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The primary purpose of this study was to determine whether or not low income Negro and white families differed and the extent to which they differed in their methods of toilet training, sex and modesty training, restrictions and demands, and techniques of discipline.

Personal interviews with 20 Negro mothers from two summer Head Start centers in Winston-Salem, North Carolina and 20 white mothers from a low income housing development in Greensboro, North Carolina provided the data for this study. All mothers had at least one pre-school child between three and six years of age. The family income level of both groups was \$3,000 or less per year.

A questionnaire was compiled by the investigator specifically for this study and was used as a guide for the interview. Each interview lasted from 20 to 35 minutes. Responses were then categorized, percentages were determined, and then compared.

Data indicated that there was no major difference between the responses of the Negro and white mothers concerning toilet training and techniques of discipline, although white mothers seemed to use reasoning slightly more than did Negro mothers. White mothers showed more concern than the Negro mothers in regard to their child's sharing the bathroom with another child of the opposite sex, nakedness, sex play, and bedwetting. White mothers were also stricter concerning the mobility of their children and they expected their pre-school children to carry out more household tasks than did the Negro mothers.

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SELECTED CHILD REARING PRACTICES IN LOW INCOME  
NEGRO FAMILIES AND WHITE FAMILIES

by

Davia M. Veach

A thesis submitted to  
the Faculty of the Graduate School at  
The University of North Carolina at Greensboro  
in Partial Fulfillment  
of the Requirements for the Degree  
Master of Science in Home Economics

Greensboro  
February, 1969

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## ACKNOWLEDGMENT

The writer wishes to express her sincere appreciation to Dr. Nancy White for her patient and inspirational guidance throughout this study; to Dr. Jane Crow, Dr. Naomi Albanese, Dr. Laura Anderton, and Dr. Richard Klemer, for their valuable constructive criticisms.

Grateful acknowledgment is made to Miss Ellen Bacon for her assistance with the interviewing, and to Miss Nancy Greer for her help in attaining the mothers to pre-test the questionnaire, and to Mrs. Mary B. Mason for her cooperation in helping to attain the Negro sample. Also appreciation is expressed to the forty mothers who participated in this study.

The author is especially indebted to her husband, Darryl, for his invaluable and understanding cooperation during this study.

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## CHAPTER I

### INTRODUCTION AND STATEMENT OF THE PROBLEM

In the late nineteenth century psychologists, educators and child development specialists believed that variations in individual personality characteristics were primarily inherited. However, in the 1920's a different theory, that differences in character came from differences in experience, became popular. John B. Watson, chief spokesman for this point of view said:

Give me a dozen healthy infants and my own world to bring them up in and I will guarantee to train any one of them to become any kind of specialist I might select--doctor, lawyer, artist, merchant, chief and even beggar man or thief. (Watson, 1930, p. 104)

A review of the literature revealed relatively little scientific research devoted to methods of child rearing prior to 1920. But soon thereafter, psychologists, educators, research pediatricians, and home economists began their descriptive and experimental studies in child development. These studies provided information concerning the characteristics of children during particular stages of their growth and development. They also revealed a number of important relationships between the mother's child rearing practices and the characteristics of the child's personality.

Ojemann pointed out that in 1930 there was much discussion concerning whether or not the home had any important influence on the child. Consensus of opinion was that the greater influence was not attributed to heredity but rather to

the neighborhood, the housing situation, and the schools. After this brief interlude in the 1930's parents once again took their place in society as the primary influence on the child. With this belief parent education came to the forefront. Brimm (1959) pointed out that since parental attitudes have a direct influence on a child's life, the education of parents was of great importance in rearing children.

As suggested by the work of Margaret Mead, the characteristics of children differ according to their culture. This is why one cannot assume that there is any one pattern of child rearing that can be called the American Pattern. Factors such as religion, ethnic origin, social class and race all have their influence on the methods of child rearing used by the parents.

Since a nationwide survey, directed from the White House by the Committee on the Infant and the Pre-school Child (1936), there has been a definite increase in scientific research in this area. In recent years the Federal Government has also shown an increasing interest in the living patterns of low income families. One reason for this interest may be attributed to the fact that research has shown that the lower socio-economic families seem to deviate most from the general principles which are considered, by most behavioral science researchers in our society today, to be good child rearing practices. Whatever the reason, it is hoped by the investigator that this increased interest will lead to further research in the area of child rearing practices, especially in the lower socio-economic groups. This should result in a greater effort by child development and family life specialists, as well as the government, to improve the methods of child rearing practices used by these parents, therefore, having a

definite affect on the children in these families and in turn improving our future society.

Although there has been an increased interest in research dealing with the living patterns and habits of low socio-economic families, little attention has been given to whether or not certain methods of child rearing in these families are characteristic of race. Because of the long history of segregation between the Negro and white races it seemed possible that these two groups may differ considerably in their methods of child rearing, even within the same socio-economic group. This study is an attempt to investigate the ways and the extent to which Negro and white families of the lower socio-economic groups may differ in selected child rearing practices.

## CHAPTER II

### REVIEW OF LITERATURE

Since 1920 a vast amount of research has been done concerning the differences which exist in the methods of child rearing in lower and middle class families. However, little research has been done concerning the differences in the methods of child rearing employed by Negro and white families. The few studies that have been done have been an attempt to compare class as well as race and little effort has been made to compare the child rearing methods used by Negro and white families on the same socio-economic level.

The following review of literature related to this investigation will be divided into two major groups: studies concerned with class and color differences in child rearing practices and studies concerned only with class differences in child rearing practices. Since this study is specifically concerned with lower socio-economic groups, the investigator deemed it necessary to include a report of the studies that have been done concerning the child rearing practices of the different social classes as well as those concerning race. Although a number of the following studies reported findings in areas of child rearing practices other than toilet, sex and modesty training, discipline and restrictions and demands, which are investigated in this study, only those results that appear relevant to this investigation are reported in this chapter.

### Class and Color Differences

One of the first scientific studies which attempted to compare class and racial differences in child rearing methods was a nationwide survey directed from the White House by the Committee on the Infant and the Pre-school Child (1936). In this study, 2,758 white and 202 Negro families were interviewed by workers and organizations all over the United States. The social class of the families was determined by the occupation of the father. Data indicated that there were significant differences both in social class and in race. The most significant racial difference was evidenced in toilet training. The Negro mothers started toilet training much earlier and used more rigorous training techniques than did white mothers; however, there was no evidence that Negro children were trained earlier than white children. The most significant social class difference occurred in the techniques of discipline used by the parents. The lower socio-economic group used scolding and putting to bed as their usual method of discipline, whereas, the higher socio-economic classes used isolation, ignoring, deprivation of privileges and reasoning more often.

Davis and Havighurst conducted a study in Chicago (1943) in which they investigated the extent to which the methods of early training differed in regard to social class and race. Interviews were held with 50 Negro and 48 white mothers of pre-school children. From the data the families were classified into middle and lower socio-economic classes. The criteria for the classification of the Negro families were parallel to that for the white families but shifted systematically because of restrictions on opportunities for Negroes in the American



society. For example, the occupation of a mail carrier would suggest lower class status for a white family but middle class status for a Negro family. Data indicated that Negro mothers were much more permissive than white mothers in feeding and weaning but were stricter in toilet training. Negro mothers also tried to give their girls earlier training for assuming some responsibility in the home. Lower class Negro children were weaned more abruptly than middle class Negro children and bowel training was begun later with lower class Negroes than with middle class Negroes. Twice as many middle class Negro children were found to masturbate as lower class Negro children. However, three times as many white middle class children masturbated than did Negro middle class children.

Duvall (1946) studied the concepts of parenthood by asking 433 mothers in Chicago to list the five things a good child did and the five things a good mother did. The mothers represented four class levels, Negro and white mothers of younger children and Negro and white mothers of older children. There were two types of responses to the questions: (1) traditional responses in which the roles of both mother and child were rigidly conceived, and (2) non-traditional responses which were characterized by expectations of both mother and child in terms of growth and development rather than specific behavior conformities. Negro mothers in both classes and more experienced mothers of both races preferred the traditional response; whereas, the white mothers and the less experienced mothers leaned toward the non-traditional response. Lower class mothers chose the traditional response more so than did middle class



mothers.

Blau conducted two of the most recent studies of class and color differences. In 1961 - 1962 she interviewed 224 mothers concerning the amount of child rearing literature that they had read. The mothers, who were interviewed during their period of confinement on the maternity floors of three hospitals in Chicago, were selected on the basis of race and class position. One section of the interview contained questions concerning the frequency with which the respondents read Dr. Benjamin Spock's book, Baby and Child Care. Among the white mothers 77 per cent of the middle class mothers and 48 per cent of the working class mothers had read Dr. Spock's book. However, among the Negro mothers only 32 per cent of the middle class and 12 per cent of the working class mothers reported having read the book. Data indicated that higher education was more wide spread among white and middle class mothers than among the Negro and lower class mothers. However, in the lower class the educational levels were virtually identical for both races. At each educational level the proportion of mothers who read Dr. Spock's book was higher among the white mothers.

Blau (1965) also compared the degree to which Negro and white mothers followed the child rearing practices used by their own mothers. This sample consisted of 250 mothers selected on the basis of race and class position. The mothers were interviewed during their confinement on the maternity floors of four hospitals located in different parts of Chicago. The mothers were asked to compare the way their mother reared them with the way they wanted to rear

their children. Thirty eight per cent of the mothers did not mention any changes they would make, 20 per cent showed an inclination toward more restrictive practices, 33 per cent showed an inclination toward less restrictive practices and nine per cent of the data could not be tabulated from the responses given. Negro middle class mothers were more in favor of less restrictive practices while white middle class mothers favored strictness. Among the white mothers, 72 per cent of the middle class and 62 per cent of the lower class were oriented toward change either in one direction or the other. Among the Negro mothers, 62 per cent of the middle class and 51 per cent of the lower class were oriented toward change.

When Blau compared the results of her two studies she found that the Negro mothers who had the least education and those who read the least amount of child rearing literature were less disposed toward change than were Negro mothers who read child rearing literature and who had a higher education. However, the orientation toward change in the white mothers did not seem to be affected by education or exposure to child rearing literature.

### Class Differences

Ericson (1946) tested the hypothesis that systematic differences in child rearing practices could be found since different social classes represent different learning environments for children. She interviewed 48 middle class and 52 lower class mothers living in Chicago. Data indicated that mothers in the lower class did not start toilet training as early as the middle class mothers nor did they expect their children to assume responsibility in the home as early

as middle class children and their daily activities were more closely supervised.

Klatskin (1952) reported the data secured through interviews, observations and questionnaires, from 223 mothers at the New Haven Hospital Rooming In Project at Yale University. The families were divided into middle and lower classes according to the residence of the family and the education and occupation of the father. Data indicated that toilet training and strictness of regime were the two areas that seemed to be influenced most by class position. Mothers in the lower class began toilet training earlier, were more severe in their training techniques and were less permissive in their restrictions and demands than were middle class mothers.

Sears (1951-1952) studied the child rearing practices of 379 middle and working class mothers in New England. It was found that both classes reported starting toilet training at the same age, the average age was nine to eleven months, but the working class mothers completed the task slightly earlier than the middle class mothers. Working class mothers were also slightly more severe in their toilet training techniques and used physical punishment, scolding and shaming for accidents more often than did middle class mothers. Lower class mothers were far less permissive in modesty training, masturbation and sex play than middle class mothers and they exerted much more pressure to prevent sex exploration. Lower class mothers used physical punishment, deprivation of privileges and ridicule as their usual method of discipline, whereas middle class mothers used praise and reasoning.

Maccoby and Gibbs (1954) conducted a study at Harvard University

concerning the methods of child rearing in the middle and lower class families. The sample consisted of 372 mothers and data were collected through personal interviews. Significant findings were: lower class mothers were severe in toilet and sex training, they imposed many restrictions and demands upon their children, and they used physical punishment, ridicule, and deprivation of privileges as their usual techniques of training; whereas, middle class mothers were slightly more permissive in toilet and sex training, they imposed few restrictions and demands on their children and their usual techniques of training were praise and reasoning. Mothers in both classes were responsible for the majority of the discipline. Few mothers in either class gave their pre-school children regular jobs around the house. The few that did assign jobs generally asked their children to keep their toys and clothes picked up and to empty trash cans.

A study concerning child rearing practices was completed in 1953 at Stanford University under the direction of Frances Orr. Interviews were obtained from 36 middle class mothers and 38 lower class mothers who had only one child between two and one-half and five and one-half years of age. Interviewing by two psychologists was done in the home. One interviewed the mother while the other interviewed the child. The child was interviewed by means of doll play and draw-a-man-test. Mothers in both classes began bowel training about the same time, however; lower class mothers were slightly more severe in their training techniques than were middle class mothers. All mothers indicated that their main source of information for rearing their children was

their own judgment. Middle class mothers did mention Spock or Gesell as a secondary source more often than did lower class mothers.



### CHAPTER III

#### PROCEDURES

The purpose of this study was to determine whether or not low income Negro and white families differed in their methods of child rearing and the extent to which they differed. The first step that was taken to study the child rearing methods of low income Negro and white families was to compile a questionnaire to use as a guide in interviewing the subjects. Other procedures necessary for this study were to select the subjects, to interview the subjects, and to report the analysis of data.

#### Construction of Questionnaire

A questionnaire consisting of 30 questions compiled by the investigator specifically for this study was used as a guide for the interview. Under each question were listed three possible choices, which were believed by the investigator to be answers that would most often be given by the mothers. A fourth blank was included to record answers which did not fall into any of the first three categories, and to record comments that helped to clarify an answer. Responses were recorded on a data sheet which corresponded to the questionnaire. The questions were related to:

- (1) Toilet, sex and modesty training
- (2) Restrictions and demands

### (3) Techniques of discipline

These three areas were selected because a review of the literature revealed that the child rearing methods in these areas varied most often in relation to race and social class.

Pre-test of the questionnaire. Before beginning the investigation, the questionnaire was pre-tested to determine whether or not the questions were clear and would provide sufficient data for the study and whether or not the individual parent would respond with interest to the questions. Subjects used for pre-testing were two white mothers and one Negro mother who lived in a low income area in Greensboro, North Carolina. Their names were given to the investigator by a kindergarten teacher who taught in the area. Each mother was interviewed in her home. After the purpose of the study was explained, she was asked to answer some questions concerning her child rearing practices. Revision of the questionnaire entailed omitting some questions and rearranging others to enable the interviewer to move more easily from one question to another. Otherwise the questionnaire seemed to fulfill its purpose. (Appendix A)

### Selection of the Interviewer

One interviewer, a graduate student in child development at the University of North Carolina at Greensboro, was asked to help interview the Negro mothers. The purpose of the study was fully explained and instructions concerning the questionnaire and the actual interview were given to the interviewer. The interviewer was responsible for interviewing the mothers who came to one Head Start center while the investigator interviewed the mothers who came to the



other center. Seven of the Negro mothers were interviewed by the interviewer and 13 by the investigator. Neither the interviewer nor the investigator had had previous contact with any of the white or Negro mothers interviewed.

### Selection of the Subjects

The data were collected through personal interviews with 20 Negro and 20 white mothers from low income families. Each mother had at least one pre-school child between the ages of three and six. Since the annual family income for Head Start participants was \$3,000 or less, therefore, representing a low income, the investigator selected two Summer Head Start centers in Winston Salem, North Carolina, which consisted of an all Negro population, to provide the Negro subjects for this study. Each mother who had at least one child in either center was asked by the Head Start director to come to the center for an interview. The mothers were told before coming to the interview that the purpose was to answer some questions concerning their methods of child rearing. The mothers who came for the interview were the Negro subjects for this study.

The white sample consisted of families from a low income housing development in Greensboro, North Carolina. The family income level for families living in the housing development was also \$3,000 or less per year; therefore, the investigator assumed that the income levels of the Negro and white samples would be comparable. The investigator arbitrarily selected houses in the development, knocked on doors, and asked the mothers to answer some questions about their methods of child rearing.

### Interview

Prior to the interview it was explained to each mother that the purpose of the study was to investigate the methods of child rearing which she employed. She was asked to answer the questions and discuss her child rearing methods in terms of those which she used at that time, with her children who were between three and six years of age. Questions, asked by the investigator to stimulate discussion in a particular area, were left open and possible answers given only for clarification in instances in which the mother did not understand the question.

The Negro mothers were interviewed at the center where their children attended summer Head Start. The white mothers were interviewed in their homes and in two cases the father was present at the time of the interview. In both cases the fathers added to the statements made by the mother; however, there was no disagreement between the mother and father concerning practices used.

All of the mothers, both Negro and white, were very cooperative and in no case did a mother refuse to answer questions concerning her child rearing methods; however, the responses of some of the mothers did not seem to coincide with their practices. This was noted only in the white homes. Since the interview was conducted in the homes of the white sample the investigator had a chance to observe some of the child rearing methods used by these mothers. The length of each interview was approximately 20 - 35 minutes with each mother.

### Data Analysis

Descriptive analyses were used to report the results. Similar responses given by the Negro and white mothers were grouped together, totaled and presented in tables. Percentages were also given for each of the totals. Then a comparison was made between the number of Negro and white mothers giving each response.

### General Information

The educational level of both mother and father in the Negro families was higher than in the white families. Fifty-five per cent of the Negro mothers had 10 or more years of education and 75 per cent of the Negro fathers had at least a high school education. Only 35 per cent of the white fathers and more than one-half of the white mothers had a high school education. (Table 1, Appendix B)

The majority of the Negro mothers were housewives, whereas most of the white mothers worked or were in school. A large number of both Negro and white fathers were either skilled or semi-skilled. It should be noted that 35 per cent of the Negro fathers and 45 per cent of the white fathers were not living with their families. The main reasons, according to the mothers, were the absence of a parent. (Table 2, Appendix B)

Fifty-five per cent of the Negro mothers and 35 per cent of the white

## CHAPTER IV

### RESULTS

At the beginning of each interview, prior to the discussion of the actual child rearing practices, questions were asked concerning the number of children in the family, the occupation and education of both parents, and the amount and kind of literature that the mothers read. Therefore, the data analysis was divided into two parts: (1) General information (2) Child rearing data.

#### General Information

The educational level of both mother and father in the Negro families was higher than in the white families. Forty-five per cent of the Negro mothers and 55 per cent of the Negro fathers had at least a high school education. Only 20 per cent of the white fathers and none of the white mothers had a high school education. (Table I, Appendix B)

The majority of the white mothers were housewives, whereas, most of the Negro mothers worked or were in school. A large number of both Negro and white fathers were either skilled or semi-skilled. It should be noted that 35 per cent of the Negro fathers and 45 per cent of the white fathers were not living with their families. The main reasons, according to the mothers, were desertion or separation. (Table 2, Appendix B)

Eighty-five per cent of the Negro mothers and 65 per cent of the white

mothers reported that they read some child development literature. Fifteen per cent of the Negro mothers and 35 per cent of the white mothers reported that they read little or no child development literature. Eighty per cent of the Negro mothers said that in rearing their children they used their own judgment or a combination of their own judgment and suggestions made by their mother and/or doctor. Eighty per cent of the white mothers said that they used their own judgment alone in rearing their children. (Table 3, Appendix B)

In this study the Negro families were considerably smaller than the white families. The mean number of children in the Negro families was 2.40 and in the white families, 3.15.

### Child Rearing Data

#### Toilet Training

Age begun and completed. Over one-half of the mothers in this study began toilet training earlier than 18 months. In fact, 45 per cent of the Negro mothers and 40 per cent of the white mothers began bowel training when their children were 12 to 16 months of age. The majority of the Negro mothers began bowel training at 17 months and completed it at 22 months. The white mothers began and completed bowel training one month earlier than did the Negro mothers.

Fifty per cent of the Negro and 55 per cent of the white mothers began bladder training when the children were 12 to 16 months of age. The average age at which the Negro mothers began bladder training was 15 months; it was completed at 20 months. The white mothers began bladder training at 15 months,



Table 1

## Ages at the Beginning and Completion of Toilet Training

Age in Months	At Beginning						At Completion					
	Negro		White		Total		Negro		White		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Bowel training												
7 - 11	3	15	5	25	8	20	0	0	1	5	1	2.5
12 - 16	9	45	8	40	17	42.5	5	25	2	10	7	17.5
17 - 21	3	15	4	20	7	17.5	6	30	7	35	13	32.5
22 - 26	4	20	2	10	6	15	4	20	5	25	9	22.5
27 - 31	0	0	0	0	0	0	2	10	2	10	4	10
32 - 36	1	5	1	5	2	5	1	5	2	10	3	7.5
Over 3 years	0	0	0	0	0	0	**1	5	0	0	1	2.5
Unascertained	0	0	0	0	0	0	*1	5	*1	5	2	5
Total	20	100	20	100	40	100	20	100	20	100	40	100
Bladder training												
7 - 11	4	20	4	20	8	20	1	5	0	0	1	2.5
12 - 16	10	50	11	55	21	52.5	5	25	2	10	7	17.5
17 - 21	5	25	3	15	8	20	5	25	8	40	13	32.5
22 - 26	1	5	0	0	1	2.5	6	30	6	30	12	30
27 - 31	0	0	2	10	2	5	0	0	1	5	1	2.5
32 - 36	0	0	0	0	0	0	2	10	1	5	3	7.5
Over 3 years	0	0	0	0	0	0	0	0	0	0	0	0
Unascertained	0	0	0	0	0	0	*1	5 ***2		10	3	7.5
Total	20	100	20	100	40	100	20	100	20	100	40	100

\*3 yrs.

\*\*4 yrs.

\*\*\*3 and 5 years

but did not complete this training until 21.50 months. (Table 1)

Methods of toilet training. Forty per cent of the Negro mothers and 35 per cent of the white mothers forced their children to sit on the toilet until they used it. Fifteen per cent of the Negro and 20 per cent of the white mothers spanked for accidents. The percentage of Negro and white mothers who took their children to the toilet just prior to the time for regular elimination was 10 and 30 respectively. The remainder of the mothers in both groups reported that they took the child to the toilet or showed him his pants just after an accident or that they let him train himself or learn from others. (Table 2)

Mothers' reactions to accidents after training was complete. There were only slight variations between the reactions of Negro and white mothers to toilet accidents. After toilet training was complete, 35 per cent of all mothers spanked for accidents; only 17.5 per cent used this method when beginning toilet training. Twelve and one-half per cent of all mothers said they ignored the situation; 27.5 per cent said they tried to talk or reason with their children; and 12.5 per cent said they had no problem with accidents after training was complete. (Table 3)

Mothers' reactions to bedwetting after training was complete. Following is a high to low rank ordering of the reactions of mothers to bedwetting after daytime training was complete.

- | Negro                             | White                    |
|-----------------------------------|--------------------------|
| (1) Spanked                       | (1) Attempted to reason  |
| (2) Ignored                       | (2) Spanked or ignored   |
| (3) No problem                    | (3) Shamed or no problem |
| (4) Attempted to reason           | (4) Scolded              |
| (5) Scolded or showed disapproval |                          |



Table 2

## Ways of Teaching Toilet Habits

	Negro		White		Total	
	No.	%	No.	%	No.	%
Spanked for accident	3	15	4	20	7	17.5
Sat child on toilet until he used it	8	40	7	35	15	37.5
Took to toilet before accident occurred	2	10	6	30	8	20
Took to toilet just after an accident	3	15	0	0	3	7.5
Showed pants after an accident	0	0	1	5	1	2.5
Learned from watching others	3	15	1	5	4	10
Trained himself	1	5	1	5	2	50
Total	20	100	20	100	40	100

Table 3

## Mothers' Reactions to Accidents After Training Was Complete

	Negro		White		Total	
	No.	%	No.	%	No.	%
Spanked	8	40	6	30	10	35
Ignored	3	15	2	10	5	12.5
Tried to reason	5	25	6	30	11	27.5
Shamed	0	0	2	10	2	5
Scolded	1	5	0	0	1	2.5
Took to toilet	0	0	1	5	1	2.5
No problem	3	15	2	10	5	12.5
Unascertained	0	0	1	5	1	2.5
Total	20	100	20	100	40	100

Thirty-five per cent of the Negro mothers and 20 per cent of the white mothers reported spanking for bedwetting; whereas 40 per cent of the Negro mothers and 30 per cent of the white mothers reported spanking for daytime accidents after training was complete. Thirty per cent of the Negro mothers and 20 per cent of the white mothers reported ignoring bedwetting. Thirty-five per cent of the white mothers and 10 per cent of the Negro mothers said they tried to reason with their children when bedwetting occurred. No Negro mother cited shaming her child and no white mother indicated showing disapproval to the child. Otherwise variations between the reactions of the Negro and white mothers were slight. (Table 4)

Prevention of bedwetting. Thirty-five per cent of the Negro and 50 per cent of the white mothers said they did not give any liquids to their children near bed time. Twenty per cent of the Negro mothers and 40 per cent of the white mothers said that they did nothing to prevent bedwetting. The other 45 per cent of Negro mothers said they either had no problem, took the child to the toilet during the night, took the child to the doctor, or punished the child for bedwetting. Five per cent of the white mothers said they shamed in an effort to prevent bedwetting. Responses of five per cent of the mothers indicated reactions to the situation other than those reported. (Table 5)

Mothers' reactions when child shared bathroom with another child of the opposite sex. Most of the mothers showed some disapproval when their children were found sharing the bathroom with a child his age but of the opposite sex. Thirty-five per cent of the Negro and 65 per cent of the white mothers reported

Table 4

Mothers' Reactions to Bedwetting After Daytime Training  
Was Complete

	Negro		White		Total	
	No.	%	No.	%	No.	%
Spanked	7	35	4	20	11	27.5
Ignored	6	30	4	20	10	25
Tried to reason	2	10	7	35	9	22.5
Shamed	0	0	2	10	2	5
Scolded	1	5	1	5	2	5
Showed disapproval	1	5	0	0	1	2.5
No problem	3	15	2	10	5	12.5
Total	20	100	20	100	40	100

Table 5

## Other Reactions to Bedwetting

	Negro		White		Total	
	No.	%	No.	%	No.	%
No liquids near bedtime	7	35	10	50	7	42.5
Punished or threatened	3	15	0	0	3	7.5
Shamed	0	0	1	5	1	2.5
Took to toilet during the night	3	15	0	0	3	7.5
Took to doctor	1	5	0	0	1	2.5
Nothing	4	20	8	40	12	30
No problem	2	10	0	0	2	5
Unascertained	0	0	1	5	1	2.5
Total	20	100	20	100	40	100

that they tried to talk or reason with their children when the incident occurred. Five per cent of the Negro and 20 per cent of the white mothers reported using physical punishment, but only 10 per cent of both Negro and white respondents said they ignored the situation when it occurred. Forty-five per cent of the Negro mothers said they had no problem with the situation, whereas, none of the white mothers indicated this. Five per cent of both groups said they shamed their child when he was found in the bathroom with a child of the opposite sex. (Table 6)

Mothers' reaction to nakedness--indoors and outdoors. Many of the mothers disapproved of their children running around naked whether indoors or outdoors; however, the majority of the mothers were more concerned when their children were outdoors without clothes than when they were indoors. Fifty-five per cent of the Negro mothers replied that they had no problem with their children running around outdoors naked and 35 per cent said they had no problem with their children running around indoors naked. None of the white mothers said that they had no problem with their children running naked whether indoors or outdoors. Twenty per cent of the Negro mothers and 95 per cent of the white mothers indicated that they spanked when they found their children outdoors naked. Five per cent of the Negro and 65 per cent of the white mothers responded that they spanked when they found their children indoors naked. None of the mothers said they ignored the situation when their children were outdoors; whereas, 20 per cent of the Negro and 15 per cent of the white mothers ignored the situation when their children were indoors.



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Table 6

## Mothers' Reaction to Children of Opposite Sex Sharing the Bathroom

	Negro		White		Total	
	No.	%	No.	%	No.	%
Spanked	1	5	4	20	5	12.5
Ignored	2	10	2	10	4	10
Shamed	1	5	1	5	2	5
Tried to reason	7	35	12	65	20	50
No problem	9	45	0	0	9	22.5
Total	20	100	20	100	40	100

(Table 7)

Mothers' reactions to sex play and masturbation. Thirty-five per cent of the Negro mothers and 45 per cent of the white mothers used physical punishment when sex play occurred between their child and another. Approximately the same proportion of Negro and white mothers reported that they tried to reason with their children when sex play occurred. One-fourth of the white mothers indicated a combination of spanking and talking; no Negro mothers mentioned this. Thirty-five per cent of the Negro mothers and none of the white mothers stated they had no problem with their children concerning sex play. Otherwise, there were few variations between the Negro and white mothers in their reactions to sex play.

Approximately the same proportion of the Negro and white mothers said they used physical punishment when masturbation occurred. Thirty per cent of the white mothers and 15 per cent of the Negro mothers indicated that they attempted to reason with their children. Thirty per cent of the Negro mothers said they shamed their children; whereas, none of the white mothers indicated this reaction to masturbation. Other variations between the reactions of the Negro and white mothers to masturbation were slight. (Table 8)

#### Selected Restrictions and Demands

Mothers' restrictions on mobility. The Negro and white mothers gave similar responses to questions concerning restrictions they placed on the physical mobility of their children. A high proportion of the mothers in both groups, 90 per cent of the Negro and 85 per cent of the white, allowed their

Table 7

## Mothers' Reaction to Nakedness--Indoors and Outdoors

	Outdoors						Indoors					
	Negro		White		Total		Negro		White		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Spanked	4	20	19	95	23	57.7	1	5	13	65	14	35
Ignored	0	0	0	0	0	0	4	20	3	15	7	17.5
Shamed	2	10	0	0	2	5	0	0	3	15	3	7.5
Tried to reason	1	5	0	0	1	2.5	4	20	0	0	4	10
Teased by father	0	0	0	0	0	0	1	5	0	0	1	2.5
Ice water on child	0	0	0	0	0	0	1	5	0	0	1	2.5
Spanked and shamed	1	5	1	5	2	5	0	0	0	0	0	0
Put clothes on and said nothing	1	5	0	0	1	2.5	2	2	1	5	3	7.5
No problem	11	55	0	0	11	27.5	7	7	0	0	7	17.5
Total	20	100	20	100	40	100	20	20	20	100	40	100

Table 8

## Mothers' Reaction to Sex Play and Masturbation

	Sex Play						Masturbation					
	Negro		White		Total		Negro		White		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Spanked	7	35	10	50	17	42.5	7	35	8	40	15	37.5
Ignored	1	5	0	0	1	2.5	2	10	0	0	2	5
Shamed	1	5	0	0	1	2.5	6	30	0	0	6	15
Tried to reason	4	20	5	25	9	22.5	3	15	6	30	9	22.5
Spanked and talked	0	0	5	25	5	12.5	0	0	3	15	3	7.5
Shamed and talked	0	0	0	0	0	0	0	0	1	5	1	2.5
Scolded	0	0	0	0	0	0	0	0	1	5	1	2.5
No problem	7	35	0	0	7	12.5	2	10	1	5	3	7.5
Total	20	100	20	100	40	100	20	100	20	100	40	100

children to play only in their own backyards. (Table 9)

Freedom to visit friends alone. Sixty per cent of the Negro mothers and 40 per cent of the white mothers allowed their children to go alone to visit friends within one block. One white mother reported that she let her child go alone to visit friends two blocks away. Twenty per cent of the Negro mothers and 40 per cent of the white mothers replied that they did not allow their children to go anywhere alone. A small but approximately the same proportion of Negro and white mothers said they allowed their children to go anywhere to visit friends if there were no streets to cross. (Table 10)

How often mothers knew of childrens' whereabouts. Forty-five per cent of the Negro mothers said they knew where their children were at all times and 55 per cent said they knew where they were sometimes. In contrast, 90 per cent of the white mothers always knew where their children were and 10 per cent sometimes knew. (Table 11)

Usual bed time. The usual bed time for 75 per cent of the Negro and 85 per cent of the white children was between 8:30 and 9:30 P.M. Five per cent of the mothers in both groups expected their children to go to bed before 8:30 P.M. Twenty per cent of the Negro mothers and 10 per cent of the white mothers allowed their children to go to bed after 9:30 P.M. Most mothers mentioned that during the winter months their children were expected to go to bed earlier. (This study was conducted in the summer.) (Table 12)

Television viewing. Forty-five per cent of the Negro and 55 per cent of the white mothers reported that their children watched television from one to

Table 9

## Areas in Which Children Were Allowed to Play

	Negro		White		Total	
	No.	%	No.	%	No.	%
In backyard only	18	90	17	85	34	87.5
Next door	2	10	2	10	4	10
Recreation center	0	0	1	5	1	2.5
Total	20	100	20	100	40	100



Table 10

## Distance Children Were Allowed to Visit Alone

	Negro		White		Total	
	No.	%	No.	%	No.	%
Anywhere there are no streets to cross	3	15	2	10	5	12.5
Nowhere alone	4	20	8	40	12	30
Within one block	12	60	8	40	20	50
Within two blocks	0	0	1	5	1	2.5
Unascertained	1	5	1	5	2	5
Total	20	100	20	100	40	100

Table 11

How Often Mothers Knew the Whereabouts of Their Children

	Negro		White		Total	
	No.	%	No.	%	No.	%
Always	9	45	18	90	27	70
Sometimes	11	55	2	10	12	30
Never	0	0	0	0	0	0
Total	20	100	20	100	40	100

Table 12

## Usual Bedtime for Children

	Negro		White		Total	
	No.	%	No.	%	No.	%
7:30 - 8:30 P.M.	1	5	1	5	2	5
8:30 - 9:30 P.M.	15	75	17	85	32	80
After 9:30 P.M.	4	20	2	10	6	15
Total	20	100	20	100	40	100

two hours daily. Thirty-five per cent of the Negro mothers reported that their children watched television only occasionally, whereas, five per cent of the white mothers responded in this manner. Ten per cent of the Negro and 20 per cent of the white mothers reported that their children never watched television. Ten per cent of both Negro and white mothers replied that their children watched television as long as they wanted to. (Table 13)

Household tasks required. Ninety-five per cent of the Negro mothers and all of the white mothers expected their children to perform some household tasks. The most common tasks required of the Negro children were picking up clothes and keeping toys put away. In addition to picking up clothes and keeping toys put away most white mothers also expected their children to take out the trash. Other household tasks that the children were sometimes asked to do were running errands of short distances, sweeping, dusting, and helping with the dishes. (Table 14)

#### Disciplinary Techniques

Usual methods of discipline. Sixty per cent of the Negro and 55 per cent of the white mothers used physical punishment as their usual method of discipline while only 15 per cent of the Negro and 30 per cent of the white fathers used this method of discipline. Twenty per cent of both Negro and white fathers used talking or reasoning as a technique of training; whereas, only five per cent of the Negro and 15 per cent of the white mothers indicated that they used this technique. It should be noted that this question did not apply to approximately one-third of both Negro and white fathers since these fathers

Table 13  
Hours of Daily T.V. Viewing

	Negro		White		Total	
	No.	%	No.	%	No.	%
30 minutes daily			2	10	2	5
One hour daily	3	15	4	20	7	17.5
Two hours daily	6	30	7	35	13	37.5
As long as he likes	2	10	2	10	4	10
Occasionally	7	35	1	5	8	20
Never	2	10	4	20	6	15
Total	20	100	20	100	40	100

Table 14

## Required Household Tasks

	Negro		White		Total	
	No.	%	No.	%	No.	%
None	1	5			1	2.5
One or 2 small jobs	19	95	14	70	33	82.5
Several jobs	0	0	4	20	4	10
Many jobs	0	0	2	10	2	5
Total	20	100	20	100	40	100



were not living with the family. (Table 15)

Major disciplinarian. Approximately two-thirds of both Negro and white mothers said they themselves were mainly responsible for the discipline of their children. Thirty per cent of the Negro mothers and 25 per cent of the white mothers said that both mother and father were equally responsible for the discipline of the children. A few of the white but none of the Negro mothers said the father was mainly responsible for the discipline in the home. (Table 16)

Frequency of physical punishment used by parents. Forty-five per cent of the Negro mothers said they used physical punishment several times a week but not daily, whereas, 20 per cent of the white mothers reported using physical punishment that frequently. One-fourth of the Negro and one-half of the white mothers said they used physical punishment about once a day. About one-fourth of both Negro and white mothers said they used physical punishment once a week or less frequently. Only one person, a Negro mother, said she never used physical punishment. (Table 17)

Discipline administered by those other than parents. Thirty per cent of both Negro and white mothers said they did not allow anyone besides the parents to discipline their children; however, one-half of the Negro and 10 per cent of the white mothers allowed relatives to discipline their children. None of the Negro mothers and 30 per cent of the white mothers said they allowed baby sitters to discipline their children. (Table 18)

Immediate obedience. Fifty per cent of the Negro and 40 per cent of the white mothers said they always demanded immediate obedience from their

Table 15

## Most Frequently Used Methods of Discipline

	Mother						Father					
	Negro		White		Total		Negro		White		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Physical punishment	12	60	11	55	23	57.5	3	15	6	30	9	22.5
Withdrawal of love	0	0	1	5	1	2.5	2	10	0	0	2	5
Isolation	1	5	0	0	1	2.5	0	0	0	0	0	0
Talk or reason	1	5	3	15	4	10	4	21	4	20	8	20
Spank and talk	0	0	3	15	3	7.5	0	0	3	15	3	7.5
Scold	0	0	1	5	1	2.5	2	10	1	5	3	7.5
Take away privileges	2	10	1	5	3	7.5	1	5	0	0	1	2.5
Make child come inside or sit down	1	5	0	0	1	2.5	1	0	0	0	1	0
Physical punishment and withdrawal of love	3	15	0	0	3	7.5	0	0	0	0	0	0
Does not apply		0	0	0	0	0	7	35	6	30	13	32.5
Total	20	100	20	100	40	100	20	100	20	100	20	100

Table 16

## Main Disciplinarian in the Home

	Negro		White		Total	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Mother	14	70	13	65	27	67.5
Father	0	0	2	10	2	5
Both	6	30	5	25	11	27.5
Total	20	100	20	100	40	100

Table 17

## Frequency of Mothers' Use of Physical Punishment

	Negro		White		Total	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Several times daily	0	0	2	10	2	5
About once a day	5	25	10	50	15	37.5
Several times/wk. but not daily	9	45	4	20	13	32.5
Once/ wk. or less	5	25	4	20	9	22.5
Never	1	5	0	0	1	2.5
Total	20	100	20	100	40	100

Table 18

## Persons other than Parents Allowed to Administer Discipline

	Negro		White		Total	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Relatives	10	50	2	10	12	30
Friends	1	5	1	5	2	5
Relatives and friends	1	5	2	10	3	7.5
Other children in the family	1	5	3	15	4	10
Baby sitter	0	0	6	30	6	15
Anyone caring for the child	1	5	0	0	1	2.5
No one	6	30	6	30	12	30
Total	20	100	20	100	40	100

children. Fifty per cent of the Negro mothers and 55 per cent of the white mothers said they sometimes demanded immediate obedience from their children. (Table 19)

### Disobedience

The majority of the mothers in both groups seemed to have a rather strict attitude toward their childrens' obedience. Spanking and reasoning were the two most common responses of the mothers when the children disobeyed. Eighty per cent of the Negro and 60 per cent of the white mothers said they spanked when their children did not obey. Twenty per cent of both Negro and white mothers indicated they reasoned with their children when they disobeyed. (Table 20)

Frequency of time delay between misbehavior and punishment. Eighty-five per cent of the Negro and 65 per cent of the white mothers indicated they either always or sometimes delayed punishment. Sometimes was the modal response for both groups. Only 15 per cent of the Negro and 35 per cent of the white mothers reported never delaying punishment. (Table 20)

Explanation of punishment. Eighty-five per cent of the Negro mothers and 95 per cent of the white mothers said they always explained to their children why they were being punished. Fifteen per cent of the Negro and 5 per cent of the white mothers said they sometimes explained the reason for punishment to their children. Most of the mothers who only sometimes explained the reason for punishment, said that they expected their children to know when they had misbehaved. (Table 20)



Table 19

## Mothers' Demand for Immediate Obedience

	Negro		White		Total	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Always	10	50	8	40	18	47
Sometimes	10	50	11	55	21	50.5
Never	0	0	1	5	1	2.5
Total	20	100	20	100	40	100

Ignored

Shouted

Scold to mother

No problem

Total

Delay in punishment

Always

Sometimes

Never

Total

Explanation of punishment

Always

Sometimes

Never

Total

Table 20

## Disobedience

	Negro		White		Total	
	No.	%	No.	%	No.	%
<u>Response to Disobedience</u>						
Spanked	16	80	12	60	28	70
Reasoned	4	20	4	20	8	20
Spanked and reasoned	0	0	1	5	1	2.5
Ignored	0	0	0	0	0	0
Shamed	0	0	1	5	1	2.5
Stood in corner	0	0	1	5	1	2.5
No problem	0	0	1	5	1	2.5
Total	20	100	20	100	40	100
<u>Delay in punishment</u>						
Always	5	25	4	20	9	22.5
Sometimes	12	60	9	45	21	52.5
Never	3	15	7	35	10	25
Total	20	100	20	100	40	100
<u>Explanation of punishment</u>						
Always	17	85	19	95	36	90
Sometimes	3	15	1	5	4	10
Never	0	0	0	0	0	0
Total	20	100	20	100	40	100

Obedience

Frequency of rewards for obedience. Forty-five per cent of both Negro and white mothers said they always rewarded their children for good behavior. Fifty per cent of the Negro and 45 per cent of the white mothers said they sometimes rewarded their children for good behavior. Only 5 per cent of both groups reported that they never rewarded their children. (Table 21)

Methods of rewarding for good behavior. Fifty per cent of the Negro and 40 per cent of the white mothers said they gave special privileges or gifts to their children for good behavior. Fifty-five per cent of the white mothers gave more attention as a reward for good behavior, whereas only 10 per cent of the Negro mothers responded in that manner. Thirty per cent of the Negro mothers reported the use of praise as a method of rewarding their children for good behavior. One white mother said she used a combination of praise and privileges as a method of rewarding her children. (Table 21)

Table 21

## Obedience

	Negro		White		Total	
	No.	%	No.	%	No.	%
<u>Frequency of Rewards</u>						
Always	9	45	9	45	18	45
Sometimes	10	50	9	45	19	47.5
Never	1	5	1	5	2	5
Unascertained	0	0	1	5	1	2.5
Total	20	100	20	100	40	100
<u>Methods of Rewarding</u>						
Special privileges or gifts	10	50	8	40	18	45
More attention	2	10	11	55	13	32.5
Praise	6	30	0	0	6	15
Praise and privileges	1	5	1	5	2	5
Nothing	1	5	0	0	2	2.5
Total	20	100	20	100	40	100

## CHAPTER V

### SUMMARY AND CONCLUSIONS

#### Summary

The purpose of this study was to determine whether or not low income Negro and white families differed and the extent to which they differed in their methods of toilet training, sex and modesty training, restrictions and demands, and techniques of discipline.

Personal interviews with 20 Negro mothers from two summer Head Start centers in Winston-Salem, North Carolina and 20 white mothers from a low income housing development in Greensboro, North Carolina provided the data for this study. All mothers had at least one pre-school child between the ages of three and six. The annual income level of both groups was \$3,000 or less.

The Negro mothers were interviewed at the center where their children attended summer Head Start. The white mothers were interviewed in their homes. A questionnaire compiled by the investigator was used as a guide for the interview. It was explained to each mother that the purpose of the study was to investigate the child rearing methods that she employed. The mothers were asked to discuss the methods of child rearing in terms of the practices they used at that time with their pre-schoolers. Each interview lasted from 20 to 35 minutes. The responses

were then categorized and the percentage of the Negro and white mothers who responded in a particular way to each question was determined and then compared.

Findings of this study differed from those of Duvall (1946) and Davis and Havighurst (1943). Their studies indicated that the Negro mothers were stricter than the white mothers, whereas this study indicated that the white mothers were as strict as the Negro mothers in all areas and even stricter in their restrictions and demands.

Findings of this study also differed from those of the Committee on the Infant and the Pre-school Child (1936) in which it was reported that the Negro mothers started toilet training earlier and were more rigorous in their training techniques than the white mothers. However, in this study there were no observable differences in these two areas between the responses of the Negro and white mothers. The findings also differed from those of Blau (1961-1962) concerning the amount of child rearing literature read by the mothers. Blau found that white mothers read more than Negro mothers. In this study the number of mothers who read at least some child rearing literature was greater among the Negro mothers. Some of these differences may be attributed to the fact that in this study the educational level was higher for the Negro than for the white mothers.

It should be noted that several Negro mothers said they had no problem with their children concerning nakedness, sex play or sharing the bathroom with another child of the opposite sex. This could have been due to a number of factors such as the unwillingness of the Negro mothers to report the incidents,



the fact that the mothers had not observed the situation, or the mere absence of the incidents.

The majority of both Negro and white mothers responded that they let their children play only in their own backyard. However, 60 per cent of the Negro mothers and 40 per cent of the white mothers replied that they allowed their children to go alone anywhere within two blocks to visit friends.

The majority of the white mothers said that they knew where their children were at all times, but only one-half of the Negro mothers said that they knew where their children were at all times.

More Negro mothers than white mothers reported that they allowed relatives to discipline their children, whereas more white mothers reported that they allowed baby sitters to discipline their children. The Negro and white mothers could have had the same interpretation for baby sitters and relatives. For example, when the Negro mothers reported that they allowed relatives to discipline their children this could have been the baby sitter.

Data indicated that in general white mothers used reasoning, or spanking and reasoning as techniques of training more than did the Negro mothers. This supports the fact that more white mothers explained the reason for punishment to their children than did the Negro mothers.

### Limitations

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

(1) One limitation of this study was the size of the group studied. A larger group would have been more representative.

(2) There are certain limitations that can be attributed to the instrument used: (a) The subjects may not fully understand or they may misinterpret a question; (b) The interviewer may also misinterpret a response given by a subject.

(3) The fact that the educational levels of the Negro and white mothers was not controlled may have been a limitation.

(4) No data were obtained concerning the religion of the subjects.

(5) Since the Negro mothers were asked to come to the center for an interview it is possible that those with more education were the ones who came, therefore resulting in a higher educational level for the Negro than for the white mothers.

(6) The extent to which the results were affected by the failure of the mothers to report accurately is unknown.

(7) It would have been helpful if notes had been taken from observation as well as from the responses of the mothers particularly in the white homes.

(8) The fact that the white mothers were interviewed in the home and the Negro mothers at the Head Start centers may have been a limiting factor, since the two groups were interviewed in a different environmental setting.

### Conclusions

Although the data presented in this study were based on a limited number of subjects, the following results seem evident.

(1) There was no major difference between the responses of the Negro and white mothers concerning toilet training.

(2) White mothers showed greater concern than Negro mothers over their child sharing the bathroom with another child of the opposite sex, nakedness, sex play, and bedwetting.

(3) White mothers were stricter concerning the mobility of their children.

(4) White mothers expected more household tasks to be carried out by their pre-schoolers than did Negro mothers.

(5) There was no major difference between Negro and white mothers in their use of physical punishment, although white mothers seemed to use reasoning more often than Negro mothers.

### Recommendations

Some of the limitations of this study could be partially overcome with a larger population and a representative sample. A great deal more research is needed before any definite conclusions can be drawn as to the type of child rearing practices most often used in low income families and whether or not certain methods of child rearing are characteristic of the Negro and white races.

The investigator recommends that, within this frame of reference, the following studies be undertaken:

- (1) A longitudinal study to investigate the effects which the different methods of child rearing employed by low income Negro and white mothers, have on the personality of the child in later years.
- (2) A study to investigate ways in which the husband-wife relationship affect the methods of child rearing most often used in the families.
- (3) A comparative study of the three socio-economic classes.
- (4) Further investigation of the child rearing methods of Negro and white families with the socio-economic level held constant.

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## QUESTIONNAIRE

1. At what age did you begin shadow training?

- a. one year
- b. eighteen months
- c. two years
- d. Other \_\_\_\_\_

2. How long a period did you shadow?

- a. eighteen months
- b. two years
- c. three years
- d. Other \_\_\_\_\_

3. At what age did you begin hand training?

- a. eighteen months
- b. two years
- c. three years
- d. Other \_\_\_\_\_

## APPENDIX A

4. At what age was hand training completed?

- a. eighteen months
- b. two years
- c. three years
- d. Other \_\_\_\_\_

5. What was the first method used to teach you to follow a hand?

- a. by spanking the subject
- b. by making him sit on the ground
- c. by taking him to the subject's room
- d. Other \_\_\_\_\_

## QUESTIONNAIRE

1. At what age did you begin bladder training?
  - a. one year
  - b. eighteen months
  - c. two years
  - d. Other \_\_\_\_\_
2. At what age was bladder training completed?
  - a. eighteen months
  - b. two years
  - c. three years
  - d. Other \_\_\_\_\_
3. At what age did you begin bowel training?
  - a. eighteen months
  - b. two years
  - c. three years
  - d. Other \_\_\_\_\_
4. At what age was bowel training completed?
  - a. eighteen months
  - b. two years
  - c. three years
  - d. Other \_\_\_\_\_
5. When you began toilet training how did you let your child know that he was supposed to use a toilet?
  - a. by spanking for accidents
  - b. by making him sit on the toilet until he used it
  - c. by taking him to the toilet immediately after an accident
  - d. Other \_\_\_\_\_

6. What did you do when your child had an accident after toilet training was almost complete?
- a. spanked
  - b. ignored
  - c. reasoned
  - d. Other \_\_\_\_\_
7. What did you do when bedwetting occurred after daytime training was almost complete?
- a. spanked
  - b. ignored
  - c. reasoned
  - d. Other \_\_\_\_\_
8. What did you do to prevent bedwetting after daytime training was almost complete?
- a. did not give any liquids near bed time
  - b. punished or threatened to punish
  - c. shamed
  - d. Other \_\_\_\_\_
9. What do you do when you find your child running around in the house without clothes?
- a. spank
  - b. ignore
  - c. shame
  - d. Other \_\_\_\_\_
10. What do you do when you find your child running around outside without clothes?
- a. spank
  - b. ignore
  - c. shame
  - d. Other \_\_\_\_\_
11. What do you do when your child goes to the bathroom with children his age but of the opposite sex?
- a. spank
  - b. ignore
  - c. shame
  - d. Other \_\_\_\_\_

12. What do you do when you find your child playing with himself?
- a. spank
  - b. ignore
  - c. shame
  - d. Other \_\_\_\_\_
13. What do you do when you notice sex play between your child and others his age?
- a. spank
  - b. ignore
  - c. shame
  - d. Other \_\_\_\_\_
14. Who is mainly responsible for discipline in your home?
- a. mother
  - b. father
  - c. both
  - d. Other \_\_\_\_\_
15. What method of discipline does your husband use most?
- a. Physical punishment
  - b. withdrawal of love
  - c. isolation
  - d. Other \_\_\_\_\_
16. What is your usual method of discipline with your child?
- a. Physical punishment
  - b. withdrawal of love
  - c. isolation
  - d. Other \_\_\_\_\_
17. How often do you use physical punishment?
- a. at least once a day
  - b. about once a week or less
  - c. never
  - d. Other \_\_\_\_\_
18. Whom besides yourself and your husband do you allow to discipline your child?
- a. relatives
  - b. friends
  - c. other children in the family
  - d. Other \_\_\_\_\_

19. When your child misbehaves do you sometimes wait a while before you punish him?
- a. always
  - b. sometimes
  - c. never
  - d. Other \_\_\_\_\_
20. When you punish your child how often do you explain to him why he was punished?
- a. always
  - b. sometimes
  - c. never
  - d. Other \_\_\_\_\_
21. Do you demand immediate obedience from your child?
- a. always
  - b. sometimes
  - c. never
  - d. Other \_\_\_\_\_
22. How do you handle the situation if your child does not do as you ask him?
- a. spank
  - b. ignore
  - c. reason
  - d. Other \_\_\_\_\_
23. How often do you reward your child for good behavior?
- a. always
  - b. sometimes
  - c. never
  - d. Other \_\_\_\_\_
24. How do you reward your child for good behavior?
- a. by giving special privileges or gifts
  - b. by giving more attention
  - c. by praising him
  - d. Other \_\_\_\_\_
25. Where do you allow your child to play?
- a. in his backyard only
  - b. at the home of any of his friends
  - c. anywhere he wants to
  - d. Other \_\_\_\_\_



26. How far do you let your child go by himself to visit friends?
- a. anywhere that there are no streets to cross
  - b. anywhere regardless of where the friends live
  - c. nowhere alone
  - d. Other \_\_\_\_\_
27. How much of the time do you know where your child is?
- a. always
  - b. sometimes
  - c. never
  - d. Other \_\_\_\_\_
28. What household tasks do you ask your child to do?
- a. pick up his own clothing
  - b. keep toys in place
  - c. run errands of short distances
  - d. Other \_\_\_\_\_
29. About how many hours a day does your child watch television?
- a. one hour
  - b. two hours or more
  - c. as long as he likes
  - d. Other \_\_\_\_\_
30. What time does your child usually go to bed?
- a. seven p. m.
  - b. eight p. m.
  - c. any time he wishes
  - d. Other \_\_\_\_\_

1. How many children are there in your family? \_\_\_\_\_  
Age \_\_\_\_ Sex \_\_\_\_ Age \_\_\_\_ Sex \_\_\_\_  
Age \_\_\_\_ Sex \_\_\_\_ Age \_\_\_\_ Sex \_\_\_\_  
Age \_\_\_\_ Sex \_\_\_\_ Age \_\_\_\_ Sex \_\_\_\_
2. What is your husband's occupation? \_\_\_\_\_
3. What is your occupation? \_\_\_\_\_
4. Father's education
5. Mother's education
6. How much child development literature have you read?
7. What sources of information do you use in rearing your children?

Date \_\_\_\_\_

	a	b	c	d	
1.	( )	( )	( )	(	_____)
2.	( )	( )	( )	(	_____)
3.	( )	( )	( )	(	_____)
4.	( )	( )	( )	(	_____)
5.	( )	( )	( )	(	_____)
6.	( )	( )	( )	(	_____)
7.	( )	( )	( )	(	_____)
8.	( )	( )	( )	(	_____)
9.	( )	( )	( )	(	_____)
10.	( )	( )	( )	(	_____)
11.	( )	( )	( )	(	_____)
12.	( )	( )	( )	(	_____)
13.	( )	( )	( )	(	_____)
14.	( )	( )	( )	(	_____)
15.	( )	( )	( )	(	_____)
16.	( )	( )	( )	(	_____)
17.	( )	( )	( )	(	_____)
18.	( )	( )	( )	(	_____)
19.	( )	( )	( )	(	_____)
20.	( )	( )	( )	(	_____)
21.	( )	( )	( )	(	_____)
22.	( )	( )	( )	(	_____)
23.	( )	( )	( )	(	_____)
24.	( )	( )	( )	(	_____)
25.	( )	( )	( )	(	_____)
26.	( )	( )	( )	(	_____)
27.	( )	( )	( )	(	_____)
28.	( )	( )	( )	(	_____)
29.	( )	( )	( )	(	_____)
30.	( )	( )	( )	(	_____)

Table 1  
Education of Parents

Educational level	Negro				White			
	Mother		Father		Mother		Father	
	No.	%	No.	%	No.	%	No.	%
Grade 1-4	2	10	1	5	3	40	1	40
Grade 5	1	5	0	0	3	40	1	10
Grade 10	0	0	2	10	4	20	1	5
Grade 11	0	0	0	0	3	25	1	5
Grade 12	3	15	4	20	0	0	0	0
Finished high school	2	10	6	30	0	0	1	5
Not in high school	5	25	0	0	0	0	0	0
Some college or more	5	25	4	20	0	0	3	15
Now in college	1	5	0	0	0	0	0	0
Finished college	1	5	1	5	0	0	0	0
Unaccrued	0	0	3	10	4	50	2	20
Total	20	100	20	100	20	100	20	100

APPENDIX B

Table 1  
Education of Parents

Educational level	Negro				White			
	Mother		Father		Mother		Father	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Grade 1-8	2	10	1	5	8	40	8	40
Grade 9	1	5	0	0	3	15	2	10
Grade 10	0	0	2	10	4	20	1	5
Grade 11	0	0	0	0	5	25	1	5
Grade 12	3	15	4	20	0	0	0	0
Finished high school	2	10	6	30	0	0	1	5
Now in high school	5	25	0	0	0	0	0	0
Some college or tech.	5	25	4	20	0	0	3	15
Now in college	1	5	0	0	0	0	0	0
Finished college	1	5	1	5	0	0	0	0
Unascertained	0	0	2	10	0	0	4	20
Total	20	100	20	100	20	100	20	100

Table 2

## Occupation

Occupational level	Mother				Father			
	Negro No.	%	White No.	%	Negro No.	%	White No.	%
Semi-skilled	0	0	0	0	4	20	0	0
Skilled	9	45	2	10	5	25	7	35
Semi-professional	5	25	0	0	0	0	0	0
Professional	1	5	0	0	2	10	1	5
Not working	0	0	0	0	2	10	3*	15
Not living with family	0	0	0	0	7	35	9	45
Housewife	1	5	18	90	0	0	0	0
Student	4	20	0	0	0	0	0	0
Total	20	100	20	100	20	100	20	100

\*one of these disabled



Table 3

Amount of Literature Read and Sources of Child Rearing  
Information Used by Mothers

Amount of literature read	Negro		White		Total	
	No.	%	No.	%	No.	%
A lot	3	15	3	15	6	15
Some	14	70	10	50	24	60
Not much	2	10	2	10	4	10
None	1	5	5	25	6	15
<u>Sources used</u>						
Friends	1	5	0	0	1	2.5
Books	1	5	0	0	1	2.5
Mother	2	10	2	10	4	10
Own judgment	9	45	16	80	25	62.5
Mother, doctor/and own judgment	7	35	2	10	9	22.5
Total	20	100	20	100	40	100