding conditions mold him into a social or unsocial human being.<sup>1</sup>

Table 1 also shows that twenty-one out of the twenty-five houses were equipped with modern facilities. This leaves only four unequipped with such conveniences. Even

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<sup>1</sup>Ibid., p. 84.

those figures mean that about sixteen per cent of the pupils were forced to live without facilities that modern civilization deems essential to desirable living.

Data in Table 1 also reveal the fact that seventeen of the twenty-five homes had a radio. On the surface this seems a fair percentage, but a close analysis shows that approximately thirty-three per cent of the children were denied this means of cultural and educational value.

A summary of data in Table 1 leads to the conclusions that the physical environment of a great number of the homes was not conducive to happiness for children who live in them.

#### Social Environmental Factors

Table 2 contains data on certain social factors in the homes of the second-grade pupils.

Data in Table 2 reveal interesting facts relative to the social environment of the pupils. In the first place, no child was reported as having a room by himself. This situation is not alarming since many parents desire to keep small children with them both day and night. However, only fifteen of the children were reported to have some nook or corner which they could call their own. Child psychologists recommend that independence, initiative, and orderliness should be developed by giving the child space and material for which he is responsible. Many children are timid and

afraid to venture into social situations because they have not felt that they were indispensable parts of the family, and that the well-being of the members and the harmony of the home depended on their sharing responsibilities.

TABLE 2

CERTAIN SOCIAL ENVIRONMENTAL FACTORS IN THE HOMES OF THE TWENTY-FIVE SECOND-GRADE PUPILS AND NUMBER OF HOMES POSSESSING EACH FACTOR

| Social Factors  | No. of Affirmative Answers |
|---|----------------------------|
| 1. Child have a room by himself? . . . . .                  | 0                          |
| 2. Have some nook or corner he can call his own? . . . . .  | 15                         |
| 3. Have several attractive toys? . . . . .                  | 14                         |
| 4. Read his books? . . . . .                                | 11                         |
| 5. Parents read with him or to him? . . . . .               | 10                         |
| 6. Have children's magazines? . . . . .                     | 0                          |
| 7. Read the magazines? . . . . .                            | 13                         |
| 8. Parents read magazines with or to him? . . . . .         | 4                          |
| 9. Child seem happy in the home? . . . . .                  | 23                         |
| 10. Child and parents appear to be companionable? . . . . . | 18                         |

Data in Table 2 show that fourteen children were reported to possess attractive toys. On the surface, this appears to mean that eleven of the children were missing one of the greatest joys of childhood--that of playing with toys.

Data in Table 2 also show that eleven children read books in the home. This means that approximately fifty per cent of the pupils reported that they did not participate in one of the most enjoyable and worthwhile activities for children. It is not known whether this situation is due to



lack of funds with which to buy books, or to lack of a desire for reading on the part of the children or the parents. It is noted that ten parents were reported to read to their boys and girls. This seems to indicate that about sixty per cent of the pupils were deprived of that companionship which comes from parents reading to their children.

An interesting observation is that no pupil was reported to have children's magazines in the home. It was indicated, however, that thirteen read magazines, but only four parents read this material to the children.

#### Child-Parent Incompatibility

Table 3 contains data on five cases of incompatibility between second-grade pupils and their parents.

TABLE 3

FIVE CASES OF OBSERVED INCOMPATIBILITY BETWEEN PUPILS AND THEIR PARENTS AND THE STATUS OF THE FAMILY AS TO SIZE AND MONTHLY INCOME, FATHER'S OCCUPATION, AND MOTHER'S OCCUPATION

| Case | No. in Family | Monthly Income of Family | Father's Occupation | Mother's Occupation |
|------|---------------|--------------------------|---------------------|---------------------|
| 6    | 6             | \$ 35.00                 | Cemetery            | --                  |
| 7    | 4             | 70-85                    | Dairy               | W.P.A.              |
| 16   | 4             | 90                       | C. G. C. Camp       | W.P.A.              |
| 23   | 5             | 75                       | Salesman            | --                  |
| 24   | 6             | 65                       | Milling             | --                  |

It is to be noted that twenty-three of the children were observed to be happy in the home, and that in eighteen cases the child and his parents seemed to be companionable. One report carried the notation, "lonesome for dad," in the blank on the questionnaire which read, "Does the child seem happy in the home?" One questionnaire contained no answer to the above item. Two contained no answer to the question, "Do the child and parent appear to be companionable?" It is interesting to refer to data regarding the economic status of the homes of the five cases which were observed to show incompatibility and lack of companionship between the children and their parents. In one case, the family consisted of six members, the father, mother, and four children. The monthly income was thirty-five dollars, earned by the father from work in the cemetery. In another case, there were four members in the family with the father's monthly income of thirty-five to fifty dollars, earned at a dairy, and the mother's W.P.A. salary of thirty-five dollars. The third case represented a family of four. The father was in the C.C.C. Camp (probably in an official position), earning a monthly salary of seventy-five dollars; the mother was a W.P.A. worker, earning fifteen dollars per month. The fourth case was in a family of five. The father earned seventy-five dollars monthly as a salesman. The child's mother was dead; he was living with the father and a stepmother. The fifth case represented a family of

six. The mother was unemployed, and the father earned sixty-five dollars at a mill. The average monthly salary for these five families was approximately seventy dollars; the families averaged a membership of five. It does not appear that the lack of companionship between these children and their parents was due to economic depression since several other cases in the second-grade represented a larger family membership and a more modest salary without seeming to mar the children's home happiness.

#### Economic Environment Factors

Table 4 contains information relative to certain economic environmental factors in the homes of the second-grade pupils.

Data in Table 4 show that the fathers of the second-grade pupils were reported to be employed in the following occupations: W.P.A. work, bank, insurance, state highway, meat market, cemetery, dairy, teaching, attending college, milling, light company, garage, power plant, C.C.C. Camp, drug store, motor company, mill elevator, and salesmanship. It is interesting to note that three fathers were reported to work on W.P.A. projects, two at mills, two on state highways, but no others were engaged in the same type of work. Case No. 7 reported that his father and mother were divorced. Case No. 10 indicated that his father was in college, working on a master's degree. Case No. 15 re-

TABLE 4

THE ECONOMIC AND ENVIRONMENTAL FACTORS OF THE HOME OF EACH CHILD  
IN THE SECOND GRADE, SAM HOUSTON SCHOOL, DENTON, TEXAS

| Case No.       | No. of children in family | Father's occupation | Father's monthly salary | Mother's occupation | Mother's monthly salary | Ed. of Mother | Ed. of Father      |
|----------------|---------------------------|---------------------|-------------------------|---------------------|-------------------------|---------------|--------------------|
| 1              | 1                         | W.P.A.              | \$35.00                 | Cleans houses       | \$7.50 to \$10          | Grade school  | Grade school       |
| 2              | 1                         | Banking             | \$100.00                |                     |                         | College       | College            |
| 3              | 1                         | Insurance           | \$75 to \$100.00        |                     |                         | College       | B.S. Degree        |
| 4              | 2                         | State highway       | \$100 to \$125.00       |                     |                         | College       | College            |
| 5              | 1                         | Meat market         | \$60.00                 |                     |                         | College       | College            |
| 6              | 4                         | Cemetery            | \$35.00                 |                     |                         | Grade School  | Grade school       |
| 7              | 2                         | Dairy               | \$35. to \$50.00        | W.P.A.              | \$35.00                 | Grade school  |                    |
| 8 <sup>o</sup> | 7                         |                     |                         | W.P.A.              | \$50.00                 | High school   |                    |
| 9              | 5                         | Teacher             | \$170.00                |                     |                         | College       | B.A., M.A. Degrees |
| 10             | 3                         | Working on M.A.     |                         | Dry G. store        | \$20.00                 | College       | M.A.               |
| 11             | 3                         | Milling company     | \$85 to \$100.00        |                     |                         | College       | College            |
| 12             | 3                         | Light company       | \$100.00                |                     |                         | High school   | College            |
| 13             | 2                         | Garage              | \$50.00                 | Irons               | \$7.50 to \$10          | Grade school  | Grade school       |
| 14             | 4                         | Power plant         | \$85 to \$100.00        |                     |                         | Grade school  |                    |
| 15             | 1                         |                     |                         |                     |                         |               | High school        |
| 16             | 2                         | C.C.C.              | \$75.00                 | W.P.A.              | \$15.00                 | High school   | High school        |
| 17             | 3                         | Drug store          | \$85.00                 | Court house         |                         | College       | College            |
| 18             | 4                         | W.P.A.              | \$35.00                 |                     |                         | Grade school  | Grade school       |
| 19             | 1                         |                     |                         |                     |                         | High school   | High school        |
| 20             | 3                         | W.P.A.              | \$35.00                 |                     |                         | Grade school  | Grade school       |

TABLE 4--Continued

| Case No. | No. of children in family | Father's occupation | Father's monthly salary | Mother's occupation | Mother's monthly salary | Ed. of Mother | Ed. of Father |
|----------|---------------------------|---------------------|-------------------------|---------------------|-------------------------|---------------|---------------|
| 21       | 2                         | Motor company       | \$100.00                |                     |                         | College       | College       |
| 22       | 3                         | Mill elevator       | \$85.00                 |                     |                         | Grade school  | Grade school  |
| 23       | 3                         | Salesman            | \$75.00                 |                     |                         | College       | High school   |
| 24       | 4                         | Milling company     | \$65.00                 |                     |                         | High school   | High school   |
| 25       | 3                         | Highway Dept.       | \$100.00                |                     |                         | High school   | High school   |

<sup>o</sup> Father deceased

ported the father's occupation to be delivering bread, while No. 19 reported the father to be employed as a mechanic.

Information in Table 4 discloses the fact that one father made a salary of one hundred seventy dollars monthly; five made between one hundred and one hundred twenty-five dollars; six from seventy-five to one hundred dollars; three from fifty to sixty-five dollars; and five from thirty-five to forty dollars. This means that twenty per cent of the second-grade pupils lived in homes where the father's monthly income was between thirty-five and forty dollars. In one of these homes there was only one child; in two others, four children each; in another, two children; and in the fifth home, three children. Three of the fathers were employed by W.P.A. projects. The fourth worked at a dairy, and the fifth was an employee at a cemetery.

The three fathers who received monthly salaries of fifty to sixty-five dollars were employed at a mill, a meat market, and a garage respectively. In one of these families there was one child; in another, two children; in the third, four children.

The six fathers who received a monthly salary of seventy-five to one hundred dollars were employed in the following types of work: insurance, C. C. C. Camp, mill, power plant, drug clerk, and salesman. One child was reported in one of these families, three in each of four families, and four in one family.

As previously stated, five fathers were reported to make monthly salaries of one hundred to one hundred twenty-five dollars. They were engaged in the following occupations: banking, state highway, light company, and a motor company. In one of these homes there was one child; in two of the homes, two children; and in two other homes, three children.

One father was reported to earn a monthly salary of one hundred seventy dollars. He was a teacher with five children.

Data in Table 4 also contain information relative to the occupations of mothers of the second-grade pupils in the Sam Houston School. Seven mothers were reported to be employed in the following types of work: house cleaning, W.P.A., clerking, laundry, and stenographic work.

In one of these cases where the mother was employed there was one child in the home. The father was employed on W.P.A. projects with a monthly salary of thirty-five to forty dollars; the mother earned from seven dollars and fifty cents to ten dollars each month.

In three cases the mothers worked on W.P.A. jobs; their monthly earnings were fifteen, thirty-five, and fifty dollars respectively. In the first and second of these cases, two children were reported in the home; in the third, seven children were reported, with the father and mother divorced.

The mother who worked in a dry goods store earned twenty dollars monthly. Her husband was in college, working on his masters degree; three children were reported in the family.

In another case, the mother ironed, earning from seven dollars and fifty cents to ten dollars monthly. Two children were reported in the family; the father earned fifty dollars per month.

The seventh case in which the mother was employed made no report on her salary. Three children were in the family; the father earned eighty-five dollars per month in a drug store.

Data in Table 4 also show that eleven of the fathers attended college. Six of them went no farther than high

school and six attended grade school only; two did not report. Data in the same table show that ten of the mothers attended college. Six attended high school, and eight attended grade school; one made no report on this item. This means that approximately half of the fathers attended college; one-fourth attended grade schools, and one-fourth attended high school. It is also to be noted that almost fifty per cent of the mothers were reported to have attended college, while twenty-five per cent completed high school work, and about thirty-three per cent finished grade schools.

The following observations are of interest: In Case No. 1 the father and the mother both attended only grade school. The father's salary in 1939-40 was from \$25-\$40 per month and the mother's was from \$7.50 to \$10. The father was employed on a W.P.A. project and the mother did house cleaning.

Report of Case No. 2 shows that both parents attended college. The father earned \$100 monthly in a bank and the mother was not employed.

Case No. 3 reported that both parents attended college. The mother was unemployed and the father earned from \$75 to \$100 a month with an insurance company.

Case No. 4 indicated that both parents attended college. The father earned from \$100 to \$175 working for the state highway. The mother was not employed.

Case No. 5 indicated that both parents attended college.



The mother was not employed; the father earned \$60 a month working in a meat market.

In Case No. 6, neither parent attend school higher than the elementary grades. The mother was not employed, and the father earned \$35 a month working in a cemetery.

Case No. 7 did not report on the educational training of the father. The mother attended grade school and was employed for \$35 a month on a W.P.A. project. The father earned from \$35 to \$40 a month working at a dairy.

The educational training of the father was not reported in Case No. 8. The mother attended high school and was employed as a W.P.A. librarian at \$50 monthly. The father and mother were separated. No report was given on the education of the father.

Case No. 9 reported that both parents attended college. The father was employed as a teacher in the North Texas State Teachers College, Denton, Texas at a salary of \$1,800 to \$2,000 per year. The mother was not employed.

The father of Case No. 10 was reported to be attending college, working on his masters degree, and no indication of salary was made. The mother earned \$20 per month at a dry goods store. Both parents were college attendants.

Case No. 11 indicated that both parents attended college. The mother was not employed, and the father earned from \$85 to \$100 a month in work at a milling company.

The father of Case No. 12 attended college and the mother

attended high school. The father's salary was \$100 per month as an employee of a light company, and the mother was unemployed.

Case No. 13 reported that both parents attended only grade schools. The father earned from \$50 to \$60 working in a garage. The mother earned from \$7.50 to \$10 by ironing at home.

Case No. 14 did not report on the education of the father. The mother attended grade school and was unemployed at the time of the report. The father earned from \$85 to \$100 a month at a power plant.

No report was given regarding the economic home environmental factors of Case No. 15 except that the father attended high school.

The parents of Case No. 16 were both high school graduates. The mother was employed on a W.P.A. project at a monthly salary of \$15. The father was connected with the C.C.C. Camp at a monthly salary of \$75.

Case No. 17 reported that both parents attended college. The mother was employed at the court house, but her salary was not given. The father earned \$85 a month at work in a drug store.

Case No. 18 reported that both parents were attendants of grade schools and the mother was not employed at the time that the report was made. The father was working on a W.P.A. project at a monthly salary of \$35.

Case No. 19 reported that both parents attended high school, but no information was given relative to the economic environmental factors of the home.

Case No. 20 reported that both parents attended only grade schools. The mother was unemployed, and the father earned \$35 a month on a W.P.A. project.

The parents of Case No. 21 attended college. The mother was unemployed, and the father earned \$100 monthly by working for a motor company.

Both parents of Case No. 22 reported only a grade school education. The mother was unemployed, and the father worked at a mill elevator for \$85 per month.

The mother of Case No. 23 attended college, and the father attended high school. The mother was unemployed, and the father, as salesman, earned \$75 monthly.

Both parents of Case No. 24 attended high school. The mother was not employed, and the father earned \$65 a month at a mill.

Case No. 25 reported that both parents attended high school. The mother was not employed, and the father earned \$100 per month by being employed by the state highway department.

It is to be noted further that the fathers of the second-grade pupils were employed in the following types of work: W.P.A. projects, banking, insurance, state highway, meat market, cemetery, dairy, teaching, milling, light company,

garage, power plant, C.C.C. Camp, drug store, motor company, and salesman.

The employed mothers of the second-grade pupils totaled seven. They were employed in the following types of work: house cleaning, W.P.A. projects, dry goods store, ironing at home, and court house work.

A report on the educational training of the parents shows that eleven of the fathers and ten of the mothers attended college; six fathers and six mothers attended high school; six fathers and eight mothers attended grade schools.

A study of the educational training and the salaries of the parents shows the following points of interest regarding the group whose school education ended with a completion of grade-school: the parents of Case No. 1 attended only grade school. The combined monthly salary was from \$42.50 to \$50. The mother cleaned house, and the father was employed on a W.P.A. project. In Case No. 7, the mother was unemployed, and the father earned \$35 a month by working in a cemetery. The mother of Case No. 7 attended grade school; the father's educational training was not reported on. The mother earned \$35 a month on a W.P.A. project, while the father earned from \$35 to \$40 a month at a dairy. In Case No. 8 the combined salary of the parents was from \$57.50 to \$60 per month. The father worked in a garage, and the mother ironed at home. The mother of Case No. 17 attended grade school, but the

father's educational training was not indicated. The mother was not employed, and the father earned from \$85 to \$100 for work in a power plant. In Case No. 18, the mother was not employed, and the father earned \$35 per month on a W.P.A. project. The mother of Case No. 20 was not employed, and the father earned \$35 monthly on a W.P.A. project. In Case No. 22, the mother was unemployed, and the father earned \$85 a month at a mill elevator.

Three of the mothers who were reported to have attended only grade-school were employed. They earned \$7.50, \$35, and \$7.50 respectively. The remaining five mothers were unemployed.

A summary of data in Table 4 shows that twenty per cent of fathers of the second-grade pupils averaged a monthly salary of \$40. The families average approximately three children each, making a total of five in the home. It is to be concluded that the economical conditions of the families is inadequate for desirable living.

#### Summary

Data in this chapter have been related to the economic home environmental factors of the second-grade pupils in the Sam Houston School, Denton, Texas. The discussion has centered around the following topics: the number of children in the family, father's occupation, father's monthly salary, mother's work, mother's monthly salary, educational training of mother, and educational training of the father.

### CHAPTER III

#### IDEAS OF CHILD-PARENT COMPANIONSHIP AS EXPRESSED

#### BY THE SECOND-GRADE PUPILS

Many people consider the companionship or comradeship between parents and their children to be of great importance because of its possibilities for character building. Most people also agree that comradeship with children is a vital means of influencing them in their choices and in their actions. The development of the virtues which are considered important in the lives of boys and girls is greatly influenced by child-parent intimacy. Many problems today are centered around parents who are unhappy because their children, as young men and women, have turned elsewhere for counsel and help. It appears that after a child reaches a certain age, he no longer makes overtures to his parents if they ignore or fail to understand him. It is generally believed that if a bond of genuine comradeship and love is to be established in the home, there must be a development of it by the fathers and mothers sharing in the sadness, joys, and problems of their children; they must take time to gain their confidence by being true comrades in childhood. If the parents want to feel that they are directing the development of the personality of their children, they

must take time to work and play with them, because it is in these hours of close comradeship that personality is molded.

The following statements seem to be significant reasons why parents should cultivate the friendship of their children and be closer, more confident companions:

1. It makes for genuine happiness for both parent and child. Happiness should be one big aim in life, since it makes us more effective in our work, play, and social cooperation.
2. It would keep parents young and happy.
3. The child has a right to know his parents intimately and to feel that they are chums and confidants.
4. It is a parent's obligation to help in the development of right ideals and habits through comradeship.
5. Children learn more by imitation, in their early years, than in any other way. The parent who is earnest and has the complete confidence of his child can exert a tremendous influence in this formative period of life.
6. Children at certain ages adore their parents, who thus become their models. A never failing consciousness of the truth of this statement will probably help busy parents to give the time they should to their children.
7. But the greatest reason for this comradeship of parents and children is that the confidence, trust, and respect of the child which can be best gained in this way will probably last. A mutual understanding and sympathy for the weaknesses of one another will strengthen their bond of union and be significant for ultimate outcomes.<sup>1</sup>

The writer has endeavored to discover the second-grade pupils' attitudes of parent-child comradeship by means of a questionnaire. As stated in the introductory chapter, this

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<sup>1</sup>G. E. Germane and E. G. Germane, Character Building, p. 207.

questionnaire was formulated and read orally to the children. In order to discover the child's attitude of what companionship with their <sup>parents</sup> means to them, <sup>the</sup> writer endeavored to include many of the things that most parents have an opportunity to participate in with their children. It also seemed advisable to discover some of the things children wished their fathers and mothers would not do. The writer felt that answers to such questions might be an indication of what the pupil's idea of true comradeship is.

#### Child-Mother Companionship

Table 5 contains data on activities which the children and their mothers participated in together that proved enjoyable to the child. Table 6 is a summary of information contained in Table 5.

Data in Tables 5 and 6 show the following indications of child-parent companionship: eighteen children indicated that they and their mothers enjoyed reading stories together. Books seem to offer great opportunities for family companionship. A love of good literature is often fostered first by the Mother Goose Rhymes. Then little by little the horizons widen in the wonderland of the great world about us. Reading together seems to build up a mutual family background.

Sixteen children indicated that they enjoyed going to the movies with their mothers; fifteen enjoyed playing games in the house; and ten enjoyed playing games outside. There







TABLE 5--Continued

| Activities   | Pupils |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|--|--------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
|  | 1      | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 28. Make scrapbooks of pictures, poems                               | X      | X | X | X | X | - | - | - | - | X  | -  | -  | -  | -  | X  | -  | -  | X  | -  | -  | -  | X  | -  | -  | X  |
| 29. Feed chickens  | X      | X | X | X | X | - | X | X | X | X  | -  | -  | X  | X  | -  | X  | -  | X  | -  | X  | X  | -  | X  | X  | -  |
| 30. Go to circus   | X      | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |
| 31. Make playthings  | X      | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |
| 32. Go to the fair   | X      | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |
| 33. Go to parades  | X      | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |
| 34. Ride out in the country  | -      | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |
| 35. Make up stories,   | -      | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |
| 36. Make pictures  | -      | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |
| 37. Collect things for a hobby                                       | X      | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |
| 38. Memorize verses  | X      | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |
| 39. Make excursion trips to dairy, flour mills, printing shops, etc. | X      | X | X | X | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  | X  |

- No

X Yes

are two kinds of recreation for parents of children: fun with the youngsters and fun without them. Both seem necessary for the fullest enjoyment of family life. Family fun is a primitive art to which Americans seemingly should revert. Many recreational activities have a wide appeal and can be enjoyed by all the family.

TABLE 6

THE NUMBER OF CHILDREN WHO ENJOY PARTICIPATING  
WITH THEIR MOTHERS IN EACH ACTIVITY

| Activities   | Number of Pupils<br>Answering "Yes" |
|--|-------------------------------------|
| 1. Read stories . . . . .                                    | 18                                  |
| 2. Go to the movies . . . . .                                | 16                                  |
| 3. Play games in the house . . . . .                         | 15                                  |
| 4. Play games on the outside . . . . .                       | 10                                  |
| 5. Take walks . . . . .                                      | 19                                  |
| 6. Visit friends and relatives in<br>Denton . . . . .        | 20                                  |
| 7. Visit friends and relatives away<br>from Denton . . . . . | 18                                  |
| 8. Go to Sunday School and church . . . . .                  | 18                                  |
| 9. Talk about my school work . . . . .                       | 19                                  |
| 10. Plan my new clothes . . . . .                            | 20                                  |
| 11. Buy groceries . . . . .                                  | 18                                  |
| 12. Go to the park . . . . .                                 | 18                                  |
| 13. Go to programs at the colleges . . . . .                 | 8                                   |
| 14. Have parties for my friends . . . . .                    | 13                                  |
| 15. Read the funny papers. . . . .                           | 16                                  |
| 16. Go for a drive in the car . . . . .                      | 18                                  |
| 17. Go swimming . . . . .                                    | 12                                  |
| 18. Go to ball games . . . . .                               | 14                                  |
| 19. Listen to the radio . . . . .                            | 19                                  |
| 20. Go camping. . . . .                                      | 6                                   |
| 21. Go fishing . . . . .                                     | 9                                   |
| 22. Make candy . . . . .                                     | 16                                  |
| 23. Clean up our house . . . . .                             | 19                                  |
| 24. Work in the yard . . . . .                               | 20                                  |
| 25. Play with our pets . . . . .                             | 15                                  |
| 26. Cook our meals . . . . .                                 | 10                                  |

TABLE 6--Continued

| Activities  | Number Pupils<br>Answering "Yes" |
|---|----------------------------------|
| 27. Sew, knit, crochet, embroider . . . . .   | 3                                |
| 28. Make scrapbooks of pictures,<br>poems, stories, etc. . . . .                    | 10                               |
| 29. Feed chickens. . . . .  | 8                                |
| 30. Go to the circus . . . . .  | 18                               |
| 31. Make playthings . . . . .   | 13                               |
| 32. Go to the fair . . . . .  | 20                               |
| 33. Go to parades . . . . .   | 19                               |
| 34. Ride out in the country . . . . .   | 17                               |
| 35. Make up stories, poems, and riddles . . . . .                                   | 8                                |
| 36. Make pictures . . . . .   | 16                               |
| 37. Collect things for a hobby . . . . .  | 12                               |
| 38. Memorize verses . . . . .   | 9                                |
| 39. Make excursion trips to the dairy,<br>flour mills, printing shops, etc. . . . . | 9                                |

Taking walks with their mothers was reported to be enjoyed by nineteen of the children. To most people walks can be exhausting or refreshing. In order to make them enjoyable, parents are urged to leave all cares behind. Children love simple things. It is fun to them to go to the top of the highest building in towns and look at the world from a new point of view. The whole family can enjoy seeing the fire station, the water works, a milk bottling plant, a bakery, the town laundry, machinery that prints the morning paper, the municipal airport, a bank vault, or even the local telephone exchange. Most children enjoy a walk to the edge of town for a visit with friends. They like to see cows milked; they derive much fun from throwing corn to the pigs and gathering eggs in the hen house. On other days they like to walk

to the museum or to the zoo. What each member of a family gets from such expeditions is different in detail, but in general they are all lifted from the hum-drum of daily life. Their horizons are stretched; they get fresh ideas, derive new sense of relationships, and gain broader understanding of their world.

Twenty children indicated that they enjoyed visiting friends and relatives in Denton; twenty enjoyed visiting friends and relatives away from Denton; eighteen going to Sunday School and church; nineteen talking about plans for new clothes; eighteen buying groceries; eighteen going to the park; eight going to programs at the colleges; and twelve having parties for their friends. Perhaps the one act that will most perfectly express sincerity, generosity and companionship of parents is the welcoming of their children's friends into their homes, especially to meals, when feasible. In every community there are houses where young and old congregate and other houses where they are avoided. It is generally easy to tell such houses without ever going in. If the front yard is moth eaten or trodden down by many feet it is safe to guess that it is the play ground of the neighborhood.<sup>2</sup>

Sixteen children said that they enjoyed reading the funny papers with their mothers; eighteen, going for a drive

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<sup>2</sup>H. E. Hamford, "Stepping Out as a Family," Parents Magazine, (March, 1937), p. 59.

in the car; twelve, going for a swim; fourteen, going to ball games; nineteen, listening to the radio; six, going camping; nine, going fishing; sixteen, making candy; and nineteen cleaning up their houses. Domestic duties often have a way of congealing into a routine which can be respected more readily if it is broken now and then so that the play spirit ingrained in human personality may have a chance. Evidently some mothers make house-cleaning play since twenty-four pupils reported that they enjoyed this activity with their mothers.

Twenty of the children enjoyed working in the yards of their homes; fifteen, playing with their pets; ten, cooking meals; three, sewing, knitting, crocheting, and embroidering; ten, making scrapbooks of pictures, poems, and stories; eight, feeding chickens; eighteen, going to the circus, thirteen, making playthings; and twenty, going to the fair. This attendance at the fair is an especially interesting observation. Weaving the festival spirit into the pattern of life is a parental privilege whose wise exercise helps to make the home a constructive force in the lives of the older as well as the younger generation.

"It is fun to be old or young in a family whose members know that all work and no play makes Jack and Jill, growing or grown, dull companions."<sup>3</sup>

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<sup>3</sup>L. H. Allen, "Family Celebration", Parents Magazine (December, 1936), p. 22.

Like the individuals who compose them, families have group personalities that require well-rounded development. The ability to snap out of hum-drum home existence by joining together in family celebrations, planned or spontaneous, infuses into life within four walls that zest without which all life withers. It is as necessary for the family to swing wide the doors to satisfying experiences within itself as it is to insist that these experiences be provided for the children in school and elsewhere outside the home, because the ability to live in tune with others begins at home. It is nourished there, trained there for expression elsewhere, by happy experiences that satisfy the individual's yearning for realization of his unity with a cooperative group.

Nineteen of the children reported that they enjoyed going to parades with their mothers; seventeen, taking rides out in the country; eight, making up stories, poems, and riddles with their mothers; sixteen, taking pictures; twelve, collecting things for a hobby; nine, memorizing verses; and nine, making excursion trips.

It seems that there are times in the life of a child when to go somewhere, anywhere, as a family is a great treat. It is only one manifestation of something far more important. The family can step out any way that at the moment seems most natural, provided they step with a certain inward rhythm, and a sense that there is harmony not



only within the family, but between the family and the larger life about them.<sup>4</sup> Families who can go off and have a good time together on Saturdays or over the weekend will establish bonds of comradeship and mutual interests that will add much to the happiness of their daily living. What is more, such trips can often yield material that will supplement work in school, or will carry the child's interest further and make history, geography, or social studies vivid to him. Wherever people live, there are all kinds of one-day expeditions to take. There are trips to newspaper plants, water towers, and power plants, and factories. An expedition to such places can do much to develop a child's sense of social values. Trips to an art institution or a museum can be delightful if small sections are visited with real interest, and no one is allowed to get tired. Picnics and hikes are fun for the whole family. Sometimes, when the weather begins to be nippy, three or four families can strike cross country and walk from three to six miles to a wayside inn for dinner. Others might enjoy living in shacks for ten days, doing cooking sometimes over a kerosene stove and sometimes out of doors, and always living the good free life.<sup>5</sup>

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<sup>4</sup>H. E. Hanford, "Stepping Out As a Family," Parents Magazine, (March, 1937), p. 59.

<sup>5</sup>R. H. Alschuler, "Let's Go," Parents Magazine, (September, 1936), p. 14.

Each of the following activities was mentioned by the stated number of the pupils in the second grade as being participated in by them and their mothers together: twenty, visiting friends and relatives in Denton, planning new clothes, working in the yard, and going to the fair; nineteen, taking walks, talking about school work, listening to the radio, cleaning up the house, and going to parades; eighteen, reading stories, visiting friends and relatives away from Denton, going to Sunday School and church, helping to buy the groceries, going to the park, going for a drive in the car, (and only seven reported no car,) feeding the chickens; seventeen going for rides out in the country; sixteen, going to the movies, reading the funny papers, making candy, and taking pictures; fifteen, playing games in the house and playing with their pets. Fourteen and thirteen children respectively reported that they enjoyed going to ball games and making playthings. The three following items were mentioned by twelve of the second grade pupils: having parties for their friends, going swimming, and collecting things for a hobby. Each of the following items was mentioned by ten of the children: playing games outside the house, cooking meals, and making scrapbooks of pictures, poems, riddles, and stories. Each of the following items was mentioned by nine of the children: going fishing, memorizing verses, and making excursion trips to the dairy, flour mills, printing shops,

and factories. The following items were mentioned by eight of the children: going to programs at the colleges, feeding the chickens, and making up stories, poems, and riddles.

All the other activities listed in the questionnaire were mentioned as being participated enjoyably with their parents by less than thirty per cent of the pupils.

It is to be concluded that the pupils enjoyed the following activities most: visiting friends and relatives in Denton, going to the fair, and working in the yard. Twenty of the children answered "yes" to these items. The following activities ranked second according to the report of the pupils: taking walks, talking about plans for new clothes, listening to the radio, cleaning the house, and going to parades. The least enjoyed activities participated in by parents and children appeared to be camping, sewing, knitting, crocheting, and embroidering. This situation may be due to the fact that probably only girls were interested in sewing, knitting, crocheting, and embroidering, and many children did not have opportunities to go camping.

Further analysis of data in Tables 5 and 6 shows that twenty-two of the pupils reported that they did not sew with their mothers. As stated before, this is probably due to the fact that only girls are interested in this activity. Nineteen of the children reported negatively

when asked if they and their mothers enjoyed camping together. It is to be explained that a great number of these probably have had no opportunity to participate in this activity. Seventeen children reported that they and their mothers together did not participate in the following activities: feeding the chickens, making up stories, poems, and riddles, and going to programs at the colleges. This means that approximately seventy-five per cent of the children appear to have missed the enjoyment and the training which is to be received from attending the college programs. It may be that the seventeen who reported negatively when asked if they participated with their mothers in making up stories, poems, and riddles were not given an opportunity to participate in such activity, since the economic environmental factors of the home point to undesirable living conditions among many of the pupils. Fifteen pupils reported that they did not play games on the outside with their mothers. Fifteen also reported that they did not cook meals with their mothers, and fifteen reported that their mothers did not participate with them in making scrapbooks of stories, pictures, and poems. This situation may be explained by the fact that data in Table 3 showed that only eight of the mothers attended college, six high school, and ten grade schools; one did not report. It appears that the lack of educational training on the part of the mothers

might have influenced their lack of interest in participating in the scrapbook activity. Thirteen pupils reported negatively when asked if they and their mothers enjoyed having parties for the child's friends. This means that about fifty per cent of the children appeared to be missing the joy of childhood parties. It has been stated before that perhaps the one act that will most perfectly express sincerity, generosity, and companionship of parents is the welcoming of their children's friends to their home.<sup>6</sup>

It is also an interesting observation that thirteen children indicated that they and their mothers did not swim together. Physical culture and health education exponents have emphasized the fact that the evident advantages in recreation and desirable leisure time activities can never be realized until there is true realization of such values by an increasing number of people, especially parents.

A summary of data in Tables 5 and 6 shows that the second-grade pupils feel that they can participate in many activities with their mothers and receive much enjoyment from the participation; this situation is interesting when viewed from the economic level. Many of the houses were unattractive, both inside and outside; this

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<sup>6</sup>H. E. Haford, "Stepping Out as a Family," Parents Magazine, (March, 1937), p. 59.

seems to show that parent-child comradeship can be fostered, even when the physical surroundings are not inviting or elevating. Social history contains many stories of parents who, because of poverty, failed to realize until it was too late, the value of having the confidence of their children. They did not realize that it was formed rather early in life, and that if they failed to be a part of these early days, that their children might turn elsewhere for companionship. Many of these parents lived to regret that their adolescent children were almost strangers to them. When it was too late, many fathers and mothers tried to cultivate intimacy with their children. "When will parents learn to put first things first? What will it profit them to gain the whole world and lose their own child?"<sup>7</sup>

Activities Which Children Wished Their  
Mothers Would Not Participate In

Table 7 contains data on activities that children in the second grade indicated they wished their mothers would not participate in. These data were secured by questionnaires read by the writer to each second-grade pupil.

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<sup>7</sup>C. E. Germane and E. G. Germane, Character Education, p. 208.

TABLE 7  
THE CHILDREN IN THE SECOND-GRADE OF THE SAM HOUSTON SCHOOL  
WHO OBJECT TO CERTAIN ACTIVITIES OF THEIR FATHERS

| Activities  | Pupils |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|---|--------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
|   | 1      | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 1. Spank me   | X      | X | X | X | - | - | X | X | - | X  | -  | X  | X  | X  | X  | X  | X  | -  | X  | X  | -  | -  | X  | -  | X  |
| 2. Scold me   | -      | X | X | - | - | - | X | X | - | X  | X  | -  | -  | -  | -  | X  | X  | -  | X  | -  | X  | -  | X  | X  | -  |
| 3. Be fussy   | -      | X | X | X | - | - | - | X | - | X  | X  | -  | -  | -  | X  | -  | X  | -  | X  | -  | X  | -  | -  | -  | X  |
| 4. Leave me at home<br>by myself when<br>she goes to town,<br>church, or movies                   | -      | X | - | X | X | - | X | X | X | X  | -  | -  | -  | -  | X  | X  | X  | X  | X  | -  | -  | -  | X  | X  | X  |
| 5. Leave me at home<br>with someone else<br>when she goes to<br>visit our friends<br>or relatives | -      | X | - | X | X | - | X | - | - | X  | -  | -  | -  | -  | X  | X  | X  | X  | X  | -  | X  | X  | X  | X  | X  |
| 6. Leave me at home<br>with someone else<br>when going driving                                    | -      | - | - | X | X | - | X | - | - | X  | -  | -  | -  | -  | X  | X  | -  | X  | X  | -  | -  | -  | X  | -  | X  |
| 7. Make me go to<br>bed early   | -      | X | X | - | X | X | X | X | X | X  | X  | X  | X  | X  | X  | X  | X  | -  | -  | X  | -  | X  | X  | X  | X  |
| 8. Read the paper<br>when I want her<br>to play with me   | -      | X | X | - | X | X | - | X | X | X  | X  | X  | X  | -  | -  | X  | X  | X  | X  | -  | -  | -  | X  | -  | X  |

TABLE 7--Continued

| Activities                                      | Pupils |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|---|--------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
|   | 1      | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 9. Listen to radio programs that I do not like  | -      | X | - | - | - | X | - | X | - | -  | X  | -  | -  | -  | X  | -  | X  | -  | X  | -  | -  | -  | X  | -  | -  |
| 10. Make me eat meals by myself                 | -      | - | X | - | - | X | - | X | - | X  | -  | -  | -  | -  | -  | -  | -  | -  | X  | -  | -  | -  | -  | -  | -  |
| 11. Make me get ready for school by myself      | -      | X | X | X | - | - | X | X | - | X  | -  | -  | -  | -  | -  | -  | -  | -  | X  | -  | -  | -  | -  | -  | X  |
| 12. Make me play by myself                      | -      | - | - | - | X | - | - | X | X | X  | -  | -  | X  | -  | -  | -  | X  | -  | X  | X  | -  | -  | X  | -  | -  |
| 13. Make me read stories by myself              | -      | - | - | X | - | - | - | X | X | -  | -  | -  | X  | -  | -  | -  | -  | -  | X  | -  | -  | -  | -  | -  | -  |
| 14. Keep me from playing with my little friends | -      | - | - | X | X | - | - | X | X | X  | X  | -  | X  | -  | -  | -  | X  | -  | -  | X  | -  | -  | -  | -  | -  |
| 15. Keep me from playing in the park            | -      | - | - | X | X | - | - | X | X | -  | X  | X  | -  | -  | -  | -  | X  | -  | X  | -  | -  | -  | X  | -  | -  |
| 16. Keep me from going to the movies            | -      | - | - | X | - | - | - | X | X | -  | X  | X  | -  | -  | -  | X  | X  | -  | -  | -  | -  | -  | X  | -  | X  |

X Yes

- No



Table 8 is a summary of data contained in Table 7. It is related to the number of pupils who object to certain activities of their mothers.

TABLE 8

THE NUMBER OF CHILDREN IN THE SECOND GRADE OF THE SAM HOUSTON SCHOOL WHO OBJECT TO CERTAIN ACTIVITIES OF THEIR MOTHERS

| Things I Wish My Mother Would Not Do  | No. of Children Who Object to the Activity |
|---|--|
| 1. Spank me . . . . .   | 16   |
| 2. Scold me . . . . .   | 11   |
| 3. Be fussy . . . . .   | 13   |
| 4. Leave me at home by myself when she goes to town, church, or to the movies .                 | 16   |
| 5. Leave me at home with someone else when she goes to visit our friends or relatives . . . . . | 17   |
| 6. Leave me at home with someone else when going driving . . . . .                              | 11   |
| 7. Make me go to bed early . . . . .  | 19   |
| 8. Read the paper when I want her to play with me . . . . .                                     | 15   |
| 9. Listen to radio programs that I do not like . . . . .  | 9  |
| 10. Make me eat meals by myself . . . . .   | 5  |
| 11. Make me get ready for school by myself .  | 9  |
| 12. Make me play by myself . . . . .  | 11   |
| 13. Make me read stories by myself . . . . .  | 6  |
| 14. Keep me from playing with my little friends. . . . .  | 10   |
| 15. Keep me from playing in the park . . . .  | 10   |
| 16. Keep me from going to the movies . . . .  | 11   |

Data in Table 8 show that the following activities were mentioned as being undesirable by the indicated number of children: make me go to bed early, nineteen; leave me at home with someone else when she goes to visit our friends and relatives, seventeen; spank me, sixteen; leave me at

home by myself when she goes to town, church, or to the movies, sixteen; read the paper when I want her to play with me, fifteen; be fussy, thirteen; scold me, eleven; make me play by myself, eleven; keep me from going to the movies, eleven; leave me at home with someone else when going driving, eleven; keep me from playing in the park, ten; keep me from playing with my little friends, ten; listen to radio programs I do not like, nine; make me get ready for school by myself, nine; make me read stories by myself, six; make me eat meals by myself, five.

An analysis of these data show that approximately eighty per cent of the children indicated that they wished their mothers would not make them go to bed early. This condition seems to be prevalent in the lives of children. Some specialists in child study have suggested that it is due to the child's wanting to continue the joyful activities of the day. Others believe that it may be due to the fact that many mothers do not know how to prepare children for going to bed. This activity is generally postponed until the last minute, often when the child is in the middle of a game, story, or radio program. Human nature causes the child to rebel, and in many cases the bed-time scenes are unhappy times in the home.

A child lives today. This day holds all of life for him, all he can feel and do and be lies in the span. In this day he is a person, living his life, enjoying it or bewailing it or just

suffering it. As he lives out this day he adds something of quality to his power of living and that affects the next day.

Each day at dawn the child is born anew. He is a different child from the one who laid down his work and went to bed the night before. That other child will never come again, he went with the setting of the sun. This new one has within him the powers and weaknesses, the delights and sorrows of that bygone child.<sup>8</sup>

Seventeen of the pupils said that they wished their mother would not leave them at home with someone else when she went to visit friends and relatives. There are probably two reasons why children do not want to be left at home. The first is that they would like to do the things their parents do, and the second is that many children feel afraid when they are left at home without their mothers. This is especially true of small children who have been accustomed to having the mother or the father or both near them through all hours of the day and night. This problem, as most of the problems of child-parent companionship, strengthens the statement previously made that the only kind of child-parent relationship that is especially valuable is one that is founded on mutual consideration, respect, and understanding. We have passed through a decade of extreme economic change, ending in one of the most difficult eras of our history. Elaborate and almost unlimited amounts of commercial recreation and entertainment

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<sup>8</sup>Angela Patri, "Our Children," Dallas Morning News, (March 29, 1940), p. 8.

have had certain destructive effects on American family life. The ease and safety of travel, which seems to be ever increasing, means continued problems for the young and old alike. The progress of shorter working hours in one way proves a great advantage to the home, but in another way it may prove destructive if the free time takes the parents away from their children.

Sixteen children indicated that they wished their mothers would not spank them. From time immemorial the rod has caused much unhappiness. Many parents interpret the Bible literally to believe "to spare the rod spoils the child;" others fail to exert any degree of self-control and often punish children as a means of giving vent to their emotions. When people live so close together as under the same roof, more or less trouble is sure to occur unless there is at least some member of the family group who is tactful, sympathetic, good natured, and developed to a degree surpassing that of the others. The mother, as a rule, has been the dominating personality in the management of the household, and it is to her that the children look for adjustments. Most children do not understand that punishment is administered, in some cases, for their own good. This is one of the problems that so far has not been solved by either the child or the mother.

Thirteen children indicated that they wished their mothers would not be fussy. If a child is brought up from

the beginning to realize that there are some foods, some foods, some activities, and some liberties which are unsuitable to the child's age, he will accept this without unpleasantness or without a feeling of resentment. It is all a matter of friendly companionship, based on fairness, mutual love, and respect between parents and children.<sup>9</sup> The evidence of supervising the child's life is so increased that parents often deprive children of personal freedom, and cause the boys and girls to accuse parents of being grouchy, demanding, and fussy. With the advance of civilization, the protective period has been lengthened. Many parents and others interested in child welfare desire that this period of protection should be kept free of responsibility for food, clothing, and shelter. By the time the parents have planned the education and cultivation of their children, they have come to feel that the child is totally irresponsible, and therefore they become, what boys and girls call "fussy", if the children's plans are not executed as they had wished them to be.

Yes, I know that when your bridge partner throws away a perfectly good trump you don't scream at her neither do you raise your voice exceedingly when Mrs. Careless visitor spills ashes on your best lace cover and leaves a tell-tale ring on your new coffee table where her glass stood. Even when the little boy next door digs up the "weeds" in your flower bed you do not shout at the top of your voice. There may be

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<sup>9</sup>Dorothy Blake, "Fitting the Child to the Home," National Parent-Teacher Magazine, (September, 1936), p. 12

icicles and grim determination in your tone as you march him home, but there's no scream. You do not howl when the deplorable dancing partners ruin not only your best dancing slippers but your pet corn as well.

No, there are evidences of culture and advanced civilization are left for the special delectation of that convenient emotional outlet--your unprotected family. They can do nothing but shriek back, and then how you screech at them for bellowing at you.<sup>10</sup>

A summary of data in Table 5 shows that over fifty per cent of the pupils mentioned eleven activities which they wished that their mothers would not do. This leads to the conclusion that it might be desirable for the mothers of the second-grade pupils to inquire as to the things their children wished they would not do. After the inquiry was made, it is very probable that an adjustment would follow which would mean companionship and more confidence between the mothers and their children.

#### Child-Father Companionship

Table 9 contains data on the activities which were participated in by the second-grade children and their fathers.

These data were secured by means of questionnaires read by the writer to each second-grade pupil.

Data in Tables 9 and 10 show that the following number of pupils indicated that they enjoyed participating in the

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<sup>10</sup>Mary K. McMeans, "What's All the Shouting About," Hygeia, (April, 1937), p. 327.



TABLE 9--Continued

| Activities                         | Pupils |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|------------------------------------|--------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
|                                    | 1      | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 10. Plan my new clothes            | -      | X | X | - | - | X | X | 0 | - | X  | -  | X  | -  | X  | -  | -  | X  | X  | -  | X  | X  | X  | X  | X  | X  |
| 11. Buy groceries                  | X      | - | X | - | X | X | X | 0 | X | X  | X  | X  | X  | X  | -  | X  | -  | X  | X  | -  | -  | -  | -  | X  | X  |
| 12. Go to the park                 | -      | X | - | X | - | X | X | 0 | X | -  | X  | X  | X  | X  | -  | -  | -  | X  | -  | -  | X  | -  | X  | X  | X  |
| 13. Go to programs at the colleges | -      | - | - | - | - | - | X | 0 | X | -  | -  | -  | -  | -  | -  | -  | -  | -  | X  | -  | -  | -  | -  | X  | X  |
| 14. Have parties for my friends    | -      | X | X | - | - | X | X | 0 | - | -  | X  | X  | -  | -  | -  | X  | X  | -  | X  | -  | -  | -  | -  | X  | -  |
| 15. Read the funny papers          | X      | X | X | - | X | - | X | 0 | - | -  | -  | X  | X  | X  | -  | X  | X  | -  | X  | -  | -  | -  | X  | -  | X  |
| 16. Go for a drive in the car      | X      | - | X | - | X | X | X | 0 | X | -  | X  | -  | X  | X  | -  | X  | X  | -  | X  | -  | X  | X  | X  | X  | X  |
| 17. Go swimming                    | -      | X | X | - | X | X | X | 0 | - | X  | -  | X  | X  | X  | -  | X  | X  | -  | X  | -  | -  | X  | X  | X  | X  |
| 18. Go to ball games               | -      | X | - | X | X | - | X | 0 | - | X  | -  | X  | X  | X  | -  | X  | X  | -  | X  | -  | -  | X  | X  | X  | X  |
| 19. Listen to the radio            | X      | X | X | X | X | X | X | 0 | X | X  | X  | X  | X  | X  | -  | -  | X  | X  | -  | -  | X  | X  | X  | X  | X  |
| 20. Go stamping                    | -      | - | - | - | X | - | X | 0 | - | X  | -  | -  | -  | -  | X  | -  | X  | -  | -  | -  | X  | -  | -  | X  | X  |
| 21. Go fishing                     | X      | X | - | - | X | X | X | 0 | - | X  | -  | -  | -  | -  | -  | X  | X  | -  | X  | -  | -  | X  | X  | X  | X  |
| 22. Make candy                     | X      | - | X | - | - | X | X | 0 | - | -  | X  | -  | -  | X  | -  | X  | X  | -  | X  | -  | -  | X  | X  | X  | -  |

0 No answer

\*No

xYes



stated activities with their fathers: thirteen, reading stories; ten, going to the movies; fifteen, playing games in the house; sixteen, playing games on the outside; eighteen, visiting friends and relatives in Denton; fifteen, taking walks; fifteen, going to Sunday School and church; seventeen, talking about my school work; fifteen, planning my new clothes;

TABLE 10

THE NUMBER OF CHILDREN WHO ENJOY PARTICIPATING  
WITH THEIR FATHERS IN CERTAIN ACTIVITIES

| Things my father and I participate in                        | No. of Children<br>Who Enjoy Par-<br>ticipating in<br>the Activities |
|--|--|
| 1. Read stories . . . . .                                    | 13   |
| 2. Go to the movies . . . . .                                | 10   |
| 3. Play games in the house . . . . .                         | 15   |
| 4. Play games on the outside . . . . .                       | 16   |
| 5. Take walks . . . . .                                      | 15   |
| 6. Visit friends and relatives in Denton. . .                | 18   |
| 7. Visit friends and relatives away from<br>Denton . . . . . | 15   |
| 8. Go to Sunday School and church . . . . .                  | 15   |
| 9. Talk about my school work . . . . .                       | 17   |
| 10. Plan my new clothes . . . . .                            | 15   |
| 11. Buy groceries . . . . .                                  | 17   |
| 12. Go to the park . . . . .                                 | 13   |
| 13. Go to programs at the colleges . . . . .                 | 6  |
| 14. Have parties for my friends . . . . .                    | 10   |
| 15. Read the funny papers . . . . .                          | 14   |
| 16. Go for a drive in the car . . . . .                      | 19   |
| 17. Go swimming . . . . .                                    | 16   |
| 18. Go to ball games . . . . .                               | 14   |
| 19. Listen to the radio . . . . .                            | 18   |
| 20. Go camping . . . . .                                     | 8  |
| 21. Go fishing . . . . .                                     | 15   |
| 22. Make candy . . . . .                                     | 11   |

seventeen, buying groceries; thirteen, going to the park;  
six, going to the programs at the colleges; ten, having

parties for their friends; fourteen, reading the funny papers; nineteen, going for a drive in the car; sixteen, swimming; fourteen, going to ball games; eighteen, listening to the radio; eight, going camping; fifteen, going fishing; and eleven, making candy.

Approximately seventy-five per cent of the pupils reported that they and their fathers went for drives in the country. A little smaller percentage reported that they and their fathers participated in games together both inside and outside the house. About seventy-three per cent also reported that they went with their fathers to visit friends and relatives in Denton. Between sixty and seventy per cent participated in games with their fathers both inside and outside of the house and went to Sunday School and church with them. About the same also reported that they listened to the radio with their fathers, bought groceries, talked about school work, planned new clothes, went fishing and swimming and took walks. A little smaller percentage reported that they and their fathers went to the ball games, read the funny papers, went to the park, and read stories together. Approximately forty per cent indicated that they went to the movies with their fathers, had parties for their friends with the help of their fathers, and made candy. Approximately twenty-five per cent of the pupils indicated that they went to the programs at the colleges with their fathers, and thirty-two per cent went camping with them.

An analysis of the data in Tables 9 and 10 leads to the conclusion that the fathers of the second-grade pupils and their children were companionable. This is interesting since previous data have shown that the economic level of most of the homes was very low. It appears that the increasing leisure time which has come to most of the parents has been shared with the children. This situation does not appear in all localities. Scientific inventions have introduced devices in the home that have increased the free hours for all members of the family. Many mothers spend a great number of hours outside the home participating in her community social activities or in her professional work. Economic pressure in many cases demands that most fathers live the allotted twenty-four hours in his world of public affairs. Increased school and extra-curricula activities demand a great part of the children's time. To follow these activities is like following separate threads in the skein of family life.

#### Activities Which Children Wished Their Fathers Would Not Participate In

Table 11 contains data on the activities which the second-grade children wished that their fathers would not participate in. These data were secured by means of questionnaires read by the writer to each second-grade pupil.

TABLE 11

THE CHILDREN IN THE SECOND GRADE OF SAM HOUSTON SCHOOL WHO OBJECT TO CERTAIN ACTIVITIES OF THEIR MOTHERS

| Activities   | Pupils |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|--|--------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
|  | 1      | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 1. Spank me  | -      | X | X | X | X | - | X | 0 | - | X  | X  | -  | X  | X  | -  | X  | X  | -  | X  | X  | X  | X  | X  | -  | X  |
| 2. Scold me  | -      | X | X | - | X | X | - | - | - | -  | X  | -  | X  | X  | X  | X  | X  | -  | X  | -  | -  | -  | X  | X  | -  |
| 3. Be fussy  | -      | X | - | X | X | - | - | 0 | X | X  | -  | X  | -  | -  | -  | -  | -  | -  | X  | -  | -  | X  | X  | -  | X  |
| 4. Leave me at home by myself when he goes to town, church, or the movies            | -      | X | - | X | X | X | - | 0 | - | X  | -  | X  | -  | -  | -  | X  | -  | X  | X  | -  | X  | -  | X  | X  | X  |
| 5. Leave me at home with someone else when he goes to visit our friends or relatives | -      | X | - | X | X | - | - | 0 | - | X  | -  | X  | -  | -  | -  | X  | -  | X  | X  | -  | X  | -  | X  | X  | X  |
| 6. Leave me at home with someone else when going driving                             | -      | X | - | - | X | - | - | 0 | - | X  | -  | X  | -  | -  | -  | X  | -  | X  | X  | -  | X  | -  | X  | -  | X  |
| 7. Make me go to bed early   | -      | X | X | X | - | X | X | 0 | - | X  | X  | X  | X  | X  | X  | X  | X  | -  | X  | X  | -  | X  | -  | X  | X  |

TABLE 11--Continued

| Activity  | Pupils |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|---|--------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
|   | 1      | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 8. Read the paper when I want him to play with me | X      | X | X | X | X | X | O | X | X | X  | -  | X  | X  | X  | X  | X  | -  | X  | X  | -  | X  | X  | X  | -  | X  |
| 9. Listen to radio programs that I do not like    | -      | X | X | X | - | X | O | - | - | -  | -  | X  | X  | -  | X  | X  | X  | -  | X  | -  | -  | -  | X  | -  | -  |
| 10. Make me eat meals by myself                   | -      | - | X | - | - | - | O | - | - | X  | -  | X  | -  | -  | X  | X  | -  | -  | X  | -  | -  | -  | -  | -  | -  |
| 11. Make me get ready for school by myself        | -      | X | X | - | - | X | O | - | - | X  | -  | -  | -  | -  | X  | X  | -  | -  | -  | -  | X  | -  | -  | -  | -  |
| 12. Make me play by myself                        | -      | - | X | X | X | - | O | X | X | -  | -  | -  | -  | -  | X  | -  | X  | -  | -  | X  | -  | -  | -  | -  | -  |
| 13. Make me read stories by myself                | -      | - | X | X | X | - | O | X | X | -  | -  | -  | X  | X  | -  | -  | X  | -  | X  | -  | -  | X  | -  | -  | -  |
| 14. Keep me from playing in the park              | -      | X | - | - | X | - | O | X | X | X  | -  | X  | -  | -  | -  | -  | X  | -  | X  | -  | -  | X  | -  | -  | X  |
| 15. Keep me from playing with my little friends   | -      | - | - | - | X | - | O | - | X | -  | -  | X  | -  | -  | -  | -  | X  | -  | -  | -  | -  | -  | -  | -  | -  |
| 16. Keep me from going to the movies              | X      | X | - | X | X | - | O | X | - | X  | X  | -  | X  | X  | -  | X  | X  | -  | X  | -  | X  | -  | X  | -  | X  |

<sup>o</sup>No father

<sup>~</sup>No

<sup>x</sup>Yes

Table 12 is a summary of data contained in Table 11. Data in Tables 11 and 12 show that the following number of children indicated that they wished their fathers would not

TABLE 12

THE NUMBER OF CHILDREN IN THE SECOND GRADE OF THE SAM HOUSTON SCHOOL WHO OBJECT TO CERTAIN ACTIVITIES OF THEIR FATHER

| Things I Wish My<br>Father Would Not Do  | No. of Children<br>Who Object to<br>Each Activity |
|--|---|
| 1. Spank me . . . . .  | 17  |
| 2. Scold me . . . . .  | 12  |
| 3. Be fussy . . . . .  | 10  |
| 4. Leave me at home by myself when he goes<br>to town, church, or the movies . . . . .               | 13  |
| 5. Leave me at home with someone else<br>when he goes to visit our friends or<br>relatives . . . . . | 12  |
| 6. Leave me at home with someone else<br>when going driving . . . . .                                | 11  |
| 7. Make me go to bed early . . . . .   | 18  |
| 8. Read the paper when I want him to play<br>with me . . . . .                                       | 19  |
| 9. Listen to radio programs that I do not<br>like . . . . .  | 10  |
| 10. Make me eat meals by myself . . . . .  | 5   |
| 11. Make me get ready for school by<br>myself . . . . .  | 6   |
| 12. Make me play by myself . . . . .   | 8   |
| 13. Make me read stories by myself . . . . .   | 8   |
| 14. Keep me from playing in the park . . . . .   | 10  |
| 15. Keep me from playing with my little friends  | 5   |
| 16. Keep me from going to the movies . . . . .   | 15  |

do the stated activities: seventeen, spank me; twelve, scold me; ten, be fussy; thirteen, leave me at home when he goes to town, church, or to the movies; twelve, leave me at home with someone else when he goes to visit our friends and relatives; eleven, leave me at home with someone else when going driving;

eighteen, make me go to bed early; nineteen, read the paper when I want him to play with me; ten, listen to radio programs that I do not like; five, make me eat meals by myself; six, make me get ready for school by myself; eight, make me read stories by myself and make me play by myself; ten, keep me from playing in the park; five, keep me from playing with my little friends; and ten, keep me from going to the movies.

It is interesting to note that eighteen of the children reported that they wished their fathers would not make them go to bed early. In Table 5 it is seen that nineteen reported that they wished their mothers would not make them go to bed early. This, at least, appears to denote cooperation between the parents.

Nine of the children stated that they wished their fathers would not read the paper when they wanted him to play with them. It often happens that night time is the only time for the fathers to read the newspapers, because they spend the hours during the daytime in working. Since many children are deprived of the companionship of their fathers during the day, it is to be expected that they want him to play with them at night.

Seventeen children stated they wished their fathers would not spank them. This same item was reported on by sixteen children in connection with things the children wished their mothers would not participate in. As stated

before, this indicates that some of the parents of the children of the second grade were cooperative in the discipline of their children, even though it approached "capital punishment."

#### Summary

Data in Chapter III has been related to the following points of interest relative to the companionship between the second-grade children in the Sam Houston School, Denton, Texas and their parents; significant reasons for companionship; activities which children enjoyed participating in with their mothers; activities which children wished their mothers would not participate in; activities participated in by the children with their fathers, and activities which the children wished their fathers would not participate in.



## CHAPTER IV

## CASE STUDIES OF SECOND-GRADE PUPILS

An almost unlimited amount of valid, desirable, and essential data regarding the second-grade pupils has been secured during home visits. These data have been recorded in the form of case studies. The studies have helped to establish a more desirable home-school relationship, because the writer has gained a better understanding of the home environment and the relationship between parents and children.

The number of children in the family, the size of the house, the work of the mother and father, kind of food, the lack of work, the social status of the family, the location of the home, the mother's and father's outlook on life, all serve to take their toll on the child's behavior.<sup>1</sup>

These studies have also given surprising insight into the second-grade children's growth and expressions. The writer feels that it would be an interesting study in child development if these case studies were continued on each of these children through grade eleven. The results should prove invaluable aids to teachers, parents, and pupils.

The following case studies of the second-grade pupils in the Sam Houston School in Denton, Texas, were made by the

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<sup>1</sup>Mrs. A. D. Mathis, "An Analysis of Evaluation Techniques for an Activity Program," Master's Thesis, North Texas State Teachers College, Denton, Texas, 1939, p. 7.

writer during the first half of the 1939-40 term. These studies are brief and generally pertain to some phase of the children's companionship with their parents, or the lack of companionship.

Case No. 1: This six year old boy, whose mother helps earn a living, is lonely when he gets home from school and his mother is not there. He is the only child, and enjoys playing ball with his father. Apparently affected by bad tonsils or adenoids or both, he is rather slow to comprehend and carry out directions. The other children are not especially fond of him. One day he said that he beat his father in spelling although the father tried hard to win. He seemed to be pleased that his father did not "just let him win." Although the family's monthly income is only thirty-five to forty-five dollars, the parents appear to be companionable with this child. He seems to be happy and to enjoy his father and mother.

Case No. 2: This eight year old girl, who attended kindergarten and first grade at the Demonstration School at Teachers College, Denton, Texas, seems to be happy most of the time. She is slightly above average in the grade, and she enjoys other children as much as they enjoy her. She has an appealing manner and comes to school dressed in good taste. She attends church and movies with her parents, but they do not play with her. She reported one morning that her aunt, uncle, and baby cousin visited them the night

before. She said that she enjoyed playing with the baby. Another day while the pupils were making valentines for their mothers, this child insisted that we must make one for our dads if we made one for our mothers. On her valentine she wrote, "To my dear, dear dad." The economic status of this home is above the average for the group. The father's working hours are not as long as some of the other fathers and the child seems to share the father's leisure time.

Case No. 3: This attractive eight-year-old girl, whose parents have been teachers, appears to have received too much attention. She attempts to take advantage of any situation that makes her the center of attraction, and she seems eager to attract boys. She reflects a nervous temperament. Recently her father changed his occupation from teaching and the family was unsettled for some time. She says both father and mother read stories with her and play games. One day she seemed worried about her mother and she said, "When we were in another town--after daddy got sick-- I would be talking to mother and I would ask her questions and she would not know what I had been talking about."

One day she brought some embroidery work to school. She told her teacher that the little brown dog which she was embroidering looked like Rex, the dog that she and dad played with. She was eager to finish the work so she could send it to her father in California. She said that she

enjoyed climbing trees with her father; then she added, "He could climb higher than I, but he would always come down to where I was and help me to climb higher."

This little girl is the only child in the family; the father makes an average salary, and she is seemingly given many luxuries and many hours of companionship. Since her father is away, she seems to miss him very much and to cling close to her mother.

Case No. 4: This eight-year-old girl, who has an eleven-year-old brother, occasionally attends Sunday School. The parents do not play with the children. Always clean, she wears silk dresses to school. While she is very fond of one little boy, she does not seem interested in the other children. They, in turn, are not very fond of her, but are agreeable with her. She seems to feel lonesome for her father. One day she said, "I hardly see my dad except on Sunday. He leaves before I get up and he doesn't come back until late." In this case, the occupation of the father deprives the child of the companionship which she craves.

Case No. 5: A clean, well-dressed boy of seven, who likes to wrestle, is popular and is one of the best students in the room. He is on a strict diet, due to bad teeth; and he often feels ill, although he is never cross. At home he is the only child. His parents play games with him, and without their help he says that he frequently wins.

There was much happiness in his face one morning when

he told his teacher that he and his dad had worked out in the garage on a set of shelves to surprise his mother for her birthday. This same child reported that he had left his books out in the country where he, his mother, and father had gone for the week-end. The father's low monthly salary of sixty dollars does not keep the parents from being companionable with their only child.

Case No. 6: It seems that this eight-year-old boy could become a leader if he had the proper guidance. He has much initiative and pep. He comes early to school, creates disturbances in the halls, talks aloud in the school room, compares his work with others, and in other ways attempts to attract attention to himself. He does not resent correction. He attends Sunday School, and his father and he read stories together, but they do not attend the movies. Like some children who share every secret, he told the teacher that his mother had helped him buy for the teacher a pretty valentine that she could eat. The economic status of this child's home is very low. The family consists of four members, with a monthly income of thirty-five dollars. His desire for attention may be due to a lack of companionship at home.

Case No. 7: This eight year old boy seems to be confused about both his work and his play. While he is poor in reading and number work, he frequently makes high grades in spelling. He is a likable child, and he wears clean

coveralls to school, but he keeps his desk dirty and in great disorder. The father and mother are both employed, earning a combined salary of seventy to eighty-five dollars monthly. They do not seem to take time to have companionship with their son. Because of this, he is unhappy.

Case No. 8: This fatherless boy, whose capable mother supports the seven children and herself, is six years old. He is an average, happy, healthy boy and plays well with other children. He creates small disturbances in the school room, yet never resents constructive correction. He reports that his mother does not play games with him, but that they read together. Once he told the class about how his mother helped him write a letter to his auntie, and also how she helped him memorize his part in a play. This is another case in which a parent's occupation seems to deprive the child of companionship in play which he desires. It seems that the mother takes time, however, to help the child with his school work.

Case No. 9: Better liked by girls than boys, this seven-year-old daughter of a college professor lacks confidence in her own ability. While she eventually brings up her work, she does not know how to evaluate her time. She is one of five children in the family. They all attend church services. She says that neither of her parents read stories with her or play games. Like many little girls,

she likes to help clean house. She often tells her teacher about how she works, and how she cares for the little sister while her mother finishes the work. The economic status of this child's home is the highest in the group, yet she seems to feel a lack of parental companionship. This seems to indicate that a family's high economic status does not insure child-parent companionship.

Case No. 10: Two older brothers keep this eight-year-old girl supplied with playmates at home. A healthy, happy girl who does splendid school work, she is calm, methodical, and self-possessed. Honest and conscientious in her work and play, she is popular with both boys and girls. She is always clean and wears clothes appropriate for school. She says that her parents take the children to church. She was very happy one morning when, in her customary manner, she announced that she would not be in school the next day because she, her mother, father and brothers were going to the Fat Stock Show. The father is in college, working on his masters degree, and the mother is employed in a dry goods store. The economic status of the family seems to be about the average of the group. The child always appears to be happy and talks about her home.

Case No. 11: This eight-year-old boy has a shy manner. He is friendly, but has no special friends. He has an older brother and a baby sister. He appeared to feel a deep responsibility when he told his teacher that his baby sister

was sick with flu, and he was afraid she might have pneumonia. He said that he helped his mother take care of her on Saturday and Sunday. He usually doesn't talk very much about his home life. Data show that the economic status is high in comparison with the group average. Again, it seems that the economic condition of the homes does not determine the degree of companionship between child-parent.

Case No. 12: A happy, considerate boy is this eight-year-old son of parents who cooperate enthusiastically in school activities. His father, a salesman, finds time to play with the three children, and to take them to church. This boy enjoys games and plays fair. He and his father go fishing together and make candy. His mother reads stories with him and takes walks. In this case the high economic status of the home is conducive to child-parent companionship.

Case No. 13: A well built, attractive, healthy child is this seven year old boy. He talks in a loud, nervous voice; he is slow to understand, and does not seem interested in other children. Although he has an average reading ability, he is slow in number work. A physician has recommended that his tonsils be removed, but the parents, who both work for small salaries, have not had this done. He says that his mother reads stories with him and helps with his lessons. He and his father read the funny paper



and have a good time together. The family's monthly income is from fifty to sixty dollars, but the low economic status does not prevent the parents from being companions to their child.

Case No. 14: An ordinary boy is the seven-year-old son of a machinist. A regular attendant at church with his parents and eleven-year-old sister, this youngster enjoys about the same things that most seven-year-old boys do--his bicycle, games with his sister, and his school work. When he is absent from school, his mother helps him prepare his assignments in order to make up his lessons. They take walks together and go visiting. The father earns from eighty-five to one hundred dollars monthly, and the family consists of four members. This average economic status is conducive to the desirable companionship that exists in the home.

Case No. 15: A happy, well-adjusted girl of eight is this little lady. Her mother brings her only child to school clean and well-dressed. Here she is very popular and talks often of family games, outings, and going to church. While neither of her parents is employed, they bring her to church in an expensive automobile. She does average school work. She says that she and her father play games and read together. One day she said that they played dominos so late the night before that she almost forgot to

study her lessons. Although the economic status of the family is not reported, it seems that the child has everything she desires, including parental companionship.

Case No. 16: This eight year old boy has an older sister to play with. The children enjoy dominoes with the parents, and all attend church together in favorable weather. This little boy has frequent colds, and often wears clothes that are not fresh. He works and plays well with the other children, and does average school work. The family's monthly income is eighty-five dollars. This is an average status for the group and indicates that the undesirable physical appearance of the child is not due to lack of finances.

Case No. 17: The youngest of three boys, this eight-year-old boy enjoys games, movies, and church with his brothers and parents, who both work. He is well-dressed and seemingly interested in his work, but he does not progress rapidly. He is in the retarded group. He and his father swim, go driving, attend ball games, and listen to the radio together. Mother plays with them, too. The father earns eighty-five dollars in a drug store. This salary is above the average for the group.

Case No. 18: A seven-year-old boy, whose father works on W.P.A., is the youngest of four children. Slow, nervous, and excitable, he seems not to care for the other children, although they treat him kindly. He reports that he and his

parents read together, play, go to ball games, have parties, and go camping. He says that he reads out loud to his mother every night, and that she helps him as she does her work. Once he remarked, "Dad and I cut wood together, but I can't cut quite as much as he can." The family's monthly income is thirty-five dollars, and the family consists of six members. The low economic level does not appear to lessen the companionship between the child and his parents.

Case No. 19: A seven-year-old girl, whose mother is interested in both the appearance and the school work of her daughter, is in the most progressive group in the high second grade. This little girl, always neat and clean, appears to enjoy the health plays and others in which she has a part. She reads stories with her father and mother, and takes walks with them. Every afternoon, they help her with her school work. Both parents are unemployed. The economic status of the family is not reported, but unemployment often denotes low finances. The child seems happy and talks happily about her family almost every day.

Case No. 20: This child comes to school neat and clean and talks frequently about "mother and dad." He says they read together and play games, and that they go visiting. He seems very happy in school and does excellent work. Often he reports on their doing school work at home and how well his father thinks he can read. Once he told about

reading to his mother. He said he asked her a word and found that she was fast asleep. The father is employed by W.P.A. at a monthly salary of thirty-five dollars. The low economic status does not seem to affect the parent's companionship with this child.

Case No. 21: This child is a nine year old boy, who attends Sunday School and is a capable student. He exhibits immature traits by asking the teacher to feel his loose teeth, by telling her that his eyes burned so that he could not study, and by offering other childish excuses. He says his father does not read with him, but that they play games together, and the maid takes him walking. Seeking encouragement and praise for his accomplishments, he told his teacher that he read signs to his mother and dad one day when they went down town, and they thought he could read "real good." The father earns one hundred dollars monthly, which is high for the group. The child seems to have all of the physical necessities, but appears to crave more parental companionship in play.

Case No. 22: This agreeable boy, eight years of age, who does not attend church services, is not an outstanding child. He works quietly and accurately, and he plays harmoniously with other children. He reports that he and his mother read stories and go to the movies together; the father reads with him on Sunday. One day he mentioned that in his family, they had played guitars, fiddles, and piano the

night before. They also sang songs. Another time, he mentioned that he and his dad played baseball, and that he won. The economic status of the family is high for the group, and the child is happy with his parental companionship.

Case No. 23: The mother of this eight-year-old boy died when he was three years of age. His father is a salesman, and his stepmother cares for the child and his three older brothers, keeping them all in school. The child comes to school neat, and clean, and with his clothing in good repair. He has a good personality and usually tries to bring up his work. He repeated the low first grade and is repeating the high second grade. Although he is tardy frequently and is repeating this work, his individual progress is improved somewhat. He says that his father and stepmother play with him, read, and go to the movies. However, he does not appear to be companionable with them. This condition may be due to the absence of his real mother and not to the economic status of the family. The father earns an average monthly salary of seventy-five dollars.

Case No. 24: This six-year-old girl does not have a large group of friends. She has one close girl friend in her grade. Together they study art, in which she is good. Wearing silk dresses, she comes to school neat and clean. She is slow both in reading and in number work. She reports that her father does not read with her, but that

they go to ball games and the movies together. She gave as her excuse for not reading well on one occasion the fact that she, her mother, and dad had gone to the show to see Charlie McCarthy.

Case No. 25: One of the best pupils in the second grade is this seven year old girl. Likable, attractive, and popular, it seems strange that she has so little self-confidence. She covers her face when she shows any of her art work to the class. However, she talks freely about her home. She told the teacher that she and her dad went for a walk every night in the summer, and that dad knew all about the stars and the moon.

#### Summary

These case studies are related to the children and their companionship with their parents. Appearance, behavior, and conversation of pupils are somewhat of an index to their home life. These brief studies have been an aid in interpreting the pupil's ideas of child-parent companionship.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

#### SUMMARY

This study has been related to certain ideas of child-parent companionship as expressed by twenty-five second-grade pupils in the Sam Houston School, Denton, Texas. The study had a two-fold purpose: first, to discover what the second-grade children seemed to consider as desirable companionship between themselves and their parents; and second, to recognize the apparent need for child-parent companionship that seemed to exist among the pupils.

Data for the study were secured primarily from the pupils themselves and from home visits. Recent trends in child-parent companionship were determined by literature from books, magazines, and bulletins.

Chapter I contains an introduction to the problem. This discussion includes a statement of the problem, the purpose of the research, sources of data, method of procedure, and methods for making the study.

Chapter II contains data on the home environment. This discussion includes data on physical, social, and economic environmental factors in the homes.

Chapter III contains the ideas of child-parent companionship as expressed by the pupils. These data were secured

by means of a questionnaire answered by each child regarding his ideas of child-parent companionship. The pupils expressed ideas on activities which they participated in with their fathers and mothers; they also reported on activities which they wished their fathers and mothers would not participate in. Reports on these items served as an index to their ideas of what child-parent companionship means.

Chapter IV is a discussion of the case studies of the pupils. These data were collected during the first semester of 1939-40. Although they are not scientific, they serve as bases for interpreting behavior and for understanding children's personalities.

Chapter V contains a summary of the problem with conclusions drawn from the study.

The following data make up a summary of the information secured from research on this problem:

1. Twenty per cent of the fathers of the second-grade children in the Sam Houston School, Denton, Texas averaged a monthly salary of \$40.00; the families averaged approximately three children.

2. Nine of the houses in which the second-grade children lived were unattractive on the outside; eight were unattractive on the inside; and thirteen were located in unattractive neighborhoods.



3. Twenty-one of the twenty-five houses were equipped with modern facilities.

4. Seventeen of the homes had a radio.

5. No child was reported to have a room by himself in his home.

6. Fourteen of the pupils possessed attractive toys; eleven did not have attractive toys.

7. Approximately fifty per cent of the pupils reported that they did not read books in their home.

8. No pupil was reported to have children's magazines in his home.

9. Twenty-three of the pupils were reported to appear happy in the home; in eighteen cases, the child and his parents seemed to be companionable; and five cases indicated incompatibility and lack of companionship between the child and his parents.

10. The fathers of the second-grade pupils were reported to be employed in the following occupations: W.P.A., banking, insurance, state highway, meat market, cemetery, dairy, teaching, attending college, milling, light company, garage, power plant, C.C.C. Camp, drug store, motor company, mill elevator and salesmanship.

11. Only one child reported that his father and mother were divorced.

12. One child reported that his father was not employed but was in college working on a masters degree.

13. One father made a monthly salary of \$170.00; five made between \$100.00 and \$125.00; six, from \$75.00 to \$100.00; three, from \$50.00 to \$65.00; and five, from \$35.00 to \$40.00.

14. Eleven of the fathers of the second-grade pupils attended college; six completed high school; six attended grade school; and two did not report.

15. Ten of the mothers of second-grade pupils attended college; six attended high school; eight attended grade school; and one did not report. Valuable information secured on this item aided in the study.

16. Each of the following activities was mentioned by the stated number of pupils as being participated in by them and their mothers together; visiting friends and relatives in Denton, twenty; working in the yard, twenty; going to the fair, twenty; taking walks, nineteen; talking about school work, nineteen; planning new clothes, nineteen; listening to the radio, nineteen; cleaning up the house, nineteen; going to parades, nineteen; reading stories, eighteen; visiting friends and relatives away from Denton, eighteen; going to Sunday School and church, eighteen; helping to buy the groceries, eighteen; going to the park, eighteen; going for a drive in the car, eighteen; feeding the chickens, eighteen; going for rides in the country, seventeen; going to the movies, sixteen; reading the funny papers, sixteen; making candy, sixteen; taking pictures,

sixteen; playing games in the house, fifteen; playing with pets, fifteen. The other activities listed in the questionnaire were mentioned by less than fifteen of the students.

17. It is to be concluded that each of the pupils enjoyed most the following activities with their mothers: visiting friends and relatives in Denton, going to the fair, and working in the yard. The following activities ranked second: taking walks, talking about new clothes, listening to the radio, cleaning the house and going to parades.

18. The least-enjoyed activities participated in by mothers and children appeared to be: camping, sewing, knitting, crocheting, and embroidering.

19. The children reported that they wished their mothers would not participate in the following activities: making them go to bed early; leaving them at home with someone else when visiting friends and relatives; spanking them; reading the paper when they wanted her to play with them; be fussy. The other activities listed in this section of the questionnaire were mentioned by fewer than fifty per cent of the children.

20. The following number of pupils indicated that they enjoyed participating in the stated activities with their father: thirteen, reading stories; ten, going to the movies; fifteen, playing games in the house; sixteen playing games

outside; eighteen visiting friends and relatives in Denton; fifteen, taking walks; seventeen, talking about school work; fifteen, planning new clothes; thirteen, going to the park. The remaining items mentioned in this section of the questionnaire were mentioned by less than forty per cent of the pupils.

21. The following number of children indicated that they wished their fathers would not participate in the stated activities: seventeen, spank them; twelve, scold them; ten, be fussy; thirteen, leave them at home when he went to town, church, or to the movies; twelve, leave them at home with someone else when he went to visit friends and relatives; eleven, leave them at home with someone else when he went driving; eighteen, make them go to bed early; nineteen, read the paper when they wanted him to play with them; ten, listen to radio programs they did not like; five, make them eat meals by themselves; six, make them get ready for school by themselves; eight, make them read stories by themselves and make them play by themselves; ten, keep them from playing in the park; five, keep them from playing with their little friends; ten, keep them from going to the movies.

#### Conclusions

This study seems to justify the following conclusions:

1. A large percentage of the houses in which the second-grade children lived were unattractive on the inside and

outside and were located in unattractive neighborhoods. These undesirable physical surroundings did not seem to keep the parents and children from being companionable, since only five cases of child-parent incompatibility were observed in the twenty-five homes.

2. A large percentage of the families had a low economic status; many of the children did not possess attractive toys; few pupils had children's magazines in the home; a large percentage had no radio, yet the low economic status did not seem to cause the children and their parents to be incompatible. Of the five observed cases of incompatibility, three existed in homes where the monthly income ranged from seventy-five dollars to ninety dollars. In one case the monthly income was thirty-five dollars, and in another, sixty-five dollars. Thus there seemed to be no significant relationship between family income and companionship of parents and children.

3. Tables seemed to show much companionship between parents and children. Statements of children sometimes showed a longing for more companionship. The number of times a relationship is enjoyed would tell a better story and more needs to be done on this point.

4. The physical environment of a great number of homes in which the second-grade pupils live was not conducive to happiness for the children, but this factor does not appear to offer specific difficulties in child-parent companionship.

5. Occupations requiring parents to be away from home a great part of the time caused a few of the children to feel a lack of companionship with their fathers and mothers. This fact seemed to be more important than a low occupation status.

6. The educational training of parents did not determine the degree of companionship that existed between the pupils and their fathers and mothers represented in this study.

7. A large percentage of pupils considered participation with parents in the following activities to be desirable companionship: reading stories, taking walks, visiting friends, going to Sunday School and church, planning school work and new clothes, going to the park, driving in the car, working in the yard, going to the fair, listening to the radio, cleaning up the house, going to the circus and parades.

8. A large percentage of the pupils considered the following activities participated in by their parents to be undesirable as related to child-parent companionship: leaving child at home when parents go somewhere, spanking, making children go to bed early, and reading the paper when the child wants to play.

APPENDIX A

The following questionnaire form was used to secure data on the pupil's ideas of child-parent companionship:

1. Is the house attractive on the outside?
2. Is the house attractive on the inside?
3. Is the house in an attractive neighborhood?
4. Does the house have modern facilities?
5. Does the child have a room to himself?
6. If not, does he have some nook or corner he can call his own?
7. Does he have several attractive toys?
8. Does he read his books?
9. Does his parents read with him or to him?
10. Does he have childrens magazines? How many?
11. Does he read the magazines?
12. Do the parents read magazines with or to him?
13. How many children in the family?
14. Is there a radio in the home?
15. Is father employed? Where? Salary?
16. Is mother employed? Where? Salary?
17. If mother is employed who cares for child?
18. Does the child seem happy in the home?
19. Do the child and parents appear companionable?
20. Educational training of mother
21. Educational training of father

Remarks -----

## APPENDIX B

The following questionnaire form was used to secure data on the home environment of the pupils:

Things My Mother and I do together that I enjoy very much:

1. Read stories
2. Go to the movies
3. Play games in the house
4. Play games on the outside
5. Take walks
6. Visit friends and relatives in Denton
7. Visit friends and relatives away from Denton
8. Go to Sunday School and Church
9. Talk about my school work
10. Plan my new clothes
11. Buy groceries
12. Go to the park
13. Go to programs at the colleges
14. Have parties for my friends
15. Read the funny papers
16. Go for a drive in the car
17. Go swimming
18. Go to ball games
19. Listen to the radio
20. Go camping



21. Go fishing
22. Make candy
23. Clean up our house
24. Work in the yard
25. Play with our pets
26. Cook our meals
27. Sew, knit, crochet, embroider
28. Make scrapbooks of pictures, poems, stories, etc.
29. Feed the chickens
30. Make playthings
31. Go to the circus
32. Go to the fair
33. Go to parades
34. Ride out in the country
35. Make up stories, poems, and riddles
36. Take pictures
37. Collect things for a hobby
38. Memorize verses
39. Make excursion trips to the dairy, flour mills, printing shops, etc.
40. What else do you and your parents do together?

Things I Wish My Mother Would Not Do:

1. Spank me
2. Scold me
3. Be fussy

4. Leave me at home by myself when she goes to town, church, or to the movies
5. Leave me at home with someone else when she goes to visit our friends or relatives
6. Leave me at home with someone else when going driving
7. Make me go to bed early
8. Read the paper when I want her to play with me
9. Listen to radio programs that I do not like
10. Make me get ready for school by myself
11. Make me play by myself
12. Make me read stories by myself
13. Keep me from playing in the park
14. Keep me from playing with my little friends
15. Keep me from going to the movies

Things My Father and I do together that I enjoy very much:

1. Read stories
2. Go to the movies
3. Play games in the house
4. Play games on the outside
5. Take walks
6. Visit friends and relatives in Denton
7. Visit friends and relatives away from Denton
8. Go to Sunday School and Church
9. Talk about my school work
10. Plan my new clothes

11. Buy groceries
12. Go to the park
13. Go to programs at the colleges
14. Have parties for my friends
15. Read the funny papers
16. Go for a drive in the car
17. Go swimming
18. Go to ball games
19. Listen to the radio
20. Go camping
21. Go fishing
22. Make candy

Things I Wish My Father Would Not Do:

1. Spank me
2. Scold me
3. Be fussy
4. Leave me at home by myself when he goes to town, church, or to the movies
5. Leave me at home with someone else when he goes to visit our friends or relatives
6. Leave me at home when going driving
7. Make me go to bed early
8. Read the paper when I want him to play with me
9. Listen to radio programs that I do not like
10. Make me eat meals by myself

11. Make me get ready for school by myself
12. Make me play by myself
13. Make me read stories by myself
14. Keep me from playing in the park
15. Keep me from playing with my little friends
16. Keep me from going to the movies

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