

THE RELATIONSHIP BETWEEN PATTERNS OF ADULT CONTROL
AND THE ADJUSTMENT OF PRESCHOOL CHILDREN
IN CATHOLIC FAMILY EATING SITUATIONS

by

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Chapter I

INTRODUCTION

Much interest has developed in the last few years concerning the relationship between the procedures used by families and other social groups to control children and the effects of these procedures upon the children. It is believed that one of the best ways to study the personality adequacy of children is through their behavior in a given situation.

In an attempt to determine some of the factors that might affect the development and personality of preschool children, the Department of Home Economics at Virginia Polytechnic Institute decided to study the control patterns used by mothers as related to the eating behavior of preschool children.

To date three phases of this departmental study have been developed:

1. "Eating Behavior of Preschool Children in Relation to Control Patterns in Iowa Rural Families", by Azalee Kimbrell (11).
2. "The Relationship Between Patterns of Adult Control Families and the Adjustment of Preschool Children in Catholic Family Eating Situations", which is reported in this thesis.

3. "A Study of Adult Controls and Their Effects on Children While Eating in Urban Professional and Semi-Professional Families", (in progress) by Polly Kahle (10).

Reasons for the Study

A generally accepted belief is that early established habit patterns are very important in shaping the type of adult the child becomes; for example, many people believe that eating patterns laid down in early childhood tend to continue into adulthood.

At the present time there is great difference in the procedures advocated on the part of specialists for the handling of children in the eating area, as well as in many other areas of child development. There is little scientific evidence concerning how the child is fed and the effect of these varying procedures in home situations upon the personality development and physical well being of the child. With these facts in mind, it seemed important to determine which procedures were associated with the more desirable responses and personality development in children.

Purpose of the Study

The purpose of this investigation was to study the relationship

between patterns of control¹ and adjustment of mothers of preschool children in the home and the apparent adequacy of the children in eating situations. This study was limited in scope to 18 families, all of whom were members of the Catholic Church.

Catholics were chosen for this study so that the results of the study might be compared to the study by Kahle (10) which is now in progress, and which deals with Protestant families living in the same area. It was believed that Catholics, through church doctrines, might exert a type of home discipline different from the home discipline used by the Protestant families.

Objectives of the Study

Specifically, the Objectives of this study were as follows:

1. To ascertain characteristic control patterns used by a selected group of Catholic mothers when feeding their preschool children.
2. To ascertain the relative degree of adjustment of the preschool children in family eating situations as well as the general adjustment of the mother.
3. To study the association between selected control patterns on the part of the mother and the apparent adjustment of the child during eating.

1. Patterns of control or control responses as used in this thesis refer to the behavior of the mother, either as she stated it or as the writer observed it, in her relationship with the child.

4. To study the association between the eating behavior of the preschool child and selected factors in the life of the family.
5. To compare the findings of this study with those of the first section of the broader departmental study dealing with other phases of this subject. The first section was reported by Kimbrell (11).

Limitations of the Study

Some of the limitations of this study are as follows:

1. The observer always ate as a guest in the home while making her observations. From the beginning it was realized that this atypical situation, might bias judgments concerning the adequacy of both mothers and children in the eating situations. Since the usual extent to which the behavior of a mother and/or a child may be affected by the presence of a guest at meal time has not been established, the observer had no alternative but to report and analyze the data as she saw the situation. Even if these data are biased because of the presence of the observer, the relative reliability of the results should not have necessarily decreased.

2. In this study only the control patterns used by the mother in feeding the child were recorded. At times the father assisted the child with the eating routines and it might have been more accurate therefore to have included also the techniques used by him.
3. The extent to which general conclusions were drawn based upon the findings of this study was limited because of the fact that the Catholic families represent a small segment of the total number of families in the community.
4. The families came from a small college community; they were fairly stable economically, and the education of the parents was above the average for the adult population of the state as a whole.
5. The small number of cases used in the study may have limited the reliability of the conclusions. However, the number of cases represents 18 of the possible 22 families living in the community who met the qualifications of the study.
6. The occupations of the fathers could not be considered representative of an average community, since six of them were in the United States Army as college instructors and six of them were enrolled as college students.

Chapter II

REVIEW OF LITERATURE

A review of the literature on the factors affecting the behavior of preschool children while eating shows that little research has been reported and that the available material deals primarily with the food likes and dislikes of children and the problems associated with feeding children. The majority of these studies, rather than being conducted in the home, were usually in connection with the eating habits of children in nursery schools.

Factors Affecting Eating Behavior

Baldwin (5) studied the relationship of the child's eating habits to his home background and his social adjustment in an unselected group of children. Seventy-six mothers were interviewed concerning the eating habits of their children. The children were rated by (1) appetite, (2) finicalness, and (3) table behavior. On each of the variables, a majority of the children were rated unsatisfactory. Baldwin concluded from this study that good appetites and good table behavior were closely related variables and were found in homes in which strict disciplinary methods were combined with approval of the child.

Bain (4), in a review of personality growth and nutrition, stated that less rigidity and a little more ingenuity, coupled with a knowledge of the needs and drives of children of the preschool age, would make the feeding situation contribute to the development of a healthy personality.

Ciccorelli (7) stated that perhaps the most common cause of refusal to eat by children is the conflict in will between the parent and the child.

The relationship between the emotional behavior and poor eating was further emphasized by Ridenour and Williams (12), when they reported that emotion affects eating and digestion at every stage of the process, that loss of appetite may be the first symptom of poor adjustment in the child and adult, and that forcing the child to eat is a common error of parents and the beginning of eating problems.

Selling (3-14) pointed out repeatedly that difficulties in eating are functions of lack of security, either because the home life itself is insecure or because the child is insecure with his parents.

From much study of the eating behavior of young children, Aldrich and Aldrich (2) concluded that feeding behavior must be regarded as a major key to the understanding of infant personality.

Charles Aldrich (1) stated that any feeding problem could be related to two general influences: namely, the psychological and the physiological. He believed that both function constantly in every

situation. At times, he said they worked together, but too often they were in opposition.

Hymes (8) stated that an excellent child development resource was at hand if a person had insight into himself and into people.

Roberts (13) reported that children who ate with hungry parents and brothers and sisters rather than alone were much better eaters than a group of well-to-do children who ate alone.

Jenkins (9), in a study of food acceptance of pupils in the second, fifth, and eighth grades in Leesburg, Virginia, reported a tendency for the better eaters to be found in the middle and lower socio-economic groups. Her data indicated that a higher education on the part of the parents was associated negatively with the development of better food acceptance by the child. She further found that the size of the family was not a contributing factor to general food acceptance.

Beall (6), after a study of the eating habits of 44 junior high school girls in Washington, D. C., concluded that size of family does not greatly affect the eating habits.

Kimbrell (11), who investigated the control patterns used by mothers in 23 rural Iowa families and studied the relationship between these patterns and the eating behavior of the children, found that the child possessed the most independence when the mother used the most desirable control responses during the feeding of the child. She also found a significant association between the eating behavior of the

child and the education of the mother. The children of mothers with college training tended to be better eaters than the children of mothers with less education. She found no relationship between the income of the family and the family and the eating behavior of the child, or between the length of time used for eating by the child and the behavior of the mother.

Since the reported research literature gives little insight into the relationship between family control patterns and the performance of the child in eating situations and since it is the belief of certain Child Development Specialists that eating behavior in small children is affected by the parent-child relationship, the study seems warranted.

Chapter III

PROCEDURE

The families selected for this study were limited to those of the Catholic faith in Blacksburg, Virginia who had preschool children.

The data for this study were obtained from the following four sources:

1. The behavior of the child and of the mother supervising the child while eating by observations made at the three meals during which time the observer ate with the family.
2. The customary procedures used by the mother in mother-child relationships, by the interview technique.
3. The work, leisure time, and problem patterns of the mother, as well as socio-economic characteristics of the families, by the interview technique.
4. The adjustment of the mother by two standardized personality tests.

The eating behavior of each child was observed in three eating situations, one lunch and two dinners, and these observations were recorded on a schedule especially designed for this purpose. A copy of the schedule may be found in the appendix, page vi. All schedules with the exception of the standardized personality tests were used in the studies by Kimbrell (11) and Kahle (10).

The behavior of the mother while supervising the feeding of the preschool child or children, was observed by the investigator during the same meal situations as when the child was observed. These observations were recorded on especially designed schedules which may be seen in the appendix, page vii.

The second source of information used in this study was obtained from interviews with the mother. During the interviews the investigator obtained verbal responses from the mother concerning the customary procedures used when handling the child. A copy of this schedule is in the appendix, page viii.

The mother also completed records of her work load, leisure time, and problem patterns, as well as reporting socio-economic characteristics of the family. This schedule is included in the appendix, page x.

The Bell Adjustment Inventory and the Thurstone Personality Schedule were left with the mother at the conclusion of the first visit and were completed at the mother's convenience. These were collected at a later visit to the family.

Validating Observations

During the summer of 1951, the investigator and two instructors did preliminary testing on the children in the Virginia Polytechnic Institute Nursery School. The children and the student teachers were observed each week-day during the noon meal and the behavior of the

child and the adult recorded on the forms used in this study. This preliminary testing period was continued until a 95 percent agreement was obtained among the three observers.

These test observations were made for two purposes:

1. To test the reliability of the definitions of response items on the score sheets used for recording the child's and the adult's behavior. Definitions for both the adult's responses and child behavior, as used in this study are included in the appendix, page i.
2. To establish reliability in interpreting the responses of the child and the adult.

Before the families were selected for the study, names of all the Catholic families living in Blacksburg, Virginia, with children of preschool age, i.e., children five years or younger, were sought. The families to be observed were those with (1) the mother of the Catholic faith, (2) the family being in good standing with the church, and (3) residence in Blacksburg, Virginia. The names of the families were obtained from the local priest. A total of 22 families was listed from this source. Of these families two were eliminated because either the mother or the child was ill and two more families were eliminated because of unwillingness to participate in the study.

Five of these families had two children of preschool age which were observed; the remaining 13 families had only one child of preschool age. Thus, the mother-child relationship in eating situations has been reported as 23 mothers and 23 children from a total of 18 families;

five mothers are reported in relation to two children and 13 mothers in relation to one child.

It was believed that since each child in the two-preschool-child families behaved differently, and since the mothers responded in a different manner to each child that having two children observed in the one family would not affect the reliability of the data collected.

Much credit in obtaining the material used in this study is due not only to the interest of the Blacksburg Catholic Church, but to the willingness of the Catholic families to participate in the project.

Contacting the Families

The observations of the eating situations and interviews with the mothers of the 18 families included in the study were made from October 1951, through February, 1952.

The first contact with the families was by telephone. An explanation of the purpose of the study and the methods to be used in collecting data was given. At this time, a date was arranged for the first observation. The dates for the second and third visits of the investigator were made at the termination of the first observation.

The first visit was generally at the evening meal. In the 13 families where the interviews were held with the mothers at the first visit the investigator arrived approximately one hour before the meal time. In the 5 families where the interviews were held at a later period the observer arrived just before the meal. She returned at a

specified afternoon period for the interview. During these visits the data on the mother's attitudes, work, leisure, problem patterns, adjustment, and personality, as well as the socio-economic characteristics were obtained. The second observation was generally at another dinner meal and the third at the noon meal. When in the home the investigator sat at the table and ate with the family as a guest. No recording was made during the meal or in the presence of the mother. The investigator had memorized the score sheets for recording the behavior of the mother and the child, and made the recordings as soon as she returned home after the meal.

Scoring of Mother-Responses

The responses of each mother while feeding the child were recorded on a specially designed sheet, listing the mother's responses from the most acceptable to the least acceptable. In order to compare the responses of the mothers, numerical scores were assigned to the various responses. The items on the score sheet were given scores ranging from +10 to -10 according to the degree and quality of help given by the mothers to their children in eating situations. The possible scores used for each item recorded as a mother's response behavior have been included in the appendix, page vii.

The meal was divided into three parts and the mother's response for each part was scored. Each mother's score was calculated as follows:

$$\text{Total score} = \frac{\text{algebraic sum of response scores}}{\text{number of responses}} \times 3 \text{ parts of meal}$$

The behavior response scores of the 23 mothers while feeding their children ranged from +30 to -16.1. A perfect score for a mother was +30, and the lowest score obtainable was -30.

The behavior response scores of the 23 mothers while feeding their children were arranged into four groups relative to the acceptability of the procedures which they used. The mothers were grouped as follows:

Group I mothers were those who were able to anticipate the child's needs and to give needed help to the child to achieve success in the eating situation.

Group II mothers were those who usually anticipated the child's needs in the eating situation and usually were able to give the child the correct amount of help. Their performance however was not so good as that of Group I.

Group III mothers were those who had difficulty in anticipating the needs of the child, which at times resulted in either too much or too little help or the wrong kind of help.

Group IV mothers were those who frequently gave too little help, or help of the wrong kind, to their children.

The scores for the mothers arranged themselves as follows:

	Range of scores	Number of mothers
Group I	Best responses +30 to +27.7	6
Group II	Second best responses +27.1 to +19.6	6
Group III	Third best responses +16.7 to +5.8	6
Group IV	Poorest responses +3.3 to -16.1	5

Scoring of Child Behavior

The eating behavior of each child was recorded on a schedule designed so that the various steps of behavior from complete independence to dependence could be recorded. In order to compare the responses of the children, numerical scores were assigned to the various responses. This scoring device, (page vi in the appendix), showing the possible scores for each item on the score sheet, made possible comparable scores for all the children. The responses listed on the score sheet were assigned values ranging from +10 to -10, according to the degree of independence or dependence which the item suggested.

The score for any individual meal was the algebraic sum of the scores for the various items, and the final score for each child for his eating behavior was an average of the scores for the three meals observed. The highest score possible for a child to attain was +30 and the lowest score obtainable was a -30. The eating scores of the 23 children in this study ranged from -5 to +30.

On the basis of the average scores for the three meals the 23 children in this study were placed into four groups relative to eating behavior as follows:

Group I eaters were the children who ate the most independently or satisfactorily for their age-level with little or no adult assistance for all of the foods served at meals. Scores in this group ranged from +30 to +27.7.

Group II eaters, with some adult help, were successful in eating almost all of the foods served at the meals. Their numerical scores ranged from +26.3 to +21.3.

Group III eaters required more adult help in eating than Group II or ate less of the foods served at the meal. These scores were from +20.3 to +16.3.

Group IV eaters did the least acceptable job of eating or had more adult help than Group III. Children placed in this group obtained scores of +15.7 or less.

The scores grouped themselves as follows:

		Range	Number of Children
Group I	Best eaters	+30 to+27.7	6
Group II	Second best eaters	+26.3 to+21.3	6
Group III	Third best eaters	+20.3 to+16.3	6
Group IV	Poorest eaters	+5 to+15.7	5

Scoring of Mothers' Problem Schedules

During the interview with the mothers, each was asked to what extent a list of 35 factors was problems for them. The mothers, when they responded to the list of problem items, were asked to indicate the presence of the problems listed by one of the following answers, (1) "much", (2) "medium", or (3) "little". In order to compare these

responses a method for transposing the mother's estimate of her problems into numerical ratings was used. If a problem were checked "much", a score of four was given; if checked "medium", a score of two was given; if checked "little", a score of zero was given. The lowest score possible for a mother to obtain was zero indicating the absence of the problem items listed. The highest score obtainable was 140. The mothers in this study obtained scores ranging from 0 to 32.

Scoring of Stated Control Practices

The score on the home control practices for individual mothers was a sum of the scores for the total list of factors. The total scores of the mothers were grouped from the highest to the lowest. This meant that the mothers who reported carrying on the best home control practices would be in Group I, the second best in Group II, the third best in Group III, and the poorest in Group IV. The scores were grouped as follows:

Scores	Number of Families
134 - 132	5
126 - 130	6
118 - 123	6
85 - 113	6

Scoring of Adjustment-Personality Tests

The Bell Adjustment Inventory and the Thurstone Personality Schedule were scored according to directions given in the manuals of directions set up for these tests. The Bell Adjustment Manual gave, in addition to a total adjustment, separate scores for Social, Home, Health, and Emotional adjustment. The Thurstone Personality Manual gave a total score only.

The adjustment-personality scores made it possible to group the 23 mothers as follows:

Group I mothers were the mothers who had either extremely well adjusted or well adjusted personalities and had excellent or good adjustment.

Group II mothers were the ones who had either well adjusted personalities with average or good adjustment or average personalities with average adjustment.

Group III mothers were those with average personalities and adjustment but with scores which were higher than the Group II mothers.

Group IV mothers were those with unsatisfactory or very unsatisfactory adjustment and who needed psychiatric treatment.

The scores, which were combined, arranged themselves as follows:

		Range of Scores	Number of Mothers
Group I	Best adjusted	22 - 43	7
Group II	Second best adjusted	47 - 81	6
Group III	Third best adjusted	83 -103	5
Group IV	Poorest adjusted	139 -172	5

Other Factors Rated

The remaining factors, leisure time, work load, number of children, length of time for eating, education, and mother's estimate of child's eating problems were rated in a manner applicable to the factor; for example, leisure time and work load were calculated in hours, and length of time for eating was calculated in minutes.

Chapter IV

DISCUSSION OF FINDINGS

Families in Study

The 23 preschool children in this study lived in Blacksburg, Virginia, a small college town located in the southwestern section of the state. The occupations of the fathers of these families were as follows: two were college professors, six were students at Virginia Polytechnic Institute, three were auditors, three were engineers, six were army instructors at Virginia Polytechnic Institute, one was a college athletic coach, one was a ballistics supervisor, and one was a technical supervisor.

Four of the mothers had occupations; one as a secretary, one as a part-time secretary, one as a music teacher in her home, and one as an antique dealer.

The average annual income of these families was between \$3,000 and \$4,000. This average income was the same as that reported in the study by Kimbrell (11). However, the study by Kimbrell included no families in the group with incomes of \$5,000 or over, whereas in this study there were eight families in this high income bracket.

None of the families had experienced unemployment in the past five years. Those families were considered stable, economically.

The academic education of the parents was above the average of the state which is approximately 7 years for adults. In this study the fathers averaged 14.8 years of schooling and the mothers averaged 12.8 years. Twenty six percent of the mothers had gone beyond high school. In the study by Kimbrell (11) the mothers averaged 11.7 years of schooling and 39 percent of them had gone beyond high school; the fathers averaged 10.5 years of schooling.

The ages of the parents in the families ranged from 23 to 46 years. The mothers averaged 29.1 years of age and the fathers averaged 32.2 years. Kimbrell (11) reported an average age of 33 for the mothers and 39 years for the fathers.

The families ranged in size from one to five children with an average of 2.4 children. Of the total group, five had one child, eight had two children, seven had three children, and two had five children. In the study by Kimbrell (11) the families had an average of three children.

If the statements of these mothers were reliable, the health picture of these families was unusually good. This was also true for the Kimbrell study (11). The health of the mothers, fathers, and

children in this study, as reported by the mothers, was as follows:

	Health Condition		
	Poor	Fair	Good or Excellent
Mothers	2	0	21
Fathers	0	0	23
Children	1	0	22

Work and Leisure Time Patterns of Mothers

The household work of these families was done by the mother, with some family assistance. Seventeen percent of the mothers had the family wash done by outside help and 22 percent had the ironing done by outside help. The mothers spent from 8 to 112 hours per week in household activities with an average of 60.9 hours. The extent of the mother's participation in household activities is shown in Table 1, page 25. The average number of hours spent by these mothers in household activities was not excessive. The results approximate those reported in other studies of average weekly household duties of homemakers. Tate (15), in a study made of 310 rural homemakers in Bedford County, Virginia, reported that the homemakers averaged 63 hours per

week in household duties. A study of Oregon homemakers (16) revealed an average of 61 hours per week spent in household activities. Kimbrell (11) reported in her study that the Iowa homemakers averaged 55.6 hours per week in household activities.

The mothers in this study spent from 1 to 17 hours per week in leisure time activities with an average of 43.4 hours per week. The extent of the leisure time activities is shown in Table 2, page 27. Playing the radio was the activity greatest in importance, averaging 11.4 hours per week. Playing with the children was next greatest in importance, averaging 6.2 hours per week. Kimbrell (11), in her study reported an average of 40.2 hours per week spent in leisure time activities. Playing the radio was also the activity greatest in importance in her study.

Table 1

Participation of the Twenty-Three Mothers² in Household Activities

Type of Activity	In Home Percent	Responsible for Activity			Attitude of Mother Toward Activity			Hours Spent by Mother Weekly Average Hours
		Mother Percent	Joint Percent	Other Member Percent	Like Percent	Indiffer- ent Percent	Dislike Percent	
Bread making	21.7	8.7	0	8.7	17.4	4.3	4.3	.2
Pastry and cakes	78.3	73.9	0	4.3	65.2	4.3	0	1.5
Washing clothes ³	82.6	69.6	13.0	0	43.5	30.4	13.0	4.8
Ironing ⁴	86.9	69.6	8.7	0	34.8	13.0	30.4	4.3
Mending	95.7	82.7	8.7	4.3	43.5	17.4	26.1	1.2
Sewing	52.2	43.5	8.7	0	34.8	30.4	0	2.0
Dish washing	100.0	91.3	8.7	0	43.5	30.4	21.7	7.9
General cleaning	100.0	100.0	0	0	65.2	17.4	13.0	15.6
Food preparation	100.0	95.7	0	4.3	86.9	4.3	0	16.3

2. Actually "Twenty-Three Mothers" as used in this and subsequent tables refers to 18 mothers of 23 preschool children.

3. 17.4% of the families sent washing out or had maid do it in home.

4. 21.7% of the families sent ironing out or had maid do it in home.

Table 1 (continued)

Participation of the Twenty-Three Mothers in Household Activities (continued)

Type of Activity	In Home Percent	Responsible for Activity			Attitude of Mother Toward Activity			Hours Spent by Mother Weekly Average Hours
		Mother Percent	Joint Percent	Other Member Percent	Like Percent	Indiffer- ent Percent	Dislike Percent	
Keeping accounts	95.7	69.6	0	4.3	47.8	13.0	0	.9
Buying supplies	86.9	73.9	0	0	69.6	4.3	0	1.5
Raising vegetables	34.8	0	0	34.8	4.3	4.3	0	1.0
Raising fruit	0	0	0	0	0	0	0	0
Raising poultry	0	0	0	0	0	0	0	0
Canning	17.4	17.4	0	0	13.0	0	0	3.0
Care of yard	43.5	4.3	8.7	26.1	8.7	0	0	.1
Care of furnace	39.1	8.7	13.0	21.7	8.7	4.3	8.7	.6
Total								60.9

Table 2

Participation of the 23 Mothers in Listed Leisure Activities

Leisure Time Activity	Per cent Participating	Average Hours per Week
Listening to or playing piano	8.7	.8
Listening to radio	78.3	11.4
Playing other instruments	0	0
Riding in car	73.9	3.2
Riding horseback	0	0
Playing cards	52.2	1.9
Shows, movies	65.2	1.9
Playing outdoors	8.7	.1
Playing indoors	8.7	.4
Giving and attending parties	34.8	1.2
Playing with children	82.6	6.2
Visiting with neighbors and friends	87.0	2.9
Visiting family	13.0	Vacation
Needlework	26.1	2.3
Shopping	73.9	1.7
Organized games	30.4	2.4
Reading: Newspapers and magazines	100.0	5.0
Books	87.0	Average 5 books per mother per year
Total		43.4

Summary of Family Background

The 23 families used in this study lived in the college town of Blacksburg, Virginia. Economically, the families were considered secure. The average size of these families was 2.4 children. The parents had received more education than the average adult of Virginia, and 16 of the 18 mothers considered themselves to possess good health. The average age of the mothers was 29 years and the fathers was 32 years.

The mothers were responsible generally for the household activities, averaging 60.9 hours per week in such activities. The mothers averaged 43.4 hours per week for leisure time activities. Approximately 11.4 of these hours were spent in listening to the radio.

Eating Behavior of the Child

When making the observations for this study the investigator ate with the family as a guest. The investigator had memorized the check sheets used in recording the eating behavior of the child and the control responses of the mother and made mental notations during the meal. As soon as the investigator returned to her home the check sheets were marked. (See appendix, page vi for check sheets). Three observations were made of each child, two at the evening meal and the other one at the noon meal.

The meals were served family style except in a few cases when the father was not present. When the meals were not served family style, the plates were filled in the kitchen and then served. When the meals were served family style the father or the mother assisted the child. Only the behavior of the mother, however, was recorded.

At the evening meals in 14 of the 23 families, 61 percent, the entire family was present and ate together. In the remaining families the fathers were absent during the meals observed by the investigator. When the father was not present at the evening meal, it was because his work prevented him from being at home at that hour.

At the noon meal 65 percent of the fathers were away from home because of their work. The noon meal was the light meal of the day and the investigator was in the home only long enough to observe the eating behavior of the child and the control responses of the mother.

Factors Associated With Eating Behavior of Child

Control Responses of Mother

It has been assumed generally that the attitude of the mother is a most important factor in determining the eating behavior of the child. Table 3, page 31, shows that there was a definite tendency for the better eaters in this study to be found in the homes in which the mothers used the most acceptable control responses. The poorest

eaters were found in the homes in which the control responses of the mothers were the least acceptable.

If these data are reliable and representative the assumption that the techniques used by the mother when feeding the child are directly related to the child's eating behavior seems tenable. A study of this table shows that the relationship between the child's eating behavior and the mother's control responses was highly significant. These results were in agreement with those reported by Kimbrell (11).

Problems of Mothers

The 23 mothers were asked to respond to a list of 35 problem items indicating the extent to which each item was a problem to them; i.e., was each item a problem for them frequently, occasionally, or seldom, if ever. The extent to which these items were thought to be problems by the mothers is shown in Table 4, page 32.

It will be noted that personal adjustment problems were highest on the list. The eight most frequent problems were: (1) getting fatigued or tired too easily, (2) budgeting time for recreation, (3) nervousness, (4) attempting more than she can do, (5) carrying out necessary household routine, (6) having difficulty in making decisions, (7) not being able to do the things wished most to do, and (8) worrying.

Table 3

Child's Eating Behavior and Mother's Control Responses

Eating Behavior of Child Rated From Most Independent to Least Independent	Mother's Responses to Questions Concerning Controls Used - Rated From Most Acceptable to Least Acceptable				Total
	Group I	Group II	Group III	Group IV	
Group I	4	2	0	0	6
Group II	2	2	2	0	6
Group III	0	2	3	1	6
Group IV	0	0	1	4	5
Total	6	6	6	5	23

$$\chi^2 = 21.64$$

$$P \sim .01$$

Table 4

Problems of the Twenty-Three Mothers

Problems Ranked from first to last in importance ⁵	Degree of Presence of Problems Percent of Mothers		
	Much	Medium	Little
1. Getting fatigued or tired easily	13.0	21.7	65.3
1. Budgeting time for recreation	13.0	21.7	65.3
2. Nervousness	0	39.1	60.9
2. Attempt more than you can do	13.0	13.0	74.0
2. Carrying out necessary household routine	8.7	21.7	69.6
3. Difficulty in making decisions	4.3	26.1	69.6
4. Not being able to do the things that you wish most to do	4.3	17.4	78.3
4. Worry	0	30.4	69.6
5. Feels failure easily	13.0	0	87.0
5. Difficulties with inlaws	0	26.1	73.9
6. Insufficient money for self	0	17.4	82.6
6. Poor health	8.7	4.3	87.0
6. Lack of self confidence	8.7	4.3	87.0
7. Loneliness	0	13.0	87.0
7. Answering demands of family and relatives	4.3	4.3	91.4
7. Lack of intimate friends	0	13.0	87.0
8. Shyness in meeting people	0	8.7	91.3
8. Lack of conveniences or unsatisfactory housing conditions	0	8.7	91.3
8. Insufficient money for family needs	0	8.7	91.3
8. Fear of having children or too many children	0	8.7	91.3
9. Quarrels with neighbors or associates	0	0	100.0
9. Health of husband	0	0	100.0
9. Too much time on hands	0	0	100.0
9. Fear of not meeting expectations of husband	0	0	100.0
9. Securing capable domestic help	0	0	100.0
9. Getting a job outside the home	0	0	100.0
9. Fear of nervous breakdown	0	0	100.0
9. Fear of becoming bored with marriage	0	0	100.0
9. Not having own income	0	0	100.0
9. Unemployment of husband	0	0	100.0
9. Lack of common interest or mutual friends with husband	0	0	100.0
9. Disagreement with husband over handling family income or money	0	0	100.0
9. Finding outlets to satisfy personal interests in religion	0	0	100.0
9. Changing religious views	0	0	100.0
9. Disagreement with husband over religious problems and views	0	0	100.0
9. Not being accepted by social group of your choice	0	0	100.0

5. Items with identical rank had the same average scores.

The problems of these women were similar to those found in other studies. Tate (15), in a study of the activities, interests, and problems of Virginia rural homemakers, found that the problems of greatest concern included all of the following: (1) attempting more than can be done, (2) getting fatigued and tired easily, (3) nervousness (4) not being able to do things wished most to do, (5) having insufficient money for family needs, (6) having lack of conveniences or unsatisfactory housing conditions, (7) having insufficient money for self, and (8) worrying. Kimbrell (11), in her study found that the problems of greatest concern were: (1) attempting to do more than can be done, (2) having difficulties in making decisions, (3) nervousness, (4) worrying, (5) having shyness in meeting people, (6) having lack of self confidence, (7) getting fatigued or tired easily, and (8) budgeting time for recreation.

Table 5 indicates that little relationship exists between the extent to which these mothers reported themselves as having personal problems and the eating behavior of the children.

Only one of the best eaters in this study was found among the mothers with the fewest personal problems, while two of the five poorest eaters were found in the group of mothers with the most problems. A possible explanation for this lack of relationship may be that the mother's personal problems, or the way she feels toward herself, may not show up in the way she handles her child. On the other hand, the

mothers may not accurately judge themselves as to the presence of personal problems. Also, it is not known to what extent adults honestly record their feelings.

Table 5

Eating Behavior of Child and Problems of Mother

Eating Behavior of Child-Rated From Most Independent to Least Independent	Problems of Mother - Grouped from Fewest to Most				Total
	Group I	Group II	Group III	Group IV	
Group I	1	0	2	3	6
Group II	0	3	3	0	6
Group III	2	2	1	1	6
Group IV	1	1	1	2	5
Total	4	6	7	6	23

$$\chi^2 = 7.08$$

$$P \sim .70$$

Personality-Adjustment Scores of Mothers

The 23 mothers were asked to self-administer the Bell Adjustment Inventory and the Thurstone Personality Schedule. Believing that two tests may be more accurate than one in revealing the personality, the adjustment score for an individual mother was an average of the two test score. The scores of the mothers ranged from 22 to 172.

Table 6, page 37, indicates that there was little relationship between the extent to which the mothers scored well or poorly adjusted, according to the standardized tests used, and the eating behavior of the children. Of the six children that had been placed in Group I (most independent eaters), only one of these children belonged to a mother that had been placed in Group I for adjustment, i.e., the best adjusted. Of the five poorest eaters only one belonged to a home where the mothers, according to the adjustment score, needed psychiatric treatment.

A possible explanation for this lack of relationship may be that the mother's personal problems are not revealed in the way that she handled her child.

Table 7, page 38, indicates that there is little relationship between the personality-adjustment scores of the mothers and the observed behavior of the mothers. A study of Table 7 shows that mothers from each control response group were scattered throughout all of the personality-adjustment groups. Again this lack of relationship between

Table 6

Eating Behavior of Child and Personality -
Adjustment Scores of Mothers

Child's Eating Behavior-Rated From Most Independent to Least Independent	Mother's Personality-Adjustment Scores-Rated From Well Adjusted to Those Needing Psychiatric Treatment				Total
	Group I	Group II	Group III	Group IV	
Group I	1	1	1	3	6
Group II	3	2	1	0	6
Group III	2	1	2	1	6
Group IV	1	2	1	1	5
Total	7	6	5	5	23

$$\chi^2 = 6.4$$

$$P = .70$$

Table 7

Mother's Responses and Personality - Adjustment Scores

Mother's Responses - Rated From Least Acceptable to Most Acceptable	Mother's Personality - Adjustment - Rated From Well Adjusted to Those Needing Psychiatric Treatment				Total
	Group I	Group II	Group III	Group IV	
Group I	2	1	1	2	6
Group II	2	1	2	1	6
Group III	1	2	1	2	6
Group IV	2	2	1	0	5
Total	7	6	5	5	23

$$\chi^2 = 3.97$$

$$P \sim .90$$

control responses used and personality-adjustment scores might indicate that a mother may be able to control the way that she feels to the point where she does not necessarily project her feelings into her relations with her family. As stated before, there was no significant relationship between the problems as the mother stated them and the eating behavior of the child. Wolfe (17) found a significant relationship between scores of individuals on the Bernreuter Personality Inventory and their own ratings of their problems.

Education of Mothers

All of the mothers included in this study had graduated from high school, 26 percent of them had college training, and 21.7 percent of them had graduated from college. Academic training ranged from 12 to 17 years, with an average of 12.8 years.

The study by Kimbrell (11) included four mothers with grammar school education, 12 with one to four years of high school, and seven with one to four years of college. Although, in her study, she reported more mothers with college training, she also reported more mothers with less secondary school education. The average education for her group in years was 11.7

An analysis of data collected in this study concerning the education of the mother as related to the eating behavior of the child showed that there was a significant negative relationship between

higher education and good eating behavior.

Table 8, page 41, shows that as the academic education of the mother increased there was a tendency for the eating behavior of the child to become poorer. None of the best eaters were found in the homes of the mothers with the highest education, while four of the five poorest eaters were found in the homes of the mothers with the highest education. All six of the best eaters were found in the group of mothers with a high school education and only one of the five poorest eaters was found in this group.

This inverse relationship between the education of the mother and the eating behavior of the child is difficult to explain. As one analyzes the type of education of the mothers, one notes that of the six women with training beyond high school two were trained for secretarial work, one in music, one in nursing, one in English, and one in Interior Decorating. None of the mothers had studied child development or guidance. On the other hand, none of the mothers with high school training had studied child development or guidance.

The data do not agree with the results of Kimbrell (11), who found that higher education on the part of the mother was directly related to better eating behavior on the part of the child. She also reported that all of the mothers who had gone to college had taken some courses in child psychology and that three of the mothers who had one to four years of high school had some child-care and guidance work. The apparent discrepancy between the findings of this study and the Kimbrell

Table 8

Eating Behavior of Child and Education of Mother

Eating Behavior of Child - Rated From Most Independent to Least Independent	Education of Mother		Total
	13-17 Years School Group I	High School Group II	
Group I	0	6	6
Group II	1	5	6
Group III	1	5	6
Group IV	4	1	5
Total	6	17	23

$$\chi^2 = 10.4$$

$$P \sim .02$$

study may not be as significant as it seems. All of the mothers in the Kimbrell study with some college training and part of those with high school training had courses in child psychology and guidance. This raises the question that the type of education may be much more important than the amount of education as a factor affecting adult procedures when dealing with children.

Jenkins (9), reported a negative relationship between years of schooling and eating behavior of children, but she did not take into consideration the type of education of the mothers.

Leisure Time of Mothers

The average number of hours per week spent in leisure-time activities by these mothers was 43.4. For the individual mother the amount of weekly leisure time varied from 1 to 75 hours. If these data are representative, there seems to be little association between the amount of leisure time of the mother and the eating behavior of the child. In other words, the mother with more leisure time to contribute to herself or her child did no better or no worse job in developing good habits of eating behavior in her child than the mother with little or no leisure time.

In Table 9, page 43, it may be seen that the mothers of two of the five poorest eaters had the most leisure, while the mothers of two of the best eaters also had the most leisure.

Table 9

Eating Behavior of Child and Leisure Time of Mother

Eating Behavior of Child - Rated From Most Independent to Least Independent	Leisure Time of Mother - Rated From Most to Least				Total
	Group I	Group II	Group III	Group IV	
Group I	2	1	1	2	6
Group II	1	2	2	1	6
Group III	1	1	2	2	6
Group IV	2	2	0	1	5
Total	6	6	5	6	23

$$\chi^2 = 4.31$$

$$P = .90$$

Work Load of Mothers

The work load of the mother seemed no more closely associated with the eating behavior of the child than was the leisure time. The number of hours per week spent by individual mothers in household activities ranged from 8 to 112 hours. One of the mothers who worked part-time reported the lowest number of hours engaged in household activities. Most of her housework was done by her mother who lived in the home. The next lowest number of hours for any woman was 28 hours per week. The mother reporting the highest number of hours had five small children, and did all of her housework. The weekly household work load of these mothers was as follows:

Groupings Based on Amount of Work	Number of Hours of Household Work per Week	Number of Mothers
Group I	83 - 112	5
Group II	50 - 73	6
Group III	35 - 47	6
Group IV	8 - 32	6

An analysis of Table 10, page 45 shows that the mothers of two of the best eaters had the heaviest work load, and the mother of one of the poorest eaters had the smallest work load. None of the mothers of the best six eaters had the smallest work load. If these data are representative, the work load and the amount of leisure time

Table 10

Eating Behavior of the Child and Work Load of Mother

Eating Behavior of Child - Rated From Most Independent to Least Independent	Work Load of Mother - Rated From Heaviest to Lightest				Total
	Group I	Group II	Group III	Group IV	
Group I	2	2	2	0	6
Group II	1	2	1	2	6
Group III	1	0	2	3	6
Group IV	1	2	1	1	5
Total	5	6	6	6	23

$$\chi^2 = 6.18$$

$$P = .70$$

cannot explain the differences in the apparent ability of these mothers to develop in their children good eating behavior. These results covering leisure time and work load agree with those reported by Kimbrell (11), who also found little association between eating behavior of the child and the work load and amount of leisure time of the mother.

Home Control Practices

In order to get some indication of general control practices in the homes, the investigator asked the mothers to check the extent to which a list of 39 practices were always, sometimes, never or rarely used in the home. A summary of the mothers' responses is shown in Table 11, page 47.

If the estimate of these mothers is reliable, the practices of these families when controlling children were fair. The possible range in scores for those items shown in Table 11 was 55 to 275. These families scored from 85 to 134. No family scored completely unacceptable and no family scored completely acceptable.

All of the mothers stated that (1) the child was happy in his home, (2) that they fulfilled their promises to the child, (3) the parents backed up each other in decisions, and (4) praised child for good conduct. Only 26 percent insisted upon unquestioned obedience; however, 78.3 percent admitted that they insisted upon prompt obedience. Sixty five percent of the mothers stated that nagging sometimes occurred in the home.

Table 11

The Percent of Families Using the Thirty-Nine Listed Control Items

Control Items	Extent Practice is Used Percent of Families			
	Always	Some- times	Never	Does not apply
1. Get up early enough in the morning to allow plenty of time for preparation for breakfast and school	78.3	4.3	0	17.4
2. Insist upon unquestioned obedience	23.1	47.8	17.4	8.7
3. Insist upon prompt obedience	78.3	17.4	0	4.3
4. Nag	0	65.2	34.8	0
5. Slap, spank, or whip	4.3	87.0	4.3	4.3
6. Take part in child's disagreements with other children	0	34.8	56.5	8.7
7. Scold	8.7	65.2	17.4	8.7
8. Threaten punishment which is seldom administered	0	56.5	43.5	0
9. Praise child for good conduct	87.0	0	0	13.0
10. Send child to bed without food for misconduct	4.3	0	82.7	13.0
11. Make full investigation before judging child's behavior	73.9	17.4	4.3	4.3
12. Discuss child's peculiarities in his presence	0	17.4	78.3	4.3
13. Mother and father discuss matters before decisions are made	78.3	4.3	0	17.4
14. Mother punishes child	30.4	65.2	0	4.3
15. Father punishes child	17.4	65.2	13.0	4.3

Table 11 (continued)

The Percent of Families Using the Thirty-Nine Listed Control Items

Control Items	Extent Practice is Used Percent of Families			
	Always	Some- times	Never	Does not apply
16. Children go to mother for permission	21.7	60.9	0	17.4
17. Children go to father for permission	8.7	65.2	0	26.1
18. Fulfill promises made to child	100.0	0	0	0
19. One parent backs up the other if any decisions made	91.3	4.3	0	4.3
20. Discuss family matters with children before decisions are made	13.0	21.7	30.4	34.8
21. Help child to deceive other parent	0	0	82.6	17.4
22. Argue with other parent about child in his presence	0	4.3	91.3	4.3
23. Give away child's possessions without his knowledge or consent	0	4.3	78.3	17.4
24. Permit child to make his own decisions	13.0	73.9	0	13.0
25. Plan social functions for the child	17.4	60.9	0	21.7
26. Play games with the children	30.4	65.2	0	3.4
27. Encourage child to bring his friends to his home for play	56.5	13.0	13.0	17.4
28. Permit your child to go to dances or other social functions of his group	13.0	8.7	0	78.3

Table 11 (continued)

The Percent of Families Using the Thirty-Nine Listed Control Items

Control Items	Extent Practice is Used Percent of Families			
	Always	Some- times	Never	Does not apply
29. Mother discusses child's problems with him	34.8	26.1	8.7	30.4
30. Father discusses child's problems with him	26.1	34.8	8.7	30.4
31. Permit child to select his own clothes, according to his age	8.7	30.4	4.3	56.5
32. The child is antagonistic toward family control	0	21.7	47.8	30.4
33. The child is happy in his home	100.0	0	0	0
34. The child respects his mother's advice or decisions	65.2	21.7	0	13.0
35. The child respects his father's advice or decisions	65.2	21.7	0	13.0
36. Children use each other's things	39.1	30.4	0	30.4
37. Child uses mother's or father's things	0	52.2	34.8	13.0
38. Child seems nervous	0	26.1	60.9	13.0
39. Child complains about his home	0	0	73.9	26.1

The grouping of the families on the basis of the mothers' statements concerning home practices were not identical to those based on the investigator's observations. Table 12, page 51, shows that the mothers' ratings and those of the investigator are not the same, but the difference is not significant. Kimbrell (11) reported a significant difference in stated and observed practices.

In Table 12, page 51, it can be seen that of the six Group I mothers (those who used the most acceptable practices) on the basis of the investigator's observations, the mother's estimate placed only two in Group I, two in Group II (second best), and two in Group IV (poorest). Of the five mothers in the best group on the basis of the mothers' estimates, the investigator placed only two in Group I, none in Group II, one in Group III, and two in Group IV. Again, of the five mothers placed in Group IV by the investigator, on the basis of the mothers' estimates two fell in Group I and three in Group III.

This lack of relationship may be due in part to the fact that the mothers' responses were related to home-control practices in general while the observer's ratings were related to eating situations only. It is possible that a mother might do a better or a poorer job while feeding her child than she does in other areas of control. Another explanation may be the inability of the mother to judge accurately her behavior because of lack of knowledge of developmental norms, or inability to evaluate her own responses in relation to these norms.

When studying the eating behavior of the child in relation to

Table 12

Comparison of Investigator's and Mother's Ratings of Family's Control Patterns

Investigator's Ratings of Homes from Best to Poorest	Family Rated by Mother- Grouped From Best to Poorest				Total
	I	II	III	IV	
Group I	2	2	0	2	6
Group II	0	3	1	2	6
Group III	1	1	2	2	6
Group IV	2	0	3	0	5
Total	5	6	6	6	23

$$\chi^2 = 11.05$$

$$P \sim .20$$

home-control practices as estimated by the mothers, the investigator found little relationship.

In Table 13, page 53, it will be noted that only two of the six best eaters were in the Group I families (best control practices), two in Group II (second best control practices), and two in Group IV (poorest control practices). Of the five poorest eaters, two were in Group I and three were in Group III (third best control practices). None of the poorest eaters were in the Group IV families.

Kimbrell (11), when studying the eating behavior of the child in relation to home-control practices as estimated by the mothers, found frequencies significantly different from what might have been expected.

Time Required for Eating

An assumption generally made is that the child who is the better eater eats in a shorter period of time, and also eats more independently. Frequently, mothers give, as their reason for a dominating attitude toward the child, the unusually long period of time required for the child to finish his meal. This raises the question: Is there an association between the length of time the child uses in completing his meal and acceptability of the mother's procedure?

The data in Table 14, page 54, indicate that the children of mothers whose responses were the most acceptable ate in the shortest length of time, and the children of the mothers whose responses were

Table 13

Eating Behavior of Child and Mother's Estimate of
Control Practices

Eating Behavior of Child - Rated From Most Independent to Least Independent	Control Practices of Homes- Grouped From Best to Poorest				Total :
	Group I	Group II	Group III	Group IV	
Group I	2	2	0	2	6
Group II	0	2	1	3	6
Group III	1	2	2	1	6
Group IV	2	0	3	0	5
Total	5	6	6	6	23

$$\chi^2 = 11.05$$

$$P = \sim .20$$

Table 14

Time Used in Eating by the Child and Mother's
Observed Procedures

Child's Eating Time Minutes	Procedures Used by Mother-Rated From Most Acceptable to Least Acceptable				Total
	Group I	Group II	Group III	Group IV	
13 - 18	3	2	0	0	5
18.1- 20	0	3	3	0	6
20.1- 28	2	1	2	1	6
Over 28	1	0	1	4	6
Total	6	6	6	5	23

$$\chi^2 = 18.84$$

$$P \sim .02$$

the least acceptable required the longest time to eat. In other words, the more acceptable the responses used by the mother, the shorter was the time required by the child to complete the meal satisfactorily. The time required by the children to complete the meals ranged from less than 17 minutes to more than 28 minutes. Of the five children who used 17 minutes or less for eating, three belonged to mothers placed in Group I (most acceptable procedures), and none belonged to mothers in Group IV (least acceptable procedures). Of the six children who required more than 28.3 minutes for eating, four belonged to mothers placed in Group IV, and only one belonged to a mother placed in Group I.

In this study the investigator observed that the child who did not eat rapidly and independently was kept at the table, or if he left the table for any reason, he was required to return.

The relationship found in this study is not in agreement with the results reported by Kimbrell (11). Kimbrell reported no significant relationship between the length of time used by the child for eating and the responses of the mother. This discrepancy between the findings of Kimbrell and those of this study probably are due to the fact that in the study by Kimbrell the children who spent the shortest amount of time for eating were those who left the table without finishing the meal. The mothers seemed indifferent and did not require the children to return to the table. In this study, the mothers required the children to stay at the table until the meal was finished.

After studying the relationship of the mother's responses to the

length of time required by the child in eating routines, an analysis was made of the relationship between the child's eating behavior and the length of time required for eating.

In Table 15, page 57, one sees a tendency for the child using the least amount of time for eating to be in the group of best eaters, and for the child using the greatest amount of time to be in the group of poorest eaters. None of the children using the least amount of time were in the group of poorest eaters. However, this trend was not sufficient to be statistically significant.

Again these findings are contrary to those of Kimbrell (11). Kimbrell reported that the best eaters were more often found among those requiring more time to eat while the poorest eaters were among those requiring less time. As previously mentioned, the poorest eaters in the study by Kimbrell left the table before completing the meal, which accounted for the short time in eating.

Eating Problems of Child

It has been assumed generally that poor eating behavior during the preschool period is associated with poor eating habits in infancy. In an attempt to determine the validity of this assumption the mothers were questioned concerning feeding problems at the present as well as previous problems. On the basis of the mothers' statements, the children were grouped into three groups: (1) those with many problems in eating, (2) those with some problems in eating, and (3) those with few or no

Table 15

Eating Behavior of Child and Length of Time for Eating

Child's Eating Time Minutes	Eating Behavior of Child - Rated From Most Independent to Least Independent				Total
	Group I	Group II	Group III	Group IV	
13 - 18	3	2	0	0	5
18.1 - 20	1	1	3	1	6
20.1 - 28	1	3	1	1	6
Over 28	1	0	2	3	6
Total	6	6	6	5	23

$$\chi^2 = 12.57$$

$$P \text{ — } .20$$

problems in eating. None of the mothers reported that their children had many food problems; five of the mothers rated their children as having some problems; while 18 of the mothers rated their children as having no food problems.

Table 16, page 59, shows that when the investigator observed the eating behavior of the child and compared her results with the statements made by the mothers, she found little or no relationship between observed food problems and the food problems as stated by the mothers. Of the 18 children considered by the mothers to have no problems, the investigator rated four of these children in Group I (most independent eaters), five in Group II (second most independent), four in Group III (third most independent), and five in Group IV (least independent eaters) for eating performance. Of the five children rated as having some problems by the mothers, two were placed in Group I, one in Group II, and two in Group III by the investigator.

What might account for this discrepancy between the mothers' and the investigator's rating? First, regarding education, none of the mothers reported having taken courses in child development. Second, they may not have acquired knowledge from any other source concerning developmental norms of children and thus possessed little ability for judging child performance. Third, the mother might not therefore, really possess the ability to discriminate actually between what is an actual food problem and what is normal child development.

Table 16

Observed Eating Behavior of Child and Mother's Estimate of
Child's Feeding Problems

Child's Eating Behavior- Rated From Most Independ- ent to Least Independent	Mother's Estimate of Feeding Problems - Rated From Many to None			Total
	Many	Some	None	
Group I	0	2	4	6
Group II	0	1	5	6
Group III	0	2	4	6
Group IV	0	0	5	5
Total	0	5	18	23

$$\chi^2 = 3.25$$

$$P = .95$$

Number of Children in the Family

For many years it has been assumed that the size of the family was directly related to good eating behavior of children. When a large and hungry family sat down together to eat, it had been believed that this enjoyable experience would be passed on to the children learning to eat without much difficulty.

Jenkins (9), after a study of the eating habits of second, fifth, and eighth grade public school children in Leesburg, Virginia, reported that there was in that community a tendency for good food habits and food acceptance to be related to large families in which there were at least four children. Her figures, however, showed only a tendency in this direction, and were not statistically significant. Beall (6), in her study of the eating habits of 44 junior high school girls in Washington, D. C., concluded that size of the family does not greatly affect eating habits. The subjects in both of these studies were older children than those in the present study. Kimbrell (11) studied a comparable age group to this study and found little relationship between size of family and the eating habits of the children.

The findings of this study agree with those of Kimbrell (11). An analysis of Table 17, page 61, shows little or no relationship between size of family and the eating behavior of preschool children. The size of these families ranged from one to five families.

It often is stated that the only child or the first child is at

Table 17

Eating Behavior of Child and Number of Children in the Family

Child's Eating Behavior - Rated From Most Independ- ent to Least Independent	Number of Children - Rated From 1 to 4 or More				Total
	1	2	3	4 or more	
Group I	1	1	2	2	6
Group II	1	3	1	1	6
Group III	1	3	2	0	6
Group IV	2	1	2	0	5
Total	5	8	7	3	23

$$\chi^2 = 6.92$$

$$P = .70$$

a disadvantage because the mother improves her techniques as she rears subsequent children. If this were true the mother of several children would perform better in feeding the child than the mother of an only child.

In this study it was found that the number of children was not related significantly with the adequacy of the performance of the mother. It will be noted in Table 18, page 63, that the six mothers using the most acceptable practices were distributed throughout the families from one child to four or more, and only one was found in Group I (families with one child). Even though none of the mothers with the least acceptable responses were found in the families with four or more children, two were found in the families with three children, one in a family with two children, and two in families with an only child.

Kimbrell (11) also found no significant relationship between number of children in the family and the mother's responses.

Income of the Family

The incomes of the families were arranged into three groups, less than \$3,000, \$3,000 to \$5,000, and over \$5,000. The average income was between \$3,000 and \$4,000.

Table 19, page 64, shows that there was a statistically significant tendency for the best eaters to be in the middle income group and

Table 18

Observed Responses of Mother While Feeding Child and Number of Children in Family

Number of Children- Rated From One to Four or More	Group I	Group II	Group III	Group IV	Total
1	1	1	1	2	5
2	1	4	2	1	8
3	2	0	3	2	7
4 or more	2	1	0	0	3
Total	6	6	6	5	23

$$\chi^2 = 9.94$$

$$P \sim .30$$

Table 19

Eating Behavior of Child and Money Income of the Family

Child's Eating Behavior - Rated From Most Independent to Least Independent	Income - Rated From Less Than \$3000 to Over \$5000			Total
	Less than \$3000	\$3000 - 5000	Over \$5000	
Group I	1	5	0	6
Group II	2	1	3	6
Group III	3	2	1	6
Group IV	0	1	4	5
Total	6	9	8	23

$$\chi^2 = 16.94$$

$$P = .01$$

the poorest eaters to be in the highest income group. Four of the five poorest eaters were in the highest income group while five of the six best eaters were in the middle income group. The four poorest eaters in the high income group were the children of mothers whose control responses were in the least acceptable group.

These findings are contrary to those of Kimbrell (11) who found no relationship between the eating behavior of the child and the income of the family. This difference may be due to the fact that the incomes of eight of the families in this study were over \$5,000, whereas in the Kimbrell study, the highest income group was \$4,000 and over. Jenkins (9) reported a tendency for the better eaters to be found in the lower and middle socio-economic groups.

These data are in accord with the assumption that being financially able to provide nutritionally adequate diets for a child does not mean that the child will eat the food or develop desirable attitudes towards food.

Chapter V

SUMMARY

The purpose of this investigation was to study the relationship between patterns of control and adjustment of mothers of preschool children in the home and apparent adequacy of the children in eating situations. The families included in the study were those in which the mothers were Catholic, having one or more preschool children. These families all lived in Blacksburg, Virginia, a small college town.

The data for this study were obtained from:

1. Observations made of the behavior of the mother and the child during meal time.
2. The verbal responses of the mother relative to customary procedures used by mothers in mother-child relationship.
3. Records of the work, leisure, and problems of the mother, as well as socio-economic characteristics of the families represented, and
4. Administration of standardized attitude and personality tests to the mother.

The data were collected during the fall of 1951 and winter of 1952.

The families were non-broken families and were economically secure. The average number of children in the families was 2.4. The parents were above the average of the state in education and had good

health. The average age of the mothers was 29 years while the average of the fathers was 32 years. The mothers were on the whole, responsible for the household activities, averaging 60.9 hours per week in such activities. The mothers averaged 43.4 hours of leisure per week.

From analysis of the data collected, it was indicated that:

1. Adequacy of performance in eating situations of these 23 preschool children was an individual characteristic. It varied greatly from child to child and ranged on the part of some children, from complete independence for the age level of the child to almost complete dependence on adult help by other children.
2. Although the performance of the child in eating behavior showed great variation among individuals, the performance of the mother while feeding her child showed even greater variation. It ranged from those who were able to anticipate the child's needs and to give help, only when the child needed it to achieve success in the eating situation, to those who either frequently gave too much or too little help or help of the wrong kind to the child while eating.
3. There was a significant tendency for the children who ate the most satisfactorily to belong to families in which the mothers made the most desirable control-responses during the feeding of the children.

4. The extent of the mother's personal problems was not associated with the eating behavior of the child.
5. There was little association between the mothers' control-responses and their personality-adjustment scores.
6. The eating performance of the child was not associated with the personality-adjustment score of the mother.
7. The eating behavior of the child was inversely proportional to the mother's academic training; the poorest eater usually was found in the family where the mother had college training, while the best eater more often was associated with the mother with high school training.
8. Neither amount of leisure time nor work load of the mother was associated with the child's eating behavior.
9. When judged by the mother's estimate of control patterns used in the families, the families were considered to be average. The ratings of the families from best to poorest, based upon the mothers' statements, differed from the observations of the investigator during eating situations, but the difference was not significant.
10. There was little relationship between the eating behavior of the child and the mother's estimate of the control practices in the home.

11. There was a significant tendency for the children who ate in the shortest length of time to be found in the homes where the mothers' responses were the most acceptable.
12. There was a tendency for the child using the shortest length of time for eating to be found in the group of best eaters, but the trend was not statistically significant.
13. There was no relationship between the adequacy of the eating behavior of the child as observed by the investigator, and the mother's estimate of the child's present or previous feeding problems.
14. Neither the adequacy of the child's eating behavior nor that of the mother's responses showed any significant association with the size of the family.
15. There was a significant tendency for the poorest eaters to be in the highest income group, and the best eaters to be in the middle income group.

CONCLUSIONS

In view of the findings of this study, it is concluded that of all the factors studied, only the education of the mother, the income of the family, and the behavior of the mother while feeding the child were associated significantly with the adequacy of the performance of the child during eating.

1. The best eaters were found in those families where the mothers had high school educations, were in the middle income group, and had the most acceptable procedures while supervising the child during eating.
2. The mothers' responses were more acceptable for those children who ate in the shortest period of time. The mothers' responses became increasingly non-acceptable as the eating time of the children increased.

RECOMMENDATIONS

On the basis of the findings of this study, the following recommendations are made:

1. There is need for much more investigation and study of the factors affecting the eating behavior of children. Research evidence shows that knowing what a child should eat or being financially able to provide food for him to eat does not guarantee that he will develop good eating behavior. Replication of this type of study should be made with other Catholic groups as well as many other groups living in our varied culture.
2. Since no scientific evidence is available showing the relative influence of the mother as compared to the father or any other family member upon the eating behavior of the child, time and study should be given to determine what affect the control patterns of the father, or any other family member, may have on the eating behavior of the child. An attempt should be made also to determine the extent to which the inter-relationship patterns between family members influence the eating of the preschool child.
3. If these data are representative, study must be given to ways by which higher education on the part of the mother and father, may be made to contribute to their

adequacy as parents, not only in feeding their children
but in their total relationship with their children.

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B. C. A.

VITA

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Betty C. Anderson
Betty C. Anderson

APPENDIX

Definition of Terms - Mothers' Score Sheet

Expectant calm attitude: The mother appears confident that the child will eat as well as he is able and in a reasonable length of time, and that she has the ability to see the eating situation through to a successful termination.

Encourages child when situation is difficult: The mother gives only the amount of approval, verbal, or physical help needed for the child to be successful in eating, or to continue the eating process. Example, Approval help . . . "That's fine, you're almost through" . . . Verbal help, "It is time to eat," . . . Physical help, mother puts food on child's spoon or even into his mouth to start him in the process.

Offers child a choice when situation is difficult: Permits the child an alternative action to the difficult one, both of which are acceptable. Example: Do you wish to drink your milk now or eat your sandwich with your milk?

Modifies expectations with situation: Mother takes into account new or unusual factors in the situation and alters help expectations relative to the child's performance. For example, if the child were fatigued, or a guest were present, etc., the mother may give some physical help to a child in finishing his meal who ordinarily could eat independently.

Compromises with child: The mother does not require the child to carry through as expected in all parts of the eating behavior, or permits him to select another course of action more to his liking.

Example: The child is permitted to eat only a part of some food on his plate, or to substitute a liked or preferred food for the food being served.

Matter-of-fact attitude: The mother assumes a business-like attitude, shows little concern for child's eating behavior, and more or less takes it for granted that whatever the child does is all right. **Example:** Mother is busy with other things and allows child to proceed on his own.

Always carries through: The mother insists that the child perform according to her expectancy of him in eating behavior and does not allow herself or the child to be diverted from this course. **Example:** Mother tells child he will need to eat vegetables before dessert. She keeps him at the table and does not give dessert until vegetables are eaten.

Firm but gentle: Mother does not become emotional or demanding. In a calm voice she helps the child to succeed with his eating, even if she has to step back to physical help. **Example:** The child has stopped eating. The mother puts food on the spoon and says, "It is time to take a bite".

Firm but harsh: Mother uses a tone indicating anger or disapproval in her voice, or demands performance from the child in relation to eating behavior. **Example:** John you must eat your meat now!

Ignores: The mother is aware of the child's eating behavior but purposely seems not to notice him. **Example:** Child is showing off. Mother appears to be unconscious of child's behavior or seems to be

unconcerned about his eating behavior. Example: Child eats one food to the exclusion of others. The mother does nothing to stop him or to help him eat the other foods.

Inconsistent in procedure: The mother uses one method one time and the opposite method at another, or the mother's expectancy may vary. Example: Insists child drink his milk one time and allows him to leave it in his glass the next.

Underestimates or over-estimates child's ability: Mother does not know what to expect of a child of this age in an eating situation and expects more than the child is able to do or allows the child to use procedures below his maturity level. Example: Feeding a child when he is able to eat independently or with only a little help.

Gives help when not needed: Mother steps in and gives help before the child has a chance to succeed, or gives more help than needed. Example: Mother pours child's milk to prevent any spilling when child could do an acceptable job on his own.

Too much or too little approval: The mother approves the child for an accomplishment below his age level or fails to approve him for success in an activity at or above his age level. Example: Approving a three year old for eating with his spoon. Failing to approve a three year old for eating with his fork.

Demands performance: Mother, in an authoritative manner, asks for performance in keeping with her standards. Example: "Young man, you eat that potato right now," or "There is no excuse for not drinking that milk".

Domination: The mother's supervision allows the child no independence in his eating behavior or little opportunity for choice relative to procedures. Example: Mother insists on child's conforming to standards beyond his developmental level and allows no independent behavior on the part of the child.

Submissive: The mother allows the child to control the situation. Example: Child states he doesn't like a food. Mother says, "All right, you don't need to eat it".

Offers bribes: Mother offers a reward such as dessert or extra privilege if the child will eat as his mother wishes him to. Example: "Eat your meat and tomorrow you may ride on the tractor with daddy".

Pleads, acts hurt if child doesn't eat. Mother appeals to child's emotions to motivate him to successful performance. Example: Mother pretends to cry or says, "If you love mother, you will eat for her".

Belittles or threatens: The mother threatens to punish the child for inadequate performance or says, "If you don't eat, you cannot go to the show". "Look at your little sister, she eats better than you".

Shows anger or distress: The mother shows emotion when she tries to induce the child to eat. Example: Anger or distress shows in the mother's facial expression as she commands in high pitched or loud voice that a child do a given thing.

Punishes: Child is given some form of punishment for lack of proper performance in eating behavior. Example: Child is spanked for not drinking his milk, and then sent back to the table. Child is isolated from the group until he decides to eat.

SCHEDULE OF CHILD BEHAVIOR

CHILD'S BEHAVIOR	: Whole : meal	: More : than : 1 food:	: One : food	: Parts of : some food	: Part of : one food
A. <u>Eats Independently</u>	:	:	:	:	:
1. As well as expected for age and development level	: 10	: 9	: 8	: 7	: 6
2. Evident appetite and enjoyment (with relish)	: 10	: 9	: 8	: 7	: 6
3. Expresses satisfaction in achievement	: 10	: 9	: 8	: 7	: 6
B. <u>Cooperative</u>	:	:	:	:	:
1. Eats most suitable foods as matter of course	: 8	: 7	: 6	: 5	: 4
2. As well as expected for his age and developmental level	: 8	: 7	: 6	: 5	: 4
3. Carries through but no apparent satisfaction in his achievement	: 8	: 7	: 6	: 5	: 4
C. <u>Accommodates or Complies</u>	:	:	:	:	:
Slow with eating but will continue according to schedule with adult help	: -3	: -2	: -1	: -1	: -1
D. <u>Complete Dependence on Adult</u>	:	:	:	:	:
Requires more physical or verbal help from adult than would be expected from his age and developmental level	: -4	: -3	: -2	: -1	: -1
E. <u>Resists</u>	:	:	:	:	:
1. Passive	:	:	:	:	:
a. ignores	: -6	: -5	: -4	: -3	: -2
b. dawdles	: -6	: -5	: -4	: -3	: -2
2. Active	:	:	:	:	:
a. sries	: -6	: -5	: -4	: -3	: -2
b. pushes food away	: -6	: -5	: -4	: -3	: -2
c. leaves table	: -6	: -5	: -4	: -3	: -2
d. drops food on floor	: -6	: -5	: -4	: -3	: -2
e. talks or argues	: -6	: -5	: -4	: -3	: -2
f. temper tantrum	: -6	: -5	: -4	: -3	: -2
g. regurgitates	: -6	: -5	: -4	: -3	: -2
h. refuses to come to table	: -6	: -5	: -4	: -3	: -2
F. <u>Complete Refusal</u>	:	:	:	:	:
1. Legitimate	: 0	: 0	: 0	: 0	: 0
2. Unwarranted	: -6	: -5	: -4	: -3	: -2

Length of time child takes to complete meal _____

Schedule of Adult Behavior

Adult's Behavior	First Part	Second Part	Third Part
Expectant, calm attitude	10	10	10
Encourages child when situation is difficult	10	10	10
Offers child choice when situation is difficult	10	10	10
Modifies expectancies with situation	10	10	10
Compromise with child	5	5	5
Matter-of-fact attitude	5	5	5
Always carries through	5	5	5
Firm but gentle	5	5	5
Firm but harsh	0	0	0
Ignores	0	0	0
Indifferent	0	0	0
Inconsistent in procedure	0	0	0
Underestimates or overestimates child's ability	0	0	0
Gives help when not needed	-5	-5	-5
Too much or too little approval	-5	-5	-5
Demands performance	-5	-5	-5
Dominating	-10	-10	-10
Submissive	-10	-10	-10
Offers bribes	-10	-10	-10
Pleads - acts hurt if child doesn't eat	-10	-10	-10
Be-little or threatens	-10	-10	-10
Shows anger or distress	-10	-10	-10
Punishes	-10	-10	-10

Schedule No. _____

Home Ec. Dept.

Date _____

V.P.I.

INFLUENCE OF SELECTED PATTERNS OF FAMILY LIFE UPON THE
WHOLESOME DEVELOPMENT OF BOYS AND GIRLS

Personal data:

Name of subject _____

After each practice listed below, check in the columns marked "usually or always", "sometimes", "never or rarely", the one which most nearly describes your practice or attitude.

	Always or usually	Sometimes	Never or rarely	Does not apply
Family Control:				
1. Get up early enough in the morning to allow plenty of time for preparation for breakfast and school
2. Insist upon unquestioned obedience
3. Insist upon prompt obedience
4. Nag
5. Slap, spank, or whip
6. Take part in child's disagreements with other children
7. Scold
8. Threaten punishment which is seldom administered
9. Praise child for good conduct
10. Send child to bed without food for misconduct
11. Make full investigation before judging child's behavior
12. Discuss child's peculiarities in his presence
13. Mother and father discuss matters before decisions are made
14. Mother punishes child
15. Father punishes child
16. Child go to mother for permission
17. Children go to father for permission
18. Fulfill promises made to child
19. One parent backs up the other in any decisions made
20. Discuss family matters with children before decisions are made
21. Help child to deceive other parent
22. Argue with other parent about child in his presence
23. Give away child's possessions without his knowledge or consent
24. Permit child to make his own decisions

-2-

	Always or usually	Sometimes	Never or rarely	Does not apply
Family Control (cont'd.)				
26. Help child with his studies
26. Plan social functions for the child
27. Play games with the children
28. Encourage child to bring his friends to his home for play
29. Discuss business affairs with child
30. Permit your child to go to dances or other social functions of his group
31. Mother discusses child's problems with him
32. Father discusses child's problems with him
33. Permit child to select his own clothes, according to his age
34. Permit child to select his own friends
35. The mother gives advice to the dau- ghter or son about				
money
clothes
jobs
girl or boy friends
other boys or girls
social activities
sex
36. The father gives advice to the dau- ghter or son about				
money
clothes
jobs
girl or boy friends
other boys or girls
social activities
sex
37. The child is antagonistic toward family control
38. The child is happy in his home
39. The child respects his mother's advice or decisions
40. The child respects his father's advice or decisions
41. Children use each others' things
42. Child uses mother's or father's things
43. Child seems nervous
44. Child complains about his home

Religious Pattern:

1. All members of the family attend church	.....	.....	.....	.....
2. All members attend Sunday School	.....	.....	.....	.....
3. Child can choose whether he wishes to go to church	.....	.....	.....	.....

FAMILY QUESTIONNAIRE

Name _____ Date of Birth _____

Address _____

Age of Mother When Child Was Born _____

Age of Father When Child Was Born _____

Religious Preference of Family _____

Father's Name _____ Age _____ Occupation _____

Education:

1. High School _____

2. College _____ Major _____

3. Post-Graduate _____ Major _____

4. Formal Child Development or Parent-Education Training

5. Other Specialized Training Related to Child Guidance

Mother's Name _____ Age _____ Occupation _____

Education:

1. High School _____

2. College _____ Major _____

3. Post-Graduate _____ Major _____

4. Formal Child Development or Parent-Education Training

5. Other Specialized Training Related to Child Guidance and Nutrition

6. What articles in magazines on child feeding have you read in the last six months?

7. Do you earn money through your own activities? _____

How much time per week do you devote to this? _____

Date of Marriage _____

Names of Children

- 1. _____ Sex _____ Date of Birth _____
- 2. _____ Sex _____ Date of Birth _____
- 3. _____ Sex _____ Date of Birth _____
- 4. _____ Sex _____ Date of Birth _____
- 5. _____ Sex _____ Date of Birth _____
- 6. _____ Sex _____ Date of Birth _____
- 7. _____ Sex _____ Date of Birth _____

Names of Adults (Other than Parents) in Home, Including Servants.

- 1. _____ Age _____
- 2. _____ Age _____
- 3. _____ Age _____
- 4. _____ Age _____

Name of person (or persons) preparing child's meals _____

Name of person (or persons) supervising eating routines _____

Does child eat alone or with other family members?

If child eats with others, who are the usual eating companions? _____

- 1. _____ 5. _____
- 2. _____ 6. _____
- 3. _____ 7. _____
- 4. _____ 8. _____

Usual breakfast time _____ Length of meal _____

Usual noon-meal time _____ Length of meal _____

Usual evening meal time _____ Length of meal _____

Is meal service interesting to you?(mother) _____
Do you (mother) enjoy serving meals? _____

What plans do you make for food preparation and meal service? _____

Adjustment of Child when eating _____

Much Medium Little

Seems to enjoy it _____

Looks forward to meal _____

Meets crisis with no apparent
fear or emotional upset _____

Accepts or rejects suggestions with
no apparent emotional upset _____

What are his best features or strengths? _____

What are his poorest features or weaknesses? _____

Has your child been ill recently? _____

Have any special events taken place in family during past week or day visited? _____

List any problems presently associated with feeding of child.

List any problems associated with feeding of child in earlier period.

List any problems other than feeding ones.

Any comments by parents that might improve observer's insight into the eating situation.

Does your family own an automobile? _____ Do you drive? _____

Can you generally arrange to use the automobile when you wish? _____

Cash income of family (Check figure that approximates the total family cash income).

Under \$500 _____, \$500 to \$1000 _____, \$1000 to \$2000, _____, \$2000 to \$3000 _____
\$3000 to \$4000 _____, \$4000 to \$5000 _____, over \$5000 _____.

Has husband been unemployed during last 5 years? _____ How long? _____

Fill in the following information about the places where you have lived since

marriage:	<u>Name of place</u>	<u>No. of years lived there</u>	<u>Reason for moving</u>
-----------	----------------------	---------------------------------	--------------------------

Were you born on a farm? _____ in a village _____ or in a city? _____

Was your husband born on a farm? _____ in a village _____ or in a city? _____

How many brothers and sisters do you have? _____

How many brothers and sisters does your husband have? _____

Do you own your home? _____ Check the following information about your home:

Number of bedrooms _____; bathrooms _____; dining room _____; kitchen _____;
living room _____; closets _____.

Health rating of family:	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
Yourself	_____	_____	_____	_____
Husband	_____	_____	_____	_____
Child studied	_____	_____	_____	_____

Check equipment you have: Telephone _____ Electric Toaster _____ Vacuum Cleaner _____
 Refrigerator, ice _____ or electric _____; Sewing machine _____ Electric iron _____
 Waffle iron (use on stove) _____ or (electric) _____, Central heating _____
 Running hot water _____. List any others not mentioned above _____

Check the type of flooring and the condition it is in: (Use flooring which you have in most rooms)

Large rugs or carpets _____ rooms. Linoleum in _____ rooms.
 Condition _____.

Pine floors _____
 Hard wood floors _____
 Tile floors _____

Condition of floors:
 good _____
 average _____
 poor _____

Do you feel that your storage space is adequate? _____

What fuel do you use for cooking? _____

Can you plug your electrical equipment in where you need it? _____

Do you feel that you have: 1. Too much work to do _____
 2. Just the right amount _____
 3. Too little work to do _____

Fill in the following information for the listed activities:

	Is it carried on in home	Is it your responsibility	Time spent in this activity each week	Check your attitude toward it		
				Like	Indifferent	Dislike
Bread making						
Pastry baking						
Washing clothes						
Ironing						
Mending						
Sewing						
General cleaning of home						
Washing dishes						
Food preparation						
Keeping household accounts						

Activities (contd.)

	Is it carried on in home	Is it your responsibility	Time spent in this activity each week	Check your attitude toward it		
				Like	Indifferent	Dislike
Buying supplies						
Raising vegetables						
Raising fruit						
Raising poultry						
Canning fruit and vegetables						
Care of yard						
Tending furnace						
Others:						

Leisure Time Activities:- List the amount of time you spend in each of the following activities. If you do not take part in these activities please give your reason for not taking part.

	No. of times per week	No. of hours per week	Why not engaged in?	With whom do you play or go?
Actual playing of: Golf				
Tennis and Badminton				
Ping pong				
Swimming				
Hiking				
Croquet				
Bowling				
Attendance at: Baseball games				
Basketball				
Boxing				
Track				

Do you like to read books? _____ How many books did you read last year? _____ Where did you get the books? _____

List in order the types of books you enjoy most (1) _____

(2) _____ (3) _____ (4) _____

Why do you like these most? _____

Do you like to read magazines? _____ Check the magazines that you read in the following list. Place a U after the magazines if you usually read it, and an O if you occasionally read it.

	U	or	O	Do you take it in your home?
Cosmopolitan				
Ladies' Home Journal				
Red Book				
McCall's				
Readers' Digest				
Good Housekeeping				
Saturday Evening Post				
Colliers				
American				
Liberty				
Better Homes and Gardens				
Woman's Home Companion				
American Home				
Screenland or other movie magazines				
Time or News Week				
Life				
True Story				
Professional magazines				
Religious magazines				

How many hours a week do you spend reading magazines? _____ Do you like to read newspapers? _____ List the newspapers that you have in the home (1) _____

(2) _____ (3) _____ (4) _____

How much time do you spend each day reading the newspaper? _____ Do you have a vacation away from home? _____ How many days? _____ With or without your husband? _____ Where do you usually go? _____

How much time do you have each day free from work activities? _____

How is this time used? _____

How would you like to use it? _____

List the amount of time you spend in each of the following activities. If you do not take part in these activities please give your reason for not taking part.

Activity	No. times per week	No. hours per week	Reason for not taking part
Playing or listening to the piano			
Listening to radio			
Playing other musical instruments			
Riding in car			
Riding horseback			
Playing cards			
Attending shows or movies			
Playing outdoor games			
Indoor games			
Giving or attending parties			
Playing with children			
Visiting with friends and neighbors			
Visiting with family members			
Doing handwork such as knitting, crocheting or weaving.			
Shopping			
Attending adult homemaking classes			

Social Activities:

How many times per month do you have friends or relatives to meals at your home? _____

_____. How many times per month do you have meals at home of friends or

relatives? _____

- Attend dances _____ times per month
- Give dances _____ times per month
- Attend afternoon parties _____ times per month
- Give afternoon parties _____ times per month
- Attend other parties _____ times per month
- Give other parties _____ times per month

Fill in the desired information about the following:

Name of Club	Are you a member now?	Hours a new month spent	Have you been a member at sometime?	Why did you drop out?	If you hold an office in any club, give name of office.
Card Club					
Sunday School					
Church					
Ladies' Aid					
Missionary Society					
Lodges					
Literary Clubs					
Extension					
Grange					
Others:					

		Much	Little	None
Visit with neighbors	___ in morning	_____	_____	_____
	___ in afternoon	_____	_____	_____
	___ at night	_____	_____	_____
Neighbors visit you	___ in morning	_____	_____	_____
	___ in afternoon	_____	_____	_____
	___ at night	_____	_____	_____
Play card games at home	___ with husband	_____	_____	_____
	___ without husband	_____	_____	_____
Play card games away from home	___ with husband	_____	_____	_____
	___ without husband	_____	_____	_____

Home Relations:

Do you and your husband enjoy similar activities: _____ Do you like the things that you do with your husband better than those you do without him? _____
 _____ On what subjects do you usually agree with your husband? _____

To what extent are you satisfied with your marriage: Completely? _____
 More often satisfied than dissatisfied? _____ dissatisfied? _____

Problems

	Much	Medium	Little
Shyness in meeting people			
Nervousness			
Difficulty in making decisions			
Attempt more than you can do			
Not being able to do the things that you wish most to do			
Loneliness			
Worry			
Answering demands of the family and relatives			
Lack of intimate friends			
Quarrels with neighbors or associates			
Not being accepted by the social group of your choice			
Poor health			
Getting fatigued or tired easily			
Lack of self-confidence			
Feels failure easily			
Health of husband			

Problems (cont'd)

Much Medium Little

Carrying out necessary household routine

Budgeting time for recreation

Too much time on hands

Fear of not meeting expectations of husband

Securing capable domestic help

Lack of conveniences or unsatisfactory housing condition

Getting a job outside the home

Insufficient money for self

Insufficient money for family needs

Fear of nervous breakdown

Fear of becoming "bored" with marriage

Not having own income

Unemployment of husband

Lack of common interests or mutual friends with husband

Disagreement with husband over handling family income or money

Fear of having children or too many children

Difficulties with the in-laws

Finding outlets to satisfy personal interests in religion

Changing religious views

Disagreement with husband over religious problems and views

What changes would you make in your life if you had the opportunity to do so?

(1) _____ (2) _____

(3) _____ (4) _____

Why have you not made these changes?

What changes would you make in your self if you had the opportunity and power to do so?

(1) _____ (2) _____

(3) _____ (4) _____

Why have you not made these changes?

PERSONALITY SCHEDULE

The University of Chicago Press
Chicago, Illinois

Name _____
(Last Name) (Given Names or Initials)

In order that your advisers may help you in the best possible way it is desirable that they know something of your personality as well as of your intellectual ability and scholarship. The questions in this blank are intended to indicate various emotional and personality traits. Your answers may reveal a well-adjusted emotional life or they may show that you have some form of nervousness or worry which you may not yourself understand completely.

This is not an examination. It is not a test in any sense because there are no right and wrong answers to any of the questions in this blank.

It has been found that some of the brightest students have emotional and personality difficulties which can be overcome with suitable counsel if the difficulties are known. It will therefore be to your own advantage to answer the questions as truthfully as possible.

In front of each question you will find: **yes no ?**

Draw a ring around one of these three answers for each question. Try to answer by "yes" or "no" if it is possible. If you are entirely unable to say even a tentative "yes" or "no" to the question, then draw a ring around the question mark.

- | | |
|---|--|
| yes no ? As a child did you like to play alone? | yes no ? Do you laugh easily? |
| yes no ? Do you usually control your temper? | yes no ? Do you worry too long over humiliating experiences? |
| yes no ? Do you get stage fright? | yes no ? Are you careful not to say things to hurt people's feelings? |
| yes no ? Have your relationships with your mother always been pleasant? | yes no ? Are you sometimes the leader at a social affair? |
| yes no ? Are you troubled much by constipation? | yes no ? Are your day-dreams about improbable occurrences? |
| yes no ? Do you feel that life is a great burden? | yes no ? Do you usually get turned around in new places? |
| yes no ? Have you ever had the habit of stuttering? | yes no ? Do you often feel lonesome, even when you are with other people? |
| yes no ? Do you get on well with your brothers and sisters? | yes no ? Do you love your father more than your mother? |
| yes no ? Does your heart sometimes sound in your ears so that you cannot sleep? | yes no ? Do you consider yourself a rather nervous person? |
| yes no ? Do you take responsibility for introducing people at a party? | yes no ? Are you afraid of falling when you are on a high place? |
| yes no ? Do you think most people are self-seeking or malicious? | yes no ? Are you interested in meeting a lot of different kinds of people? |
| yes no ? Do you find it difficult to get rid of a salesman? | yes no ? Do a great many things frighten you? |
| yes no ? Do you have difficulty in starting conversation with a stranger? | yes no ? Have you ever had a nervous breakdown? |
| yes no ? Do you lose your head easily in a dangerous situation? | yes no ? Are your feelings easily hurt? |

yes no ? Are you easily shocked by sexual topics, *risque* stories, and the like?

yes no ? Do you keep in the background on social occasions?

yes no ? Do ideas often run through your head so that you cannot sleep?

yes no ? Do you have the habit of leaving a lot of tasks unfinished?

yes no ? Have you found books more interesting than people?

yes no ? Are you frequently bothered by indigestion?

yes no ? Are you ever bothered by a feeling that things are not real?

yes no ? Are there many people that you dislike intensely?

yes no ? Do you ever feel an awful pressure in or about the head?

yes no ? Are you usually cool and composed in a dangerous situation?

yes no ? Are you frequently burdened by a sense of remorse?

yes no ? Do people think you are selfish?

yes no ? Does it upset you to lose in a competitive game?

yes no ? Can you sit still without fidgeting?

yes no ? Do you usually trust people?

yes no ? Do you lose your temper quickly?

yes no ? Is your mother's nature usually cheerful?

yes no ? Do you get rattled easily?

yes no ? Do you worry over possible misfortunes?

yes no ? Do you usually feel fatigued when you wake up in the morning?

yes no ? Can you stand disgusting smells?

yes no ? Do you ever talk in your sleep?

yes no ? Does it make you uneasy to go into a tunnel or subway?

yes no ? Do your feelings alternate between happiness and sadness without apparent reason?

yes no ? Are you often afraid of contracting disease?

yes no ? Do you get tired of amusements quickly?

yes no ? Are you frequently worried about religion?

yes no ? Have you ever had an arm or leg paralyzed?

yes no ? Are you troubled with shyness?

yes no ? Have you ever been afraid of going insane?

yes no ? Do you like indoor sports better than outdoor sports?

yes no ? Did you ever have St. Vitus' dance?

yes no ? Do people find fault with you more than you deserve?

yes no ? Do you find it necessary to watch your health carefully?

yes no ? Are you often frightened in the middle of the night?

yes no ? Does it make you uneasy to sit in a small room with the door shut?

yes no ? Have you ever seen a vision?

yes no ? Do you often have bad pains in any part of your body?

yes no ? Do you know of anybody who is trying to do you harm?

yes no ? Have you ever been afraid that you are sexually inferior to other men (other women)?

yes no ? Were your parents partial to any of your brothers or sisters?

yes no ? If you come late to a meeting would you rather stand or leave than take a front seat?

yes no ? Did you ever have a strong desire to commit suicide?

yes no ? Do you tend to nonconformity in your political, religious, and social beliefs?

yes no ? Do you day-dream frequently?

yes no ? Did you have a happy childhood?

yes no ? Have you occasionally had to resist an impulse to take things that were not yours?

yes no ? Have you ever been afraid that you might jump off when you were on a high place?

yes no ? Were you your parents' favorite child?

yes no ? Have you ever had spells of dizziness?

yes no ? Do you get discouraged easily?

yes no ? Do you often say things on the spur of the moment and then regret them?

yes no ? Have your relationships with your father always been pleasant?

yes no ? Do you have a great many bad headaches?

yes no ? Is there anyone you want to get even with?

yes no ? Does it make you uneasy to cross a bridge over a river?

yes no ? Do your interests change quickly?

yes no ? Did you ever have a strong desire to run away from home?

yes no ? Did you ever have convulsions?

yes no ? Can you stand pain quietly?

yes no ? Do you like to be by yourself a great deal?

yes no ? Are you easily moved to tears?

yes no ? Do you allow people to crowd ahead in line?

yes no ? Do you dread the sight of a snake?

yes no ? Did you ever have heart trouble?

yes no ? Does it bother you to have people watch you at work even when you do it well?

yes no ? Do you limit your friendships mostly to your own sex?

- yes no ? Do you like to take on responsibilities?**
- yes no ? Have you ever felt as if someone were hypnotizing you and making you act against your will?**
- yes no ? Can you stand criticism without feeling hurt?**
- yes no ? Do you have difficulty in making friends?**
- yes no ? Are you troubled with the idea that people are watching you on the street?**
- yes no ? Have you had a strong impulse to go and set fire to something?**
- yes no ? Has any of your family been insane, epileptic, or feeble-minded?**
- yes no ? Are your day-dreams usually about unpleasant things?**
- yes no ? Can you do the little chores of the day without worrying over them?**
- yes no ? Were you happy when fourteen to eighteen years old?**
- yes no ? Are you afraid when you have to take drugs?**
- yes no ? Have you been the scapegoat in the family life?**
- yes no ? Does your mind often wander badly so that you lose track of what you are doing?**
- yes no ? Do you have the sensation of falling when going to sleep?**
- yes no ? Do your eyes often pain you?**
- yes no ? Do you frequently talk to yourself?**
- yes no ? Can you stand kidding?**
- yes no ? Are you absent minded?**
- yes no ? Do you have a great fear of fire?**
- yes no ? Do you make friends easily?**
- yes no ? Have your employers generally treated you right?**
- yes no ? Do you feel tired most of the time?**
- yes no ? Do you have great difficulty in finding your way around in the dark?**
- yes no ? Are you ever bothered by the feeling that people are reading your thoughts?**
- yes no ? Do you have the habit of contradicting people?**
- yes no ? Do you prefer participation in competitive intellectual amusements to athletic games?**
- yes no ? Were your parents happily married?**
- yes no ? Do you think you are often regarded as queer?**
- yes no ? Have you ever been depressed because of low marks in school?**
- yes no ? Would you say that you are more or less ignorant of sex?**
- yes no ? Do you often feel you do not get your chance in social conversation?**
- yes no ? Are you touchy on various subjects?**
- yes no ? Would you say that you are cynical about members of the opposite sex generally?**
- yes no ? Are you troubled by thoughts of death?**
- yes no ? Do you find it difficult to pass urine in the presence of others?**
- yes no ? Have your friends ever turned against you?**
- yes no ? Have you ever been blind, half-blind, deaf, or dumb for a time?**
- yes no ? Are you physically inferior to your associates?**
- yes no ? Has any of your family committed suicide?**
- yes no ? Are you troubled with poor health?**
- yes no ? Are you often in a state of excitement?**
- yes no ? Is there a conflict in your nature between sex and morality?**
- yes no ? Do you ever cross the street to avoid meeting somebody?**
- yes no ? Do you frequently feel grouchy?**
- yes no ? Do you like to be with other people a great deal?**
- yes no ? Can you stand the sight of blood?**
- yes no ? Are you usually in good spirits?**
- yes no ? Do you think people have made quite a lot of fun of you?**
- yes no ? Have you been bothered by vomiting?**
- yes no ? Do you feel self-conscious when you recite in class?**
- yes no ? Are you thrifty and careful about making loans?**
- yes no ? Is your mother dissatisfied with her lot in life?**
- yes no ? Do things often go wrong for you by no fault of your own?**
- yes no ? Do you think you know yourself well from having observed your own mind?**
- yes no ? At a reception or tea do you seek to meet the important person present?**
- yes no ? Do you ever have a queer feeling as if you were not your old self?**
- yes no ? Do you often feel just miserable?**
- yes no ? Does some particular useless thought keep coming into your mind to bother you?**
- yes no ? Are you bothered much by blushing?**
- yes no ? Is your head likely to ache on one side?**
- yes no ? Are you a "crank" about food?**
- yes no ? When you were young did the other children regard you as "different"?**
- yes no ? Do you get upset easily?**
- yes no ? Do you love your mother more than your father?**
- yes no ? Are you frequently troubled with nightmares?**

yes no ? Do you hesitate to volunteer in a class recitation?

yes no ? Do you usually feel well and strong?

yes no ? Do you get tired of work quickly?

yes no ? Do you frequently feel that you deserve a better lot than you have?

yes no ? Has any of your family had a drug habit?

yes no ? Do you usually sleep well?

yes no ? Are you systematic in caring for your personal property?

yes no ? Are you frequently in low spirits?

yes no ? Do you enjoy social gatherings just to be with people?

yes no ? Do you find your way about easily?

yes no ? Are you shy with boys?

yes no ? Are you shy with girls?

yes no ? Do you mind having your friends see you in the ten-cent store?

yes no ? Do you feel that you are not satisfactorily adjusted to life?

yes no ? Do you dislike to write about yourself even to very close friends?

yes no ? Have you ever had the habit of twitching your face, neck, or shoulders?

yes no ? Do you often experience periods of loneliness?

yes no ? Does criticism disturb you badly?

yes no ? Do you feel well rested in the morning?

yes no ? Do you ever take the lead to enliven a dull party?

yes no ? Do you often feel self-conscious in the presence of superiors?

yes no ? Do you get tired of people quickly?

yes no ? Would you rather work indoors than outdoors?

yes no ? Do you lack self-confidence?

yes no ? At night are you frequently troubled by the idea that somebody is following you?

yes no ? Do you think you are usually unlucky?

yes no ? Do you find it difficult to speak in public?

yes no ? Was your mother the dominant member of the family?

yes no ? Do you sometimes have shooting pains in the head?

yes no ? Do you like to solve puzzles?

yes no ? Do you often have queer, unpleasant feelings in any part of your body?

yes no ? Do you usually plan your work ahead?

yes no ? Do you usually keep in fairly uniform spirits?

yes no ? Are you frightened by lightning?

yes no ? Do you often feel self-conscious because of your personal appearance?

yes no ? If you see an accident are you quick to take an active part in giving help?

yes no ? Do you feel you must do a thing over several times before you leave it?

yes no ? Did you ever have anemia badly?

yes no ? Does it make you uneasy to have to cross a wide street or open square?

yes no ? Do you easily learn to find your way about in new places?

yes no ? Are you troubled with feelings of inferiority?

yes no ? Do you often find that you cannot make up your mind until the time for action has passed?

yes no ? Do you often have the feeling of suffocating?

yes no ? Have you any physical defects?

yes no ? Do you think you are regarded as critical of other people?

yes no ? Do you have ups and downs in mood without apparent cause?

yes no ? Do you let yourself go when angry?

yes no ? Do things ever swim or get misty before your eyes?

yes no ? Do you often get interested in people you meet?

yes no ? Have you a good appetite?

yes no ? Have you ever lost your memory for a time?

yes no ? Is your home environment happy?

yes no ? Are you bothered by fluttering of the heart?

yes no ? Are you slow in making decisions?

yes no ? Were you considered a bad boy (or girl)?

yes no ? Do you faint easily?

yes no ? Has your family always treated you right?

yes no ? Since you were five years old have you ever had the habit of wetting the bed?

yes no ? Are you frequently troubled with the fear of being crushed in a crowd?

yes no ? Are you in general self-confident about your abilities?

yes no ? Do you occasionally have conflicting moods of love and hate for members of your family?

yes no ? Are you generally regarded as indifferent to the opposite sex?

yes no ? Do you ever walk in your sleep?

THE ADJUSTMENT INVENTORY

STUDENT FORM

(For students of high school and college age)

By HUGH M. BELL

Published by
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NAME	AGE	SEX
NAME OF SCHOOL	SCHOOL CLASS	
DATE		

DIRECTIONS

Are you interested in knowing more about your own personality? If you will answer *honestly* and *thoughtfully* all of the questions on the pages that follow, it will be possible for you to obtain a better understanding of yourself.

There are *no right* or *wrong* answers. Indicate your answer to each question by drawing a circle around the "Yes," the "No," or the "?" Use the question mark only when you are certain that you cannot answer "Yes" or "No." There is no time limit, but work rapidly.

If you have *not* been living with your parents, answer certain of the questions with regard to the people with whom you have been living.

NO.	SCORE	DESCRIPTION	REMARKS
a			
b			
c			
d			

- 1d Yes No ? Do you day-dream frequently?
- 2b Yes No ? Do you take cold rather easily from other people?
- 3c Yes No ? Do you enjoy social gatherings just to be with people?
- 4d Yes No ? Does it frighten you when you have to see a doctor about some illness?
- 5c Yes No ? At a reception or tea do you seek to meet the important person present?
- 6b Yes No ? Are your eyes very sensitive to light?
- 7a Yes No ? Did you ever have a strong desire to run away from home?
- 8c Yes No ? Do you take responsibility for introducing people at a party?
- 9a Yes No ? Do you sometimes feel that your parents are disappointed in you?
- 10d Yes No ? Do you frequently have spells of the "blues"?
- 11b Yes No ? Are you subject to hay fever or asthma?
- 12c Yes No ? Do you often have much difficulty in thinking of an appropriate remark to make in group conversation?
- 13a Yes No ? Have you been embarrassed because of the type of work your father does in order to support the family?
- 14b Yes No ? Have you ever had scarlet fever or diphtheria?
- 15c Yes No ? Did you ever take the lead to enliven a dull party?
- 16a Yes No ? Does your mother tend to dominate your home?
- 17d Yes No ? Have you ever felt that someone was hypnotizing you and making you act against your will?
- 18a Yes No ? Has either of your parents frequently criticized you unjustly?
- 19c Yes No ? Do you feel embarrassed when you have to enter a public assembly after everyone else has been seated?
- 20d Yes No ? Do you often feel lonesome, even when you are with people?
- 21a Yes No ? Do you feel there has been a lack of real affection and love in your home?
- 22c Yes No ? In school is it difficult for you to give an oral report before the class?
- 23b Yes No ? Do you have many headaches?
- 24a Yes No ? Have your relationships with your father usually been pleasant?
- 25b Yes No ? Do you sometimes have difficulty getting to sleep even when there are no noises to disturb you?
- 26c Yes No ? When riding on a train or a bus do you sometimes engage fellow-travelers in conversation?
- 27b Yes No ? Do you frequently feel very tired toward the end of the day?
- 28d Yes No ? Does the thought of an earthquake or a fire frighten you?
- 29b Yes No ? Have you lost weight recently?
- 30a Yes No ? Has either of your parents insisted on your obeying him or her regardless of whether or not the request was reasonable?
- 31c Yes No ? Do you find it easy to ask others for help?
- 32a Yes No ? Has illness or death among your immediate family tended to make home life unhappy for you?
- 33b Yes No ? Have you ever been seriously injured in any kind of an accident?
- 34a Yes No ? Has lack of money tended to make home unhappy for you?
- 35d Yes No ? Are you easily moved to tears?
- 36c Yes No ? Are you troubled with shyness?
- 37a Yes No ? Has either of your parents frequently found fault with your conduct?
- 38b Yes No ? Have you ever had a surgical operation?
- 39c Yes No ? Would you feel very self-conscious if you had to volunteer an idea to start a discussion among a group of people?
- 40d Yes No ? Do you dread the sight of a snake?
- 41a Yes No ? Have your parents frequently objected to the kind of companions that you go around with?
- 42d Yes No ? Do things often go wrong for you from no fault of your own?
- 43b Yes No ? Do you have many colds?
- 44c Yes No ? Have you had experience in making plans for and directing the actions of other people?
- 45d Yes No ? Are you frightened by lightning?
- 46a Yes No ? Is either of your parents very easily irritated?
- 47b Yes No ? Are you subject to attacks of influenza?

- 48d Yes No ? Have you frequently been depressed because of low marks in school?
- 49c Yes No ? Do you have difficulty in starting conversation with a person to whom you have just been introduced?
- 50b Yes No ? Have you had considerable illness during the last ten years?
- 51a Yes No ? Have you frequently disagreed with either of your parents about the way in which the work about the home should be done?
- 52d Yes No ? Do you sometimes envy the happiness that others seem to enjoy?
- 53c Yes No ? Have you frequently known the answer to a question in class but failed when called upon because you were afraid to speak out before the class?
- 54b Yes No ? Do you frequently suffer discomfort from gas in the stomach or intestines?
- 55a Yes No ? Have there been frequent family quarrels among your near relatives?
- 56c Yes No ? Do you find it easy to make friendly contacts with members of the opposite sex?
- 57d Yes No ? Do you get discouraged easily?
- 58b Yes No ? Do you frequently have spells of dizziness?
- 59a Yes No ? Have you frequently quarreled with your brothers or sisters?
- 60d Yes No ? Are you often sorry for the things you do?
- 61c Yes No ? If you were a guest at an important dinner would you do without something rather than ask to have it passed to you?
- 62a Yes No ? Do you think your parents fail to recognize that you are a mature person and hence treat you as if you were still a child?
- 63b Yes No ? Are you subject to eye strain?
- 64d Yes No ? Have you ever been afraid that you might jump off when you were on a high place?
- 65c Yes No ? Have you had a number of experiences in appearing before public gatherings?
- 66b Yes No ? Do you often feel fatigued when you get up in the morning?
- 67a Yes No ? Do you feel that your parents have been unduly strict with you?
- 68d Yes No ? Do you get angry easily?
- 69b Yes No ? Has it been necessary for you to have frequent medical attention?
- 70c Yes No ? Do you find it very difficult to speak in public?
- 71d Yes No ? Do you often feel just miserable?
- 72a Yes No ? Has either of your parents certain personal habits which irritate you?
- 73d Yes No ? Are you troubled with feelings of inferiority?
- 74b Yes No ? Do you feel tired most of the time?
- 75d Yes No ? Do you consider yourself rather a nervous person?
- 76c Yes No ? Do you enjoy social dancing a great deal?
- 77d Yes No ? Do you often feel self-conscious because of your personal appearance?
- 78a Yes No ? Do you love your mother more than your father?
- 79b Yes No ? Are you subject to attacks of indigestion?
- 80c Yes No ? When you want something from a person with whom you are not very well acquainted, would you rather write a note or letter to the individual than go and ask him or her personally?
- 81d Yes No ? Do you blush easily?
- 82a Yes No ? Have you frequently had to keep quiet or leave the house in order to have peace at home?
- 83c Yes No ? Do you feel very self-conscious in the presence of people whom you greatly admire, but with whom you are not well acquainted?
- 84b Yes No ? Are you subject to tonsillitis or laryngitis?
- 85d Yes No ? Are you ever bothered by the feeling that things are not real?
- 86a Yes No ? Have the actions of either of your parents aroused a feeling of great fear in you at times?
- 87b Yes No ? Do you frequently experience nausea or vomiting or diarrhea?
- 88c Yes No ? Are you sometimes the leader at a social affair?
- 89d Yes No ? Are your feelings easily hurt?
- 90b Yes No ? Are you troubled much with constipation?
- 91c Yes No ? Do you ever cross the street to avoid meeting somebody?
- 92a Yes No ? Do you occasionally have conflicting moods of love and hate for members of your family?

- 93c Yes No ? If you come late to a meeting would you rather stand or leave than take a front seat?
- 94b Yes No ? Were you ill much of the time during childhood?
- 95d Yes No ? Do you worry over possible misfortunes?
- 96c Yes No ? Do you make friends readily?
- 97a Yes No ? Have your relationships with your mother usually been pleasant?
- 98d Yes No ? Are you bothered by the feeling that people are reading your thoughts?
- 99b Yes No ? Do you frequently have difficulty in breathing through your nose?
- 100c Yes No ? Are you often the center of favorable attention at a party?
- 101a Yes No ? Does either of your parents become angry easily?
- 102b Yes No ? Do you sometimes have shooting pains in the head?
- 103a Yes No ? Was your home always supplied with the common necessities of life?
- 104c Yes No ? Do you find that you tend to have a few very close friends rather than many casual acquaintances?
- 105a Yes No ? Was your father what you would consider your ideal of manhood?
- 106d Yes No ? Are you troubled with the idea that people are watching you on the street?
- 107b Yes No ? Are you considerably underweight?
- 108a Yes No ? Has either of your parents made you unhappy by criticizing your personal appearance?
- 109d Yes No ? Does criticism disturb you greatly?
- 110c Yes No ? Do you feel embarrassed if you have to ask permission to leave a group of people?
- 111b Yes No ? Do you frequently come to your meals without really being hungry?
- 112a Yes No ? Are your parents permanently separated?
- 113d Yes No ? Are you often in a state of excitement?
- 114c Yes No ? Do you keep in the background on social occasions?
- 115b Yes No ? Do you wear eyeglasses?
- 116d Yes No ? Does some particular useless thought keep coming into your mind to bother you?
- 117a Yes No ? Did your parents frequently punish you when you were between 10 and 15 years of age?
- 118c Yes No ? Does it upset you considerably to have a teacher call on you unexpectedly?
- 119b Yes No ? Do you find it necessary to watch your health carefully?
- 120d Yes No ? Do you get upset easily?
- 121a Yes No ? Have you disagreed with your parents about your life work?
- 122c Yes No ? Do you find it difficult to start a conversation with a stranger?
- 123d Yes No ? Do you worry too long over humiliating experiences?
- 124b Yes No ? Have you frequently been absent from school because of illness?
- 125d Yes No ? Have you ever been extremely afraid of something that you knew could do you no harm?
- 126a Yes No ? Is either of your parents very nervous?
- 127c Yes No ? Do you like to participate in festival gatherings and lively parties?
- 128d Yes No ? Do you have ups and downs in mood without apparent cause?
- 129b Yes No ? Do you have teeth that you know need dental attention?
- 130c Yes No ? Do you feel self-conscious when you recite in class?
- 131a Yes No ? Has either of your parents dominated you too much?
- 132d Yes No ? Do ideas often run through your head so that you cannot sleep?
- 133b Yes No ? Have you had any trouble with your heart or your kidneys or your lungs?
- 134a Yes No ? Have you often felt that either of your parents did not understand you?
- 135c Yes No ? Do you hesitate to volunteer in a class recitation?
- 136d Yes No ? Does it frighten you to be alone in the dark?
- 137b Yes No ? Have you ever had a skin disease or skin eruption, such as athlete's foot, carbuncles, or boils?
- 138a Yes No ? Have you felt that your friends have had a happier home life than you?
- 139b Yes No ? Do you have difficulty in getting rid of a cold?
- 140c Yes No ? Do you hesitate to enter a room by yourself when a group of people are sitting around the room talking together?

Explanation of χ^2

The extent to which the child's eating behavior was related to selected factors was measured by χ^2 . χ^2 is found by using the following formula:

$$\text{Ex.N.} = \frac{\text{Column Total} \times \text{Line Total}}{\text{Total Number}}$$

$$d = \text{Obs} - \text{Ex.N.}$$

$$d^2 = d \times d$$

$$rd = \frac{d^2}{\text{Ex.N.}}$$

$$\chi^2 = \text{R.D.}$$

(Obs) observed number, (Ex.N.) frequency expected, (d) deviation = the difference between observed and expected values, (d^2) deviation squared and (rd) is d^2 divided by Ex.N. and χ^2 the sum of R.D.

The following table illustrates finding χ^2 :

Behavior of Parents						Total
Child's Eating Behavior	Obs. N.	4	0	2	0	6
	Exp.N.	1.3	1.6	1.6	1.6	
	d	2.7	1.6	.4	1.6	
	d ²	7.3	2.6	.16	2.6	
	rd	5.6	1.6	.1	1.6	
	Obs.N.	1	2	0	3	6
	Exp.N.	1.3	1.6	1.6	1.6	
	d	.3	.4	1.6	1.4	
	d ²	.09	.16	2.6	1.9	
	rd	.07	.1	1.6	1.2	

$$\chi^2 = 5.6 + 1.6 + .1 + 1.6 + .07 + 1 + 1.6 + 1.2$$