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CHILD TRAINING AND STUTTERING

By

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ABSTRACT

CHILD TRAINING AND STUTTERING

By Jack Bloom

This study was concerned with the relationship between certain child training variables and the occurrence of stuttering. To this end, two groups of white mothers of white male stutterers were compared with two groups of white mothers of white male non-stutterers using a modified version of the 1953 Detroit Area Study Interview. The data regarding the two groups of white mothers of white male non-stutterers were obtained from the files of the 1953 Detroit Area Study. The data for the two groups of white mothers of white male stutterers were obtained by the author and another trained interviewer.

Using a 5 per cent level of significance as the limit of acceptance of a result as significant, it was found that the white mothers of white male stutterers differed significantly from white mothers of white male non-stutterers in that they:

1. fed their children according to a schedule.
2. were less concerned with cleanliness and neatness in their children.
3. expected to exert maximum supervision over their children for a longer period of time.
4. differentiated male and female roles more with respect to the roles expected of their children.
5. disagreed more with their husbands as to means of obtaining obedience from their children.
6. were less liable to individualize their children and empathize with them.

A result of an inter-class analysis showed that only the white working class mothers of white male stutterers, as opposed to the white working class mothers of white male non-stutterers, began bowel training earlier.

The conclusions reached by this study are:

1. Child training practices by white mothers in the areas of feeding, discipline, supervision and differentiation of sex roles are related to the occurrence of stuttering in white male children.

2. The white mothers of white male stutterers, as opposed to the white mothers of white male non-stutterers, empathize less with their children and this is related to the occurrence of stuttering in white male children.

3. The white working class differs from the white middle class in providing different child training antecedents for stuttering in white male children.

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CHAPTER I

CHILD TRAINING AND STUTTERING: A REVIEW OF THE LITERATURE

Background

Interest in child training reaches back to antiquity(10). Yet, research in child training has not been commensurate with this interest. However, limited as the study of child training has been, it has already enlarged our understanding of many significant human phenomena(10). Through it anthropology has been able to explain, in part, the great diversity in human behavior among the various peoples and also clarify our understanding of the mechanism by which culture is transmitted. Workers in child behavior and psychopathology have by their study of child training, in particular the areas of feeding, toilet training, sex training, dependence training and aggression training (8,9,10,12,20,21,22,25) 47) thrown new light on normal and abnormal behavior.

In the field of speech pathology the investigation of parental influences has given us new insights in cerebral palsy (31), delayed speech (6)) and functional articulatory defects (60). An examination of the literature dealing with stutterin (1,3,4,5,11,12,15,16,17,18,19,20,22,24,26,27,29,

2,23,30,32,33,35,36,39,40,41,42,43,52,53,56,57) show that child training experiences are believed to play an important part in the development of stuttering. For the most part, however, these statements about the relationship of child training to stuttering have been largely speculative or based on clinical evidence. It has only been in recent years that speech pathologists have begun to focus their research on the determination of the particular child training experiences associated with stuttering (13,18,27,39,40).

There are two good reasons for investigating the child training experiences of stutterers. The first reason has to do with the etiology of stuttering. The researches of Johnson (32,33,34) and his followers have indicated that most stuttering begins between the ages of two and four. There is a large body of evidence, chiefly from psychoanalysis (9,10,20,21,22,25,36,47) which suggests that child training experiences, particularly before the age of five play a critical role in the determination of the child's behavior during those early years and in subsequent years. This indicates that important clues to understanding the beginnings of stuttering lie in the early child training experiences of stutterers.

The second reason for investigating the child training experiences of stutterers has to do with the therapy of stutterers. Present-day stuttering therapy has come more and more to include the parents (5,31,32,57,59). One of the principal

goals in this therapy is to modify the parents' behavior toward the child. By various means, direct and indirect, the parent is urged to act differently in certain aspects of child training (5,57). However, there is very little scientific rationale for some of the things parents are urged to do. A more precise knowledge of what aspects of child training are related to stuttering would make therapy more effective.

Child Training and Stuttering

When the literature on stuttering is examined with respect to what kinds of child training experiences are associated with stuttering, we find a bewildering array of opinions. However, the various points of view regarding the origins of stuttering may, with respect to the role of child training, be broadly divided into two categories. The first holds that stress arising out of child training precipitates stuttering only in a person whose nervous system has a congenital predisposition to tolerate relatively less stress or whose nervous system is more vulnerable to stress at a certain stage of development. The second point of view does not assume constitutional susceptibility but holds that stuttering is precipitated directly from stress arising out of child training.

Stuttering and Constitutional Vulnerability

Cobb (11), Bleumel (7), Pellman (42), Greene (29) and Travis (55) believed that stuttering occurred as a consequence

of stress on a constitutionally vulnerable person. As to the nature of that stress Cobb (11) believed it to be emotional stress in childhood. Bleumel (7) mentions such precipitating factors as accidents, and situational stresses such as an unfavorable home environment and illnesses. Greene (29) listed such stress-producing factors as shock, a fall, a fright, environmental change or stress arising out of a neurotic home environment. Pellman (42) listed precipitating factors such as: a delay in acquiring speech, the hindering of the child's beginning speech, a severe fright, a serious illness, conflicts in the home, overprotection, imitation of a stutterer or trying to express too many ideas when the ability to do so has not yet developed. According to Travis (55), the stress was due to an "early, harsh, complete and uncushioned renunciation of infantile behavior." Karlin (35) relates stuttering to periods in which the child was subjected to emotional stress before the age of four. His theory assumes that the cortical nerves innervating the speech apparatus were not yet myelinated.

Stuttering and Language Learning

Although there is a considerable body of opinion which holds that the stresses of child training precipitate stuttering, there are differences of opinion as to what phase of child training is critical for the emergence of stuttering. One point of view which has been developed at length by Johnson (32,33,34) believes that certain attitudes and/or

actions toward the child's speech during the period of early language learning are critical for the development of stuttering.

More specifically, Johnson's point of view (32,33,34) is that stuttering results from a mis-evaluation of the child's speech by authority figures during the early years of beginning language learning. According to Johnson (34), all children pass through a period when their speech, as compared with that of adults, is relatively non-fluent. If this speech is incorrectly compared with adult speech by significant adults and characterized as stuttering by them, the child will become apprehensive during social speaking situations and eventually develop stuttering symptoms. What has happened, according to Johnson (34), is that the child has interiorized the perceptions of those who have mis-evaluated his speech. For Johnson (34), the problem of stuttering resides in both the child and the adult who have, to use Johnson's phrase (34), become "a composite patient."

Darley (13) presents some evidence for Johnson's point of view. Using a very large and extensive interview, he compared a group of parents of stutterers with a group of parents of non-stutterers with respect to attitudes and adjustments believed relevant for stuttering. He found the following areas significant enough to warrant further investigation:

1. Parental standards and expectations generally, and specifically with regard to speech.

2. The early management of observed non-fluencies in the children's speech.
3. Parental sensitivities generally, and specifically with regard to speech deviations.
4. Parental drive and dominance characteristics.

Van Riper (57) believes that stuttering has a multiple origin, but he feels that most stuttering arises when children are too quickly driven to acquire adult speech patterns. This stress is further compounded because it comes at a time when the young child is beset with taboos and prohibitions of all kinds to remind him that he must act "grown-up."

Fletcher (23) felt that the factors responsible for stuttering lie in the early social speaking situations. What caused stuttering was fear and apprehensiveness about speaking "under certain definite conditions."

Dunlap (19) felt that an early pressure by the parent on the child for correct fluent speech was critical for the development of stuttering. However, he felt that a predisposing condition, which for him was oversupervision, had to exist.

Solomon (51) believed that stuttering was precipitated for the first time by a social speaking situation and over-excitement or over-stimulation which could arise from a variety of causes. Also, in common with some of the previously mentioned writings, he believed that a predisposing condition had to exist and for him the predisposing factor was anything which produced instability, such as:

> congenital equipment, past physical and psychological experiences, personality traits (over-sensitiveness,

excitability, self-consciousness, timidity, being easily rattled, low degree of maturation (hence frequently in childhood), and sexual traits (more frequent in males).

Wyatt's (61) point of view is based on a theory of language development. According to this theory language passes through certain stages. If the mother-child relationship is impaired, especially during the times of transition from one stage to another, stuttering will develop. The mother-child relationship may be impaired by physical separation or "poor mother-child relationship."

The symptoms of stuttering arise from the child's attitude toward speech during this period of poor mother-child relationships. The child wishes to establish communication with his mother and he is also angry toward her because of her physical or psychical distance. Speech is dangerous for him because it may reveal his hostility and make the separation permanent. "The child is thus blocked in an insoluble conflict between the need to communicate and the threat inherent in communication." (61)

Stuttering and Unfavorable Child Training Experiences

By far the majority of writings on stuttering believe stuttering results from unfavorable child training experiences.

Glasner (27) studied a group of seventy young stutterers between the ages of two and five. The greatest number of them had backgrounds of overprotection and obsessively perfectionist parents.

Cooper (12), felt that stuttering was one aspect of a personality disorder which could be caused by "poor parent-child relationships, a lack of normal affectional response from the parents and an unsatisfied need for security."

Stein (53), characterized the family environment of stutterers as follows:

> It appears that in hardly any of the cases of stammering is the domestic scene characterized by positive parental factors such as permissiveness, giving, accepting, giving time, thought and effort, listening to and accepting ideas, doing things with the child and doing things together, no coercion, no exactingness and setting up of excessive obligations. The history of stammerers is characterized by negative parental attitudes such as rejection, deprivation, overprotection and/or exploitation.

DeHirsh and Langford (15), felt stuttering was the reaction of the child to a hostile environment. The symptoms originated at a time when the child's early gratifications were being altered or withdrawn and when his physical behavior was being made to conform to adult standards.

Moncur (39), using a questionnaire, compared 48 stutterers with 48 non-stutterers in regard to certain environmental conditions. He found the stutterers differed significantly (at least the 5 per cent level of confidence) from the non-stutterers in the following:

1. Every stuttering child exhibited in addition to his speech problem, several symptoms of maladjustment as measured by tests.
2. More mothers of stutterers reported employment of harsh disciplinary measures to control the child's behavior, namely threats, shame and corporal punishment.
3. There was more oversupervision and nagging by mothers of stutterers.

4. More mothers of stutterers had significantly hurried toilet training.
5. There was more parental friction between parents of stutterers.
6. More stutterers were held to excessively high standards.
7. More stutterers were shamed for a poor speech performance.
8. More stutterers had less responsibility and more pampering.

Duncan (18), using the Bell Adjustment Inventory, compared a group of stutterers with a group of non-stutterers. Significantly more stutterers than non-stutterers answered the fol:

1. Have you often felt that either of your parents did not understand you?
2. Do you feel that there has been a lack of real affection and love in your home?
3. 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?
4. Did you ever have a strong desire to run away from home?
5. Do you sometimes feel that your parents are disappointed in you?

Allen (2) believed that stuttering was due to a mismanagement of the "emotional factors in otherwise physically and mentally normal children." This resulted in an interference with motor impulses on breathing causing stuttering symptoms to appear.

Rotter (42) and Appelt (3) believed that children who were pampered were more prone to develop stuttering.

Rotter (42) explained the relationship between stuttering and pampering in the following:

> It appears that pampering has an indirect affect by giving rise to fears and feelings of inadequacy which

in an emotional breakdown under certain conditions and the consequent inability to control speech.

Fenichel **(22)** held that stuttering was the expression of a conflict over speaking or not speaking which arose out of the particular meaning which speech had for the stutterers. The stutterer as a result of harsh experiences during the period of toilet training comes to view speech as being something obscene or hostile.

Despert **(16,17)** felt that what was critical in the development of a stutterer was maternal neurotic attitudes during the early eating-speaking situation. In her summary of a study of fifty stutterers she noted such maternal factors as the dominance of the mothers over the fathers, her great concern with health, feeding and toilet training, her suppression of the child's growing independence and her perfectionist drives. The development of the children studied included a high incidence of upper respiratory diseases, early feeding difficulties, and an inhibited hostility as revealed in fantasy and play.

Glauber **(28)** after studying many cases of stuttering was of the opinion that the stuttering symptoms represented certain ambivalent feelings which the stutterer has interiorized from a mother who has similar ambivalences toward her own mother. This ambivalence is first expressed by the stutterer's mother in the feeding situation where she fluctuates between wanting to feed the child and not wanting to feed the child, for she projects onto its feeding her own ambivalence

toward her independence from her own mother. The mother views fluent speech as being both desirable as a symbol of potency but also dangerous for the same reason. This ambivalence is interiorized by the child and expressed as stuttering.

According to Barbara (4), stuttering is the expression of anxiety resulting when the "protective structure of the organism in a neurotic becomes threatened and disorganized." The neurosis arises out of experiences with parents who show little love or need for the child. Factors predisposing the neurotic child to stuttering are: (1) the fact of being the only male child in a family, in which case the child might experience "added attentions, stresses and demands," (2) the fact of being the oldest child or first born in a family whose cultural tradition has higher expectations for the child who occupies that position and (3) traumatic experiences such as "fright, accidents, illnesses, operations, or forcible conversion from left to right-handedness."

Sheehan (48,49), holds that stuttering:

> is a result of an approach-avoidance conflict, of opposed urges to speak and to hold back from speaking. The holding back may be due to either learned avoidances or to unconscious motives. The approach-avoidance formulation fits both.

According to Sheehan (48) conflicts may occur on any of the following levels:

1. The word level. There is a conflict over whether to speak or not speak a word or sound which may have acquired fear value.

2. The situation level. There is conflict over participating or not participating in certain situations such as speaking in class, speaking over the phone or other situations.
3. The emotional content of words. There is a conflict over the saying of certain words because they may evoke unhappy or disturbing past conditions or they may relate to hostile feelings over which there is a conflict as to their expression or inhibition.
4. The relationship between the stutterer and his listener. Certain role relationships may evoke conflicts.
5. At the ego protective level.

Sheehan's inclusion of unconscious motives as a cause for speech inhibition and his characterization of stuttering as resulting from a conflict makes his point of view similar to Fenichel's. However, Sheehan does not enter into the dynamics of the various conflicts that he has conceptualized and thus his theory explains the formation of the symptom more than it does the nature of the conflict. This theoretical approach to the possible causes of conflict suggests common ground with the genetic approach which has been discussed throughout this section.

Summary

The writings of twenty-seven persons were examined with specific regard to the relationship between child training and stuttering. The opinions reviewed in this chapter were, with the exception of three **(13,18,39)**, largely derived from intensive study of a few cases. The case study method has certain shortcomings, e.g., lack of quantification, uncontrolled variables, small samples and lack of control groups. Three **(13,18,39)** of the twenty-seven presented

evidence derived from controlled research. These three studies either neglected or inadequately investigated those areas of child training (i.e., feeding, toilet training, sex training, dependence training and aggression training), which have been considered the critical areas of child training (8,10,14,21,22,41,46,47) as far as their effect on personality and behavior is concerned.

The literature reviewed in this chapter suggested the following as being related to the occurrence of stuttering.

1. The expectation that the child's speech should at an early age be relatively fluent and correct.

2. An early indoctrination of the child to adult standards of conduct and decorum.

3. Poor parent-child relationships.

4. A great concern by the mother with food and health.

5. An excessive concern of the mother with the early achievement of bowel and bladder control.

6. The parent's excessive concern with cleanliness and neatness.

7. The parents' keeping the child in a prolonged state of dependence.

8. Inconsistency of the parents in the management of the child.

9. Conflicts between the parents with respect to various aspects of child training.

10. The employment by the parents of harsh methods of discipline.

11. Emotionally disturbed parents, particularly mothers.

CHAPTER II

STATEMENT OF THE PROBLEM

The first chapter suggested that, since the study of child training had led to a better understanding of normal and deviant human behavior, it had relevance for the development of stuttering, particularly since it is believed that most stuttering begins between the ages of two and four (34). However, the research on stuttering has not been adequate to prove or disprove any relationship between child training and stuttering. Consequently this study was undertaken to determine whether certain aspects of child training were related to the occurrence of stuttering.

The reason why this study took its present form and did not investigate all that had been suggested by the literature reviewed was that this study used a modified version of an interview which had been designed for another study (see Chapter III).

Certain aspects of the following child areas were investigated by this study: feeding, toilet training, cleanliness and neatness, discipline, differentiation of male and female roles (although this was not discussed in the first chapter, the interview used made it possible to examine this area for it's possible relevance to the comparatively high

incidence of stuttering among males), dependence training, and empathy toward the child. It was predicted that the mothers of stutterers as opposed to the mothers of non-stutterers would:

1. wean their children earlier. Travis (55) and De Hirsh and Langford (15) felt that stuttering was precipitated, in part, by an early, harsh renunciation of infantile behavior.
2. prefer to feed their children from a bottle rather than from the breast.
3. prefer to feed their children according to a schedule rather than to the demand of the child. With references to hypotheses 2 and 3, Brody (8) says that current opinion feels that breast feeding, when possible, and flexible schedules (schedules set by the child) are more desirable for the psychological health of the child.
4. begin toilet training earlier.
5. toilet train their children in a shorter period of time.
6. have their children undergo a harsher period of toilet training. With respect to hypotheses 4, 5, and 6, Fenichel (22) has related stuttering to harsh experiences during the toilet training period.
7. show a greater concern for cleanliness and neatness. This hypothesis follows the predictions made with respect to toilet training. Also an early concern

with cleanliness and neatness indicates an early indoctrination of the child to adult standards of conduct and decorum and this has been mentioned in connection with stuttering by Travis (55), Glasner (27) and others.

8. make more use of corporal punishment to enforce discipline. Moncur (39,40) reported that "more mothers of stutterers reported employment of harsh disciplinary measures to control the child's behavior, namely, threats, shame and corporal punishment."

9. differ more with their husbands as to means of obtaining obedience. Moncur (39,40) reported "there was more parental friction between parents of stutterers."

10. expect to exert maximum supervision over their children for a longer period of time.

11. train their children to assume independence at a later age. Hypotheses 10 and 11 are related and derive from comments by Despert (16), Glasner (27) and others as to the overprotection of stutterers by their parents.

12. differentiate male and female roles more. Schuell (44) feels that the male child "encounters more unequal competition, and consequently more frustrations, particularly in relation to language situations, than the female, and that as a result he exhibits more insecurity, more hesitancy, and more inhibitions in speech."

13. be less likely to individualize their children and empathize with them. Cooper (12), Stein (53), Johnson (32,33,34), Wyatt (61), and many others have pointed out the poor relationship existing between the stutterer and his parents.

CHAPTER III

DESIGN

Overview

To determine whether the mothers of stutterers differed from the mothers of non-stutterers with respect to certain attitudes toward children and certain child training practices, two groups of the former were compared with two groups of the latter using a modified version of the 1953 Detroit Area Study Interview. The data regarding the two groups of mothers of non-stutterers who served as a control were obtained from the files of the 1953 Detroit Area Study. The data for the two groups of stutterers were obtained by the author and another trained interviewer who had participated in the Detroit Area Study for 1953.

Description of the Detroit Area Study Interview of 1953

The Detroit Area Study (50) is a "research program of the University of Michigan." Its objectives are to gather and study basic information about the social and economic characteristics of the Detroit Area population and to study intensely some aspect of Detroit life.

The principal activity of the study is an "annual interview survey of the Detroit Metropolitan Area." The study is

concerned with two types of information: "basic social and economic characteristics of the population" and "data about particular problems or aspects of Detroit life." The particular area study of the 1953 survey was for the large part concerned with the child care activities of mothers in the Detroit Metropolitan Area.

The 1953 interview was composed of two parts. The first part gathered information relative to the social and economic characteristics of the population. This information will be referred to in this paper as census data. The second part collected information chiefly related to child training activities. The questions of the second part not devoted to child care, with the exception (see Appendix A, questions 40 and 41) of two questions, were not used by this study.

The interview was designed to be of such length that it could be completed in approximately one hour. Because of this time limitation, the second part of the interview was divided into two parts, an A interview and a B interview. The differences were that the A interview contained (in addition to the questions held in common by both A and B interviews), questions relating to feeding and sexual discipline while the B interview, contained (in addition to the former type of questions), questions relating to toilet training and discipline.

The interview contained three types of questions. The first were questions relating to census data, i.e.,

questions seeking information about the social and economic characteristics of the population. The second were the "yes" or "no" type or the type to which an answer expressed in quantitative terms could be given. The third were of the so-called "open-ended" type. This type of question tried to stimulate all the valid responses relative to a particular variable. For example, one question of this type which was used was: "What did you do when (name) didn't want to get on the toilet, or was unco-operative and wanted to get off the toilet?" It was important in questions of this type that they be read as printed on the interview. In this manner the interview situation relative to this type of question could be standardized. If the respondent failed to give acceptable response, the interviewer was instructed to repeat the question or else use a non-directive probe such as "Huh?" or "What did you mean by that?" If the question was paraphrased, the paraphrasing was noted in the report so as to be taken into consideration when the data were analyzed. Extreme paraphrasing of the question or substitute questions invalidated the response and these were omitted from the data.

The information sought by the second and third types of questions was of three kinds. The first sought information as to past activities or past attitudes, the second sought information regarding present activities or present attitudes and the third sought information relative to expected activities or attitudes.

The A and B interviews were distributed in a random manner so that approximately one-half of the parents were given the A interview and an equal number of parents were given the B interview.

Description of the Detroit Area Study Interview As Modified for This Study

The interview used in this study was a modification of the 1953 Detroit Area Study Interview. It was modified to the extent that the part relative to child care was combined so that it contained items from both A and B interviews. Another modification was that only questions relating to the hypotheses used in this study were employed.

The complete interview thus consisted of one part which gathered information relative to census data and another part which gathered information relative to child care.

Certain advantages accrued from using this modified version of the Detroit Area Study Interview. The first and obvious one was that it collected information relative to child training. Another advantage was that using the interview made it possible to use part of the Detroit Area Study sample as a control. A further advantage lay in the fact that much of the information sought such as census data, feeding and toilet training information, and so forth could be gathered by an interview. A final advantage was that the questions used in the Detroit Area Study interview had been pre-tested twice so that the "open-ended" questions stimulated relevant responses.

There were disadvantages too. The first was that the interview didn't contain enough questions to test adequately some of the hypotheses such as those relating to empathy or cleanliness and neatness. Secondly, the questions used with reference to the cleanliness hypothesis could with some justification be said to be just as valid for the independence hypothesis. Thirdly, there was the question as to whether such a variable as empathy could be adequately measured by an interview. A fourth disadvantage was the possibility of distortion in the case of retrospective data. Brody (8) said that "To the degree that immaturity or conflict are present in mothers, the mothers cannot be relied on to describe what they do or have done with their infants." Despert (16,17) and Glauber (28) have shown that some mothers of stutterers had conflicts with regard to the feeding and toilet training of their children. These conflicts might result in distorted responses.

Selection of the Group of Parents of Stutterers

The parents of stutterers were located through a list furnished by the director of speech correction classes in the Detroit Public Schools. The list was compiled by asking each of the speech correctionists in the Detroit schools to submit the names and addresses of a few children who were considered to show consistent and genuine symptoms of stuttering. The list included children from the parochial schools who were referred to the public schools because of the lack of speech

correction services in the parochial schools. The list contained children from 205 speech correction centers and 266 schools.

The list was amended by eliminating all female names and also children who had one or none of the true parents living with them because of the conditions set up by this study. The list was then ordered on the basis of the average rent of the census tract in which the respondent lived. A list consisting of the top thirty names and the bottom thirty names was selected. The selection was made in this manner to insure an adequate sample of the working and middle classes which together comprise over 90 per cent of the Detroit Metropolitan Area population. The selection was done to insure obtaining samples from the working and middle classes because one of the criteria used for matching was social class.

Prior to the interviewing the parents of stutterers were notified of the forthcoming interview by a letter sent to their addresses labeled "Care of the Occupant." The letter said that they had been selected randomly to be interviewed as part of the 1953 Detroit Area Study. The true purpose of the interview was thus withheld. This was done in deference to the wishes of the school authorities who felt that since many of the mothers of stutterers had already been asked to come to school because of their children's speech they might feel unduly imposed upon if they were subjected to further interviewing.

From the list of sixty, 29 mothers were interviewed. Of the 29 it was only possible to obtain 25 which could be matched according to the criteria set up for this study. It was decided after this first group of interviews to make additional interviews, add these to the 29 already collected and compare this augmented group with all the interviews in the Detroit Area Study sample which had been concerned with white male children. Accordingly, another list was then compiled by taking the ten following the top thirty names and the ten preceding the bottom thirty names. From this list another nine interviews were obtained.

From the total list of eighty, 38 interviews were gathered. The other interviews were not taken because of the following reasons:

1. Many of the addresses were found to belong to Negroes who were not interviewed in this study.
2. Incorrect addresses.
3. The respondent had moved.
4. Refusals, of which there were five.

Selection of the Control Group of Parents of Non-Stutterers

The control groups used in this study were obtained from those white mothers in the 1953 Detroit Area Study Sample who had been interviewed about white male children. The groups consisted of 112 from the A part of the sample and 133 from the B part of the sample. The Detroit Area Study for 1953 interviewed a total of 582 mothers.

It was necessary to use two control groups because the interview used in this study was a combination containing questions from the A interview and others from the B interview. The procedure followed was to use the A control group for the comparison of all questions common to both the A and B interviews and to use the B control group for the comparison of those questions found only in the B interview.

Since the Detroit Area Study sample was drawn in a random manner and only included mothers of children who were eighteen years old or younger, it could be assumed that the probability of its containing any interviews about stutterers would be equal to the incidence of stuttering in the general school population. This has been estimated by the Committee on the Mid-Century White House Conference of the American Speech and Hearing Association as 0.7 per cent. This would not be sufficient to invalidate the results in this study.

The total Detroit Area Sample was obtained in the following manner:

> The sampling procedure employed for selecting dwelling units is technically called "three-stage area sampling." It is an "area" sample because the procedure involves the identification of dwelling units with area segments (blocks); the selection of the dwelling units is dependent on the selection of these segments. The first stage involves the selection of census tracts in the Detroit Metropolitan area. The second stage involves the selection of sample blocks from among all the blocks within the tract selected in the first stage (the primary sampling areas). The third stage involves the selection of sample dwelling units among the dwelling units located in the sample blocks. This is a probability sample because the probability of selection of every dwelling unit is known; it is the product of the probabilities of selecting the tract, of selecting the block within the tract

and of selecting the dwelling unit within the block. The basic sampling rate for the study was one in 643. The sample was selected so that every private dwelling unit has approximately one chance in 643 for being selected. The procedure for selection at each of the three stages is the widely used method known as systematic sampling. In the first stage of selection all of the tracts in the Detroit Metropolitan Area were placed in a systematic order and a measure of size (based on population estimates) was assigned to each tract. Then a sampling interval (K) is applied after choosing a random starting number from 1 to K. The random start and every Kth number thereafter determine the selection of a particular sampling unit (tract, town or township). By the same procedure blocks are selected within each selected census tract, and likewise dwelling units within the blocks. The census tracts in the sample were systematically selected by ordering geographically the "Administrative and Planning Areas" developed by Mr. James Norton of the United Community Services of Metropolitan Detroit. This means in fact a stratification of the sample by these "Administrative and Planning Areas." Of the 79 "Administrative and Planning Areas," 65 are represented in our sample. Interviews were taken in 80 census tracts and in 282 blocks.

The Detroit Area Study sample for 1953 consisted of 2,556 interviews of which 582 were mother interviews (50). A mother interview was one given to mothers who had children under the age of nineteen living in the dwelling unit.

Matching Procedure

Matched and unmatched comparisons were made. The first comparison related to child training and consisted of 25 interviews of parents of stutterers which were matched with an equivalent number from the control group according to 5 criteria. The unmatched comparisons also related to child training and compared the total experimental group with the total control group. The criteria used in matching and the reasons for their use follow:

1. Only the interviews from white mothers of white

male children were compared. Negro mothers were excluded on the assumption that this selection process would insure a homogeneous group with respect to child training practices.

2. The parents were to have been alive and present at home during the life of the child. This criterion was used because the absence of one or both of the true parents would introduce factors difficult to control.

3. The parents compared came from the same objective social class as defined by occupation. Objective social class was controlled because it had been found by Davis and Havighurst (16) to influence child training practices. Objective social class was determined by the occupation of the father using the same criteria as that of the 1953 Detroit Area Study (Appendix B).

4. The children compared were born and raised north of the Mason-Dixon line. This was done to insure greater homogeneity with respect to child training practices.

5. The children were matched by rank in the family. Sears (45) has shown that rank in the family affected treatment of the child. For the purposes of this study, rank was categorized as only, oldest, middle and youngest.

The second comparison was made with respect to certain sociological variables and also involved matched and unmatched groups. This was made to consider differences in this area when evaluating the results from the child training variables. The following sociological variables were considered:

1. Working class vs. middle class.
2. Upper working class vs. lower working class.
3. Upper middle class vs. lower middle class.
4. Association with a higher social class.
5. Identification with a higher social class.
6. Education of father.
7. Education of mother.
8. Total family income.
9. Size of family.
10. Age of mother.
11. Age of father.
12. Length of residence in present dwelling unit.
13. Length of residence in Detroit Metropolitan Area.
14. Birthplace of parents.
15. Frequency of church attendance.

Six distinct comparisons were made. They were as follows:

1. A Comparison: The interviews of 25 mothers of stutterers were compared with the interviews of 25 mothers of non-stutterers from the A control group with reference to those child care items peculiar to the A interview and common to both A and B interviews.

2. B Comparison: The interviews of 25 mothers of stutterers were compared with the interviews of 25 mothers

of non-stutterers from the B control group with reference to those child care items peculiar to the B interview.

3. C Comparison: The interviews of 25 mothers of stutterers were compared with the interviews of 25 mothers of non-stutterers from the A control group with reference to those census data items common to both the A and B interviews.

4. D Comparison: The interviews of 38 mothers of stutterers were compared with the total A control group of 116 interviews of non-stutterers with reference to those child care items peculiar to the A interview and common to both A and B interviews.

5. E Comparison: The interviews of 38 mothers of stutterers were compared with the total B control group of 133 interviews of mothers of non-stutterers with reference to those child care items peculiar to the B interview.

6. F Comparison: The interviews of 38 mothers of stutterers were compared with the total A control group of 116 interviews of mothers of non-stutterers with reference to those census data items common to both A and B interviews.

Results from Comparisons According to Sociological Variables

The results from the analyses of the sociological variables are to be found in Tables 1-5. The 5 per cent level of significance was used as the limit of acceptance of a result as significant.

There was no difference between the groups with reference to the following: working and middle class membership, intra-working class membership, intra-middle class membership, formal education of mother, formal education of father, size of family, birthplace of mother, frequency of church attendance, association with a higher social class and identification with a higher social class.

There was a significant difference between the groups with respect to the following: more parents in the control group had incomes in excess of $5,000 (F Comparison), the mothers in the experimental group were older than those in the control group (F Comparison), the fathers in the experimental group were older than those in the control group, the parents in the experimental group had lived longer in the Detroit Metropolitan Area and had lived longer at their present dwelling units (F Comparison).

The above results lessen the danger of bias from the sociological variables considered and indicate that the differences in child training between the two groups of parents compared are largely of a psychological nature.

Processing of Data

After the interviewing of the mothers of stutterers had been completed the interviews were coded using the codes which had been developed for the 1953 Detroit Area Study sample. The codes resulted from the categorizing of all response into meaningful groups. The data now in code form

was tabulated and compared with the relevant data of the control group by means of statistical analyses.

The statistical analyses employed Chi-square and the comparison of means. Chi-square was used because the data were categorized. The comparison of means was used whenever it was felt that the data could be interpreted more meaningfully that way.

In the Chi-square analyses, four-fold tables were used except in one instance. The formula for the four-fold tables employed Yates' correction for continuity whenever the expected frequency was less than ten (38) and the exact method for determining probability was used (57) when it was less than five. The student-Fisher "t" was employed whenever means were compared.

Responses were not obtained to all the questions and consequently the total responses often totaled less than 25, 116 or 133.

TABLE 1

WORKING CLASS VS. MIDDLE CLASS
UPPER WORKING CLASS VS. LOWER WORKING CLASS
LOWER MIDDLE CLASS VS. UPPER MIDDLE CLASS

Comparison	Dichotomy	Stutterer	Non-stutterer	Chi Sq.	Probability
	A. Working Class vs. Middle Class				
F	Middle Class	17	49	.0422	>.5
	Working Class	21	67		
	B. Upper Working Class vs. Lower Working Class				
F	UWC	16	34	3.25	>.05
	LWC	5	33		
	C. Lower Middle Class vs. Upper Middle Class				
F	LMC	13	34	.06	>.5
	UMC	4	15		

TABLE 2

EDUCATION OF FATHER
EDUCATION OF MOTHER
TOTAL FAMILY INCOME

Comparison	Dichotomy	Stutterer	Nonstutterer	Chi Sq.	Probability
	Education of Father				
C	11 yrs. or less	7	10	.3565	>.5
	H.S. grad. plus	18	15		
F	11 yrs. or less	14	55	.77	>.3
	H.S. grad. plus	23	61		
	Education of Mother				
C	11 yrs. or less	7	13	2.08	> .1
	H.S. grad. plus	18	12		
F	11 yrs. or less	13	58	2.27	> .1
	H.S. grad. plus	25	58		
	Total Family Income				
C	0-$4,999	5	10	1.52	>.2
	$5,000 plus	20	15		
F	0-$4,999	7	47	6.56	<.02
	$5,000 plus	31	61		

TABLE 3

SIZE OF FAMILY
AGE OF FATHER
AGE OF MOTHER

Comparison	Dichotomy	Stutterer	Non-stutterer	S	NS	Probability
		N		Means	t	
		Size of Family				
		38	112	2.5 2.36	.59	>.5
		Age of Father				
C	0-39 yrs.	5	17	Chi Sq.		
	40 plus yrs.	20	8	9.82		<.01
F	0-39 yrs.	12	76	14.07		<.01
	40 plus yrs.	24	32			
		Age of Mother				
C	0-39 yrs.	6	13	3.06		>.05
	40 plus yrs.	19	12			
F	0-39 yrs.	12	75	11.43		<.01
	40 plus yrs.	26	41			

TABLE 4

LENGTH OF RESIDENCE IN PRESENT DWELLING UNIT
LENGTH OF RESIDENCE IN DETROIT METROPOLITAN AREA

Comparison	Dichotomy	Stutterer	Non-stutterer	Chi Sq.	Probability
	Length of Residence in Present Dwelling Unit				
C	0-5 yrs.	11	17	2.03	>.1
	6 plus yrs.	14	8		
F	0-5 yrs.	19	83	5.63	<.05
	6 plus yrs.	19	33		
	Length of Residence in Detroit Metropolitan Area				
	Father				
C	0-13 yrs.	2	6	Exact Test	.122
	14 plus yrs.	22	18		
F	0-13 yrs.	2	34	7.10	<.01
	14 plus yrs.	34	69		
	Mother				
C	0-13 yrs.	2	11	6.69	<.01
	14 plus yrs.	23	14		
F	0-13 yrs.	4	45	9.46	<.01
	14 plus yrs.	34	70		

TABLE 5

BIRTH PLACE OF MOTHER
BIRTH PLACE OF FATHER
FREQUENCY OF CHURCH ATTENDANCE (F COMPARISON)

Comparison	Dichotomy	Stutterer	Non-stutterer	Exact Test	Probability
	Birth Place of Mother				
C	U.S. & Canada	22	23		1.0
	Other places	3	2		
F	U.S. & Canada	34	108		.68
	Other places	4	8		
	Birth Place of Father				
C	U.S. & Canada	18	23		.06
	Other places	7	2		
F	U.S. & Canada	28	97		.09
	Other places	8	10		
	Frequency of Church Attendance (F Comparison)				
Freq.					
	Once a month	22	56		
	Once or twice a month	6	13		
	Few times a year	4	20		
	Non-attendance	2	19		

Chi-sq.--4.48
Probability-->.2

CHAPTER IV

RESULTS

This chapter is concerned with the results relative to the comparisons made with reference to the child training variables.

The 5 per cent level of confidence was used as the limit of acceptance of a result as significant. The results from the analyses of the child training variables are to be found in Tables 7-13.

Analysis of Feeding Variables

A. Hypotheses: It was predicted that the mothers of stutterers as compared with the mothers of non-stutterers would, with respect to feeding:

1. wean their children earlier.
2. prefer to feed their children from a bottle rather than from the breast.
3. prefer to feed their children according to schedule rather than to the demand of the child.

B. Questions used to gather data:

1. Now, some questions about feeding. Was (name) breast fed at any time?

(if breast fed at any time)

2. We'd like to know (name) age at different times when you made changes in feeding.

   a. When he stopped breast feeding as the main way of feeding at meal time.

   b. When he started feeding from a bottle?

   c. When he gave up using the bottle entirely.

   d. Did you feed him at special times when he was a baby, or when he seemed to want to eat?

(if bottle fed at any time)

3. We'd like to know (name's) age at different times when you made changes in feeding.

   a. When he stopped nursing from a bottle as the main way of feeding at meal time?

   b. When he gave up using the bottle entirely.

   c. Did you feed him at regular times when he was a baby, or when he seemed to want to eat?

C. Results: Table 6

1. There were no significant differences between the groups with respect to total time of weaning and breast vs. bottle feeding.

2. There was a significant difference between the groups (D Comparison) in the direction of the mothers of stutterers preferring to feed their children according to schedule.

TABLE 6

ANALYSIS OF FEEDING VARIABLES:
TIME OF WEANING
BREAST VS. BOTTLE FEEDING
DEMAND VS. SCHEDULE FEEDING

Comparison	Dichotomy	Stutterer	Non-stutterer	Chi Sq.	*Probability
		Time of Weaning			
A	0-12.99 mo.	14	11	.3	>.5-NS
	13 mo. plus	11	14		
D	0-12.99 mo.	20	56	.12	>.5-NS
	13 mo. plus	18	36		
		Breast vs. Bottle Feeding			
A	Breast	9	12	.731	>.3-P
	Bottle	16	13		
D	Breast	18	53	.310	>.5-NS
	Bottle	20	63		
		Demand vs. Schedule Feeding			
A	Demand	7	10	.357	>.5-NS
	Schedule	18	15		
D	Demand	12	54	4.64	<.05
	Schedule	26	62		

*P--in the predicted direction
NS--not significant

Analysis of Toilet Training Variables

A. Hypotheses: It was predicted that with respect to toilet training the mothers of stutterers as compared with the mothers of non-stutterers would:

1. begin toilet training their children earlier.
2. toilet train their children in a shorter period of time.

3. Have their children undergo a harsher period of toilet training.

B. Questions used to gather data:

1. Now, let's talk about some problems of early training. How old in months was (name) when you began toilet training?

2. What did you do when (name) didn't want to get on the toilet, or was unco-operative and wanted to get off the toilet?

3. By what age did he have complete bowel control, both day and night?

4. How old was your child when you began to train him not to wet himself?

5. How old was he when he completely stopped wetting himself during the night?

CODE I

CODE FOR QUESTION 15

Question 15: What did you do when (name) didn't want to get on the toilet, or was unco-operative and wanted to get off the toilet?

1. Didn't do anything.

2. No trouble, child co-operative, got used to it.

3. Removed child as soon as he (she) wanted.

4. Removed child after a little while (5-10 minutes).

5. Removed child and tried again later.

6. Kept the child on and tried to make it pleasant for him (talk, toys, food, suggestion, facilitate-water running, etc.).

7. Kept child on, watching him closely (sternness inferred).

8. Spanked the child.

9. Tied the child to the toilet.

&. Not consistent, sometimes let her off, sometimes spanked.

0. Not applicable (training not yet started)(Coded "0" in Col. 12).

-. N. A. (not ascertained).

TABLE 7

ANALYSIS OF TOILET TRAINING VARIABLES:
BEGINNING OF BOWEL TRAINING
BEGINNING OF BLADDER TRAINING
ENDING OF BOWEL TRAINING
ENDING OF BLADDER TRAINING
MILD VS. HARSH DISCIPLINE IN TOILET TRAINING

Comparison	Dichotomy	Stutterer	Non-stutterer	Chi Sq.	*Probability
	Beginning of Bowel Training				
B	0-11.99 mo.	18	16	.1008	>.7-NS
	12 mo. plus	6	8		
E	0-11.99 mo.	29	72	3.33	>.05 -NS
	12 mo. plus	9	48		
	Beginning of Bladder Training				
B	0-12.99 mo.	16	11	1.68	>.1 -NS
	13 mo. plus	5	10		
E	0-12.99 mo.	29	70	2.23	>.1 -NS
	13 mo. plus	19	41		
	Ending of Bowel Training				
B	0-18.99 mo.	14	13	.0	>.99-NS
	19 mo. plus	10	11		
E	0-18.99 mo.	24	60	.41	.5-NS
	19 mo. plus	14	45		
	Ending of Bladder Training				
B	0-18.99 mo.	3	7	1.24	>.2 -NS
	19 mo. plus	15	11		
E	0-18.99 mo.	10	37	2.26	>.1 -NS
	19 mo. plus	28	55		
	Mild vs. Harsh Discipline in Toilet Training				
B	Mild (items 1-6 in Code 1)	13	17	3.33	>.05 -NS
	Harsh (items 7-9 in Code 1)	7	3		
E	Mild (items 1-6 in Code 1)	25	87	1.33	>.2-NS
	Harsh (items 7-9 in Code 1)	13	26		

*NS--not significant

TABLE 8

ANALYSIS OF TOILET TRAINING VARIABLES (Continued):
OBJECTIVE SOCIAL CLASS & BEGINNING OF BOWEL TRAINING
OBJECTIVE SOCIAL CLASS & BEGINNING OF BLADDER TRAINING
OBJECTIVE SOCIAL CLASS & ENDING OF BOWEL TRAINING
OBJECTIVE SOCIAL CLASS & ENDING OF BLADDER TRAINING

Class	Dichotomy	Stutterer	Non-stutterer	Chi Sq.	Probability
Objective Social Class & Beginning of Bowel Training					
Working	0-11.99 mo.	18	35	4.62	<.05
	12 mo. plus	3	27		
Middle	0-11.99 mo.	11	37	.011	>.9
	12 mo. plus	6	16		
Objective Social Class & Beginning of Bladder Training					
Working	0-11.99 mo.	18	35	2.54	>.1
	12 mo. plus	3	20		
Middle	0-11.99 mo.	11	35	.009	>.9
	12 mo. plus	6	17		
Objective Social Class & Ending of Bowel Training					
Working	0-18.99 mo.	14	33	.033	>.7
	19 mo. plus	7	21		
Middle	0-18.99 mo.	10	25	.12	>.7
	12 mo. plus	7	25		
Objective Social Class & Ending of Bladder Training					
Working	0-18.99 mo.	16	21	.68	>.3
	19 mo. plus	15	25		
Middle	0-18.99 mo.	3	17	1.73	>.1
	19 mo. plus	14	26		

C. Results: Tables 7 and 8

1. There was a significant difference between the groups in that the working class mothers of stutterers began to bowel train their children earlier than the working class mothers of non-stutterers.
2. There were no significant differences between the groups with respect to the following: length of time it took to bowel and bladder train the child, the time of beginning of bowel and bladder training, social class and time of beginning of bladder training, social class and the time taken to bowel and bladder train, and mild vs. harsh discipline in toilet training.

Analysis of Variables Relating to Cleanliness and Neatness

A. Hypothesis: It was predicted that the mothers of stutterers, as compared with the mothers of non-stutterers, would show a greater concern for cleanliness and neatness. It was expected that concern for cleanliness and neatness would vary inversely with

the age the mother required the child to do the three tasks listed under B.

B. Questions used to gather data:

1. Here are some tasks that some people require of their children. Which of these did you or would you require of (child's name) and by what age?

   a. Putting away his clothes.

   b. Picking up his toys.

   c. Dressing himself completely.

C. Results: Table 9 :

1. There was a significant difference between the groups in the opposite of the direction predicted.

Analysis of Variables Relating to Discipline

A. Hypothesis: It was predicted that with respect to discipline, the mothers of stutterers as compared with the mothers of non-stutterers would make more use of corporal punishment to enforce discipline and that the parents of stutterers as compared with the parents of non-stutterers would differ more between themselves as to means of obtaining obedience.

B. Questions used to gather data:

The code for the responses to question 1 provided for the noting of instances of corporal punishment.

1. Now, please think about that same time when (name) will be (was) ten years old. He has just done something that you feel is very wrong, something you have warned him against ever doing. What would you do (and what did you do) at such times.

TABLE 9

ANALYSIS OF VARIABLES RELATING TO CLEANLINESS AND NEATNESS:
AGE REQUIRED TO PUT AWAY OWN CLOTHES
AGE REQUIRED TO PICK UP TOYS
AGE REQUIRED TO DRESS ONESELF COMPLETELY

Comparison	S	NS	Means S	Means NS	T	*Probability
			Age Required to Put Away Own Clothes			
B	24	24	5.58	4.52	.6530	>.5-NS
E	38	147	5.39	4.34	2.350	<.01-O
			Age Required to Pick Up Toys			
B	24	24	3.12	2.71	.437	>.5-NS
E	37	128	3.16	3.01	.636	>.5-NS
			Age Required to Dress Oneself Completely			
B	24	24	5.79	4.58	2.402	<.05-NS
E	38	128	5.45	4.92	2.152	<.05-O

TABLE 10

ANALYSIS OF VARIABLES RELATING TO DISCIPLINE:
AMOUNT OF DISAGREEMENT BETWEEN PARENTS REGARDING DISCIPLINE
CORPORAL PUNISHMENT VS. NO CORPORAL PUNISHMENT

Comparison	Dichotomy	S	NS	Chi Sq.	Probability
	Amount of Disagreement Between Parents Regarding Discipline				
B	Disagreement	13	10	.36	>.5-NS
	No Disagreement	9	12		
E	Disagreement	23	47	6.749	<.01-P
	No Disagreement	15	86		
	Corporal Punishment Vs. No Corporal Punishment				
B	Corp. punishment	6	6	0	1.0-NS
	No Corp. punishment	19	19		
E	Corp. punishment	11	34	.1542	>.6-NS
	No corp. punishment	27	98		

*O --in the opposite of the predicted direction
P --in the predicted direction
NS--not significant

2. Have you and your husband differed in your ideas about making (name) mind you?

C. Results: Table 10

1. There was a significant difference between the groups (E Comparison) in the direction of more disagreement about discipline between the parents of stutterers.

2. There was no difference between the groups with respect to the employment of corporal punishment.

Analysis of Variable Related to Supervision

A. Hypothesis: It was predicted that the mothers of stutterers, as compared with the mothers of non-stutterers, would expect to exert maximum supervision over their children for a longer period of time.

B. Question used to gather data:

Some mothers believe that for a child's own good they should know what he is doing most of the time and should supervise him until a certain age. What age would you say that should be?

C. Results: Table 11

There was a significant difference between the groups (B Comparison) in the predicted direction.

TABLE 11

ANALYSIS OF VARIABLE RELATED TO SUPERVISION:
AGE OF MINIMUM SUPERVISION
ANALYSIS OF VARIABLES RELATED TO INDEPENDENCE TRAINING:
LEAVING A THREE-YEAR-OLD WITH A GOOD SITTER TWO AFTERNOONS A WEEK
ALLOWING A CHILD TO BE ON HIS OWN AS EARLY AS POSSIBLE

Age of Minimum Supervision

Comparison	S	NS	Means S	Means NS	T	*Probability
B	24	24	15.4	10.85	3.391	<.01-P
E	37	120	14.85	12.29	.254	>.5-NS

Analysis of Variables Related to Independence Training

Age of Minimum Supervision (see results above)

Leaving a Three-Year-Old with a Good Sitter Two Afternoons a Week

Comparison	Dichotomy	S	NS	Chi Sq.	Probability
A	Agree	5	4	Exact Test	.501-NS
	Disagree	20	21		
D	Agree	6	28	.7628	>.3-NS
	Disagree	32	87		

Allowing a Child to Be on His Own As Early As Possible

A	Agree	10	5	1.82	>.1- NS
	Disagree	8	13		
D	Agree	13	50	.00435	>.95-NS
	Disagree	18	66		

*P --in the predicted direction
NS--not significant

Analysis of Variables Related to Independence Training

A. Hypothesis: It was predicted that with respect to independence training, the mothers of stutterers, as compared with the mothers of non-stutterers would train their children to assume independence at a later age.

B. Questions used to gather data:

1. Some mothers believe that for a child's own good they should know what he is doing most of the time and should supervise him until a certain age. What age would you say that should be?

2. Suppose a mother has a very good woman who will stay with her three-year-old boy two afternoons a week while she goes shopping and visiting. She decides not to do this because she feels that three-year-olds are too young to be away from their mothers so often. How would you feel about this? Agreement with the mother would be said to favor the hypothesis.

3. We hear a lot these days about different ways to bring up children. Some people think children should be out on their own as early as possible to work out their own problems. Do you agree or disagree? Disagreement would be said to favor the hypothesis.

C. Results: Table 11

1. There was a significant difference between the groups (supervision variable, B Comparison) in the predicted direction.

Analysis of Variables Relating to the Differentiating of Male and Female Roles

A. Hypothesis: It was predicted that the mothers of stutterers as compared with the mothers of non-stutterers would differentiate male and female roles more.

B. Questions used to gather data:

1. Here are some things that might be done by a boy or girl. Suppose the person were about thirteen years old. As I read each of these to you I want you to tell me if it should be done as a regular task by a boy, by a girl or by both.

   a. Shoveling walks.

   b. Washing the car.

   c. Dusting furniture.

   d. Fixing light cords.

   e. Making beds.

2. Here are some things that might be done by a husband or a wife. As I read each of these to you, I would like you to tell me if, in your home, it is usually done by you, by your husband, or both of you: (IF NOT DONE BY EITHER) If it were done by one of you which would it be?

   a. Painting rooms in the house.

   b. Getting up at night to take care of the children if they cry.

   c. Deciding where to go for a holiday or celebration.

   d. Punishing the children if necessary.

   e. Picking out expensive things like a car.

   f. Washing dishes.

C. Results: Tables 12 and 13

There was a significant difference between the groups (three comparisons out of 10 for children's tasks and one comparison out of twelve for adult's tasks) in the predicted direction.

TABLE 12

ANALYSIS OF VARIABLES RELATED TO THE DIFFERENTIATION OF MALE AND FEMALE ROLES:
SHOVELING WALKS (CHILD)
WASHING THE CAR (CHILD)
DUSTING THE FURNITURE (CHILD)
FIXING THE LIGHT CORDS (CHILD)
MAKING BEDS (CHILD)

Comparison	Dichotomy	Stutterer	Non-Stutterer	Chi Sq.	*Probability
	Shoveling Walks (Child)				
A	Boys	21	15	2.48	>.1-NS
	Girls, both, neither	4	10		
D	Boys	28	85	.002	>.95-NS
	Girls, both, neither	10	31		
	Washing the Car (Child)				
A	Boys	22	8	14.08	<.001-P
	Girls, both, neither	3	17		
D	Boys	27	67	2.57	>.1-NS
	Girls, both, neither	10	48		
	Dusting the Furniture (Child)				
A	Girls	17	12	1.31	>.2-NS
	Boys, both, neither	8	13		
D	Girls	27	73	.83	>.3-NS
	Boys, both, neither	10	43		
	Fixing Light Cords (Child)				
A	Boys	19	8	8.05	<.01-P
	Girls, both, neither	6	17		
D	Boys	28	54	8.46	<.01-P
	Girls, both, neither	10	62		
	Making Beds (Child)				
A	Girls	9	11	.08	>.5-NS
	Boys, both, neither	16	14		
D	Girls	12	57	3.57	>.05-NS
	Boys, both, neither	26	59		

*P --in the predicted direction
NS--not significant

TABLE 13

ANALYSIS OF VARIABLES RELATED TO THE DIFFERENTIATION OF MALE AND FEMALE ROLES (Continued):
PAINTING ROOMS IN THE HOUSE (PARENTS)
GETTING UP AT NIGHT TO TAKE CARE OF THE CHILDREN IF THEY CRY (PARENTS)
DECIDING WHERE TO GO FOR A HOLIDAY OR CELEBRATION (PARENTS)
PUNISHING THE CHILDREN IF NECESSARY (PARENTS)
PICKING OUT EXPENSIVE THINGS SUCH AS A CAR (PARENTS)
WASHING DISHES (PARENTS)

Comparison	Dichotomy	Stutterer	Non-Stutterer	Chi Sq.	*Probability
	Painting Rooms in the House (Parents)				
A	Husbands	11	10	.099	>.99-NS
	Wives, both, neither	14	15		
D	Husbands	17	50	.03	>.8-NS
	Wives, both, neither	21	66		
	Getting Up at Night to Take Care of the Children If They Cry (Parents)				
A	Wives	11	14	.32	>.5-NS
	Husbands,both,neither	14	11		
D	Wives	20	70	.7	>.3-NS
	Husbands,both,neither	18	46		
	Deciding Where to Go for a Holiday or Celebration (Parents)				
A	Husbands	5	3	Exact Test	>.7-NS
	Wives, both, neither	20	22		
D	Husbands	5	11	Exact Test	>.8149-NS
	Wives, both, neither	33	103		
	Punishing the Children If Necessary (Parents)				
A	Wives	10	5	1.52	>.2-NS
	Husbands,both,neither	15	20		
D	Wives	16	26	5.45	<.02-P
	Husbands,both,neither	22	89		
	Picking Out Expensive Things Such As a Car (Parents)				
A	Husbands	8	3	1.12	>.2-NS
	Wives, both, neither	17	22		
D	Husbands	8	12	2.83	>.05-NS
	Wives, both, neither	30	103		
	Washing Dishes (Parents)				
A	Wives	15	18	.35	>.5-NS
	Husbands,both,neither	10	7		
D	Wives	26	83	.2	>.5-NS
	Husbands,both,neither	12	32		

*P --in the predicted direction
NS--not significant

TABLE 14

ANALYSIS OF VARIABLES RELATED TO EMPATHY:
HANDLING OF A CRYING CHILD
FEELINGS OF MOTHER WHEN CHILD HAS MISINFORMED HER
FEELINGS OF MOTHER IF CHILD HAS GONE AND SHE IS UNABLE TO SEE IT

Comparison	Dichotomy	Stutterer	Non-Stutterer	Chi Sq.	*Probability
	Handling of a Crying Child				
A	No action	17	13	.75	>.3-NS
	Action	8	12		
D	No action	25	46	6.635	<.01-P
	Action	13	69		
	Feelings of Mother When Child Has Misinformed Her				
A	Positive	14	15	0	>.99-NS
	Other Categories	11	10		
D	Positive	21	62	.0048	>.9-NS
	Other Categories	16	46		
	Feelings of Mother If Child Has Gone and She Is Unable to See It				
A	Personal	21	23	Exact Test	.3333-NS
	Institutional orientation	4	2		
D	Personal	5	9	Exact Test	.8810-NS
	Institutional orientation	33	106		

*P --in the predicted direction
NS--not significant

Analysis of Variables Relating to Empathy

A. Hypothesis: It was predicted that the mothers of stutterers, as compared with the mothers of non-stutterers, would be less likely to individualize their children and empathize with them.

B. Questions used to gather data:

1. Mothers have different ways of handling a crying baby of five months. Suppose that you were busy preparing the family dinner and the baby was cranky and crying--if you thought nothing was wrong with him and he only wanted attention, what would you do? Action toward the child negated the hypothesis.

2. Suppose later in life (name) leaves home to earn his own living, and lets you think that he is succeeding very well. But when you go to visit him you find that he has really been having a very hard time. How would you feel?

   The answers to this question were dichotomized in the following manner: items in the positive-affect category were opposed to items in the other categories. Items in the other categories would favor the hypothesis.

3. What difference do you think it would make when you were older and (name) has grown up if you weren't able to see him?

   The answers to this question were dichotomized in the following manner: the items in the personal category were opposed to those under institutional orientation. Items relating to the latter would favor the hypothesis.

C. Results: Table 14 and Codes 2 and 3

There was a significant difference between the groups (1/6 comparisons) in the predicted direction.

CODE 2

CODE FOR QUESTION 30

(FEELINGS OF MOTHER WHEN CHILD HAS MISINFORMED HER)

Question 30: Suppose, later in life (name) leaves home to earn his own living and lets you think he is succeeding very well. But, when you go to visit him you find he has really been having a very hard time. How would you feel?

Affect indicated in answer

Positive affect to child (concern entirely with plight of child

1. Would feel very bad or very sorry for the child.
2. Would feel bad or sorry for the child (fairly sympathetic).
3. Would feel proud of the child.
4. Would feel bad (whether for self or child N.A.).

Negative affect to situation or child

5. Mother reacts to disappointment in child or to situation rather than to plight of child. She may express hurt or shock because child didn't tell her. She may be critical of child--shows more concern for self rather than child.

Ambivalent feelings

6. Evidence of both positive (Codes 1-4) and Negative (Code 5) affect. Mentions both feeling bad for child and being hurt, shocked, etc. because of deception.

-. N.A. (not ascertained.)

Self-recrimination

7. Mother feels she is a failure, didn't do a good job (use only if can't code 1-6).

8. Feel proud of him and bad for him.

9. It's life and it's good for him.

&. It's life and must be accepted.

CODE 3

CODE FOR QUESTION 34

(FEELINGS OF MOTHER IF CHILD IS GONE AND SHE IS UNABLE TO SEE IT)

Question 34: What difference do you think it would make when you are older and (name) has grown up if you weren't able to see him?

Personal Feelings of Mother

11. Feel very bad.
12. Feel bad.
13. Would feel lonely.
14. Would feel anxious.

15. Would want to see child (give priority to other codes).
16. Would want to know what child is doing (give priority to other codes).
17. Mother would feel some concern (it would make a difference.
18. Mother would adjust to the situation.
19. Mother would adjust to the situation, if she could write.
21. Mother would adjust to the situation, if child is all right.
22. It wouldn't make much difference.
23. It would make a lot of difference--causes a lot of concern.

Results: Institutional Orientation

31. It would break close ties of family--hurt family unit.
32. Mother will miss her role, be lost, don't know what to do.
33. Mother accepts separation as institutionally necessary; the child grows up, he must go on his own, etc.

Personal Feelings of Child

41. Child would miss mother.

---

00. No second response
--. N.A. (not ascertained)

CHAPTER V

DISCUSSION

The results of this study suggest that children who stutter are reared under a different regimen than children who don't stutter. Specifically, this difference lies in the areas of feeding, toilet training, supervision, discipline, differentiation of male and female roles, cleanliness and neatness, and empathy toward the child. The discussion which follows will deal with these variables of child training. However, before proceeding with this discussion, it should be noted that the significant results, with four exceptions, came from the comparison of those groups which were not controlled against possible bias due to rank in the family, one or both of the natural parents missing, and place of birth (in the closely matched groups only the parents whose children were born and raised north of the Mason-Dixon line were compared). A summary of results will be found in Tables 15 and 16.

Feeding

The significant result in this area was that the parents of stutterers tended to feed their children according to a schedule. Most writings on child care are in agree-

ment as to the importance of a satisfying feeding experience for the subsequent well-being of the child. Brody (8) quotes Spock and Huschka on the value of demand feeding in promoting security and "ultimate acceptance of frustration." Here, then, we have in the early life of the stutterer the first suggestion of that imperviousness to the child's needs which was referred to often in the writings reviewed in the first chapter.

Toilet Training

The first results were in disagreement with the psychoanalytic point of view as presented by Fenichel (22) and the clinical evidence offered by Despert (16, 17), Pearson (41) and Spring (52). The results agreed with the research of Moncur (39) and Darley (13). However, since the probability with respect to beginning of bowel training was so close to being significant, it was decided to do an interclass analysis. This showed that only the working class mothers of stutterers began bowel training earlier. This might explain why Moncur (39) and Darley (13) had the results they did. Moncur's (39) group contained both working and middle class and 4/5 of Darley's (13) group came from the middle class.

This new finding supports, in part, the views of the psychoanalytic school (22). It suggests also that different child training antecedents for stuttering are provided by different social classes.

Cleanliness and Neatness

The results here went significantly in the opposite of the predicted direction. The literature had suggested that the parents of stutterers would be more concerned with cleanliness and neatness than other parents. This finding, however, could be due to the fact that the variables used might not have measured cleanliness and neatness but another variable, namely independence. On the other hand, it could well be the expression of a kind of inconsistency in this area. Only further and more extensive exploration of this area can resolve this question.

Supervision

The prediction in this area was that the mothers of stutterers, as opposed to the mothers of non-stutterers, would expect to exert maximum supervision over their children for a longer period of time. The result from the comparison of the smaller groups went significantly in the predicted direction. The finding gives some support to the view of Despert (16, 17), Glasner (26, 27) and Rotter (43) concerning the over-solicitous and over-protective regimen of mothers of stutterers.

Independence

The prediction was that the mothers of stutterers

would train their children to assume independence at a later age. The same variable considered with respect to the supervision hypothesis was also considered here in addition to two other variables. Only the findings relative to supervision favored this hypothesis. This supported the views of Despert (16, 17) who felt that the mothers of stutterers inhibited the child's growing independence.

Discipline

The results showed no difference between the groups with respect to the employment of corporal punishment. This contradicted the findings of Moncur (39) who approached this dimension in a different way. The results, however, did show a significant difference between the groups in the direction of more disagreement between the parents of stutterers with respect to discipline.

Differentiation of Male and Female Roles

There was a significant difference between the groups (4/22 comparisons) in support of this hypothesis. This was in disagreement with the results of the study by Follette (24)

which showed no difference between the groups he studied with respect to attitudes toward male and female roles.

A further analysis was made of the variable which showed the most significant difference, namely the one involving the task of fixing light cords. The analysis was made to determine how many of the parents felt that a child of 13 should not perform this task. The results from the comparison of the small groups gave a probability between 10 and 20 per cent in the direction of the mothers of stutterers feeling that a child of 13 was old enough to perform this task. The results from the comparison of the larger groups went in the same direction but this time the probability was more significant at less than 1 per cent. Schuell (44) has suggested that the male child who develops at a slower rate than the female child is subjected to more unequal competition, particularly in language situations, and consequently is more liable to develop stuttering symptoms. The result of the above analysis further suggests that the male child who stutters has been subjected to more unequal competition than his non-stuttering counterpart in having been expected to do "adult" tasks at an earlier age.

Empathy

The results here were significantly (1/6 comparisons) in favor of the hypothesis. This is in agreement with much of the literature reviewed.

Relevance of This Study for Speech Pathology

Ainsworth (1) has suggested that:

> Theories of stuttering may be brought together under three headings, the combination of which provides the most satisfactory understanding of stuttering in the light of present day theories.

One of these headings has to do with understanding the development of stuttering. Inasmuch as this study has shown that differences in child training were found in the lives of stutterers, then the relevance of this study lies in it's pointing to child training experiences as having a possible causal relationship to the development of stuttering. It is not possible at this time to evaluate the role of the child training variables considered here in relation to the development of stuttering. This is because this study did not consider other important areas of child rearing mentioned in the literature on stuttering and child behavior such as sex training, aggression training and so forth. Neither did it fully explore the areas considered by this study. Also, ideally, to determine a causal relationship between certain kinds of child rearing and the behaviors presumably produced by them, there should be measures of mother and child behavior and these should be entirely independent of one another (42A). Moreover, the relationship should be able to be explained in terms of a theory of learning.

In addition to showing the value of studying child training in relation to stuttering, this study also suggested

that different social classes provided different child training antecedents for stuttering. It also suggested that one possible reason for the greater incidence of stuttering among males was that they are expected to be able to perform relatively adult tasks at a relatively early age.

An examination of the significant findings shows that some of them, e.g., those in the areas of feeding, toilet training, and empathy related to very early periods in the child's life, that is, before the age of three which Johnson (34) believes to be the peak age for the beginnings of stuttering. This suggests that these child training areas had more relevance for the precipitation of stuttering while the other significant findings in the areas of discipline and supervision had more relevance for the maintenance of stuttering.

Relevance of This Study for Speech Correction

The findings of this study indicate that the perceptions of mothers of stutterers differ from other mothers with regard to certain aspects of child training and that these differences probably contribute to the development and maintenance of stuttering. This means that a more effective therapy for stutterers, particularly young stutterers, would result if the mothers were systematically included in therapy for the purposes of re-orienting them in the light of our best knowledge of child development, and in particular, speech development.

In a group of mothers of stutterers there will be many who are anxious and bewildered with regard to their children's speech problems and other areas of child rearing. The speech therapist, in dealing with such a group of mothers, should possess the necessary knowledge and skills. This knowledge should include information about normal and abnormal behavior. The skills should include a demonstrated ability to employ this knowledge in working with mothers and children. The speech therapist should also know what his role is, to recognize where his role ends and that of the psychotherapist or other specialist begins. It should be emphasized that speech therapists cannot be expected to be trained to become qualified psychotherapists. They should, however, be introduced to the principles of psychotherapy and urged to ascertain local resources where skilled professional service in this area can be obtained.

TABLE 15

SUMMARY OF SIGNIFICANT FINDINGS

Comparison	Sociological Variables	Chi Sq.	P
F	Total Family Income	6.56	<.02
F	Age of Mother	11.43	<.01
C	Age of Father	9.82	<.01
F	Age of Father	14.07	<.01
F	Length of Residence in Detroit M.A. (Father)	7.10	<.01
C	Length of Residence in Detroit M.A. (Mother)	6.65	<.01
F	Length of Residence in Detroit M.A. (Mother	9.46	<.01
F	Length of Residence in Present Dwelling Unit	5.63	<.05
	Child Training Variables		
D	Demand vs. Schedule Feeding	4.64	<.05
	Working Class vs. Working Class (Beginning of Bowel Training)	4.62	<.05
E	Age Required to Put Away Own Clothes	2.35	<.01
B	Age Required to Dress Oneself Completely	2.40	<.05
E	Age Required to Dress Oneself Completely	2.15	<.05
E	Amount of Disagreement Between Parents Regarding Discipline	6.75	<.01
B	Age of Minimum Supervision	3.39	<.01
A	Washing the Car (Child)	14.08	<.001
A	Fixing Light Cords (Child)	8.05	<.01
D	Fixing Light Cords (Child)	8.46	<.01
D	Punishing the Children If Necessary (Parents)	5.45	<.02
D	Handling a Crying Child	6.64	<.01

TABLE 16

SUMMARY OF NON-SIGNIFICANT FINDINGS

Comparison	Sociological Variables	t or Chi Sq.	P
F	Working Class vs. Middle Class	.04	>.5
F	Upper Working Class vs. Lower Working Class	3.25	>.05
F	Lower Middle Class vs. Upper Middle Class	.06	>.5
C	Education of Father	.3565	>.5
F	Education of Father	.77	>.3
C	Education of Mother	2.08	>.1
F	Education of Father	2.27	>.1
C	Total Family Income	1.52	>.2
	Size of Family	.59	>.5
C	Age of Mother	3.06	>.05
C	Length of Residence in Present Dwelling Unit	2.03	>.1
C	Length of Residence in Detroit M.A. (Father)	Exact Test	.122
C	Birth Place of Mother	Exact Test	1.0
F	Birth Place of Mother	Exact Test	.68
C	Birth Place of Father	Exact Test	.06
F	Birth Place of Father	Exact Test	.09
F	Frequency of Church Attendance	4.48	>.2
	Child Training Variables		
A	Time of Weaning	.3	>.5
D	Time of Weaning	.12	>.5
A	Breast vs. Bottle Feeding	.731	>.3
D	Breast vs. Bottle Feeding	.310	>.5
A	Demand vs. Schedule Feeding	.357	>.5
B	Beginning of Bowel Training	.1008	>.7
E	Beginning of Bowel Training	3.33	>.05
B	Beginning of Bladder Training	1.68	>.1
E	Beginning of Bladder Training	2.23	>.1
B	Ending of Bowel Training	.0	>.99
E	Ending of Bowel Training	.41	>.5

TABLE 16
(Continued)

Comparison	Child Training Variables	t or Chi Sq.	P
B	Ending of Bladder Training	1.24	>.2
E	Ending of Bladder Training	2.26	>.1
B	Mild vs. Harsh Discipline in Toilet Training	3.33	>.05
E	Mild vs. Harsh Discipline in Toilet Training	1.33	>.2
	Middle Class vs. Middle Class (Beginning of bowel training)	.011	>.9
	Working Class vs. Working Class (Beginning of bladder training)	2.54	>.1
	Middle Class vs. Middle Class (Beginning of bladder training)	.009	>.9
	Working Class vs. Working Class (Ending of bowel training)	.033	>.7
	Middle Class vs. Middle Class (Ending of bowel training)	.12	>.7
	Working Class vs. Working Class (Ending of bladder training)	.68	>.3
	Middle Class vs. Middle Class (Ending of bladder training)	1.73	>.1
B	Age Required to Pick Up Toys	.437	>.5
E	Age Required to Pick Up Toys	.636	>.5
B	Amount of Disagreement Between Parents Regarding Discipline	.36	>.5
B	Corporal Punishment vs. No Corporal Punishment	.0	1.0
E	Age of Minimum Supervision	.254	>.5
E	Corporal Punishment vs. No Corporal Punishment	.1542	>.6
A	Leaving a Three-Year-Old With a Good Sitter Two Afternoons a Week	Exact Test	.501
D	Leaving a Three-Year-Old With a Good Sitter Two Afternoons a Week	.7628	>.3
A	Allowing a Child to Be on His Own As Early As Possible	1.82	>.1
D	Allowing a Child to Be on His Own As Early As Possible	.00435	>.95

TABLE 16
(Continued)

Comparison	Child Training Variables	t or Chi. Sq.	P
A	Shoveling Walks (Child)	2.48	>.1
D	Shoveling Walks (Child)	.002	>.95
D	Washing the Car (Child)	2.57	>.1
A	Dusting the Furniture (Child)	1.31	>.2
D	Dusting the Furniture (Child)	.83	>.3
A	Making Beds (Child)	.08	>.5
D	Making Beds (Child)	3.57	>.05
A	Painting Rooms in the House (Parents)	.099	>.99
D	Painting Rooms in the House (Parents)	.03	>.8
A	Getting Up at Night to Take Care of the Children If They Cry (Parents)	.32	>.5
D	Getting Up at Night to Take Care of the Children If They Cry (Parents)	.7	>.3
A	Deciding Where to Go for a Holiday or Celebration (Parents)	Exact Test	.7
D	Deciding Where to Go for a Holiday or Celebration (Parents)	Exact Test	.8149
A	Punishing the Children If Necessary (Parents)	1.52	>.2
A	Picking Out Expensive Things Such As a Car (Parents)	1.12	>.2
D	Picking Out Expensive Things Such As a Car (Parents)	2.83	>.05
A	Washing Dishes (Parents)	.35	>.2
D	Washing Dishes (Parents)	.2	>.5
A	Handling of a Crying Child	.75	>.3
A	Feelings of Mother When Child Has Misinformed Her	0	>.99
D	Feelings of Mother When Child Has Misinformed Her	.0048	>.9
A	Feelings of Mother If Child Has Gone and She Is Unable to See It	Exact Test	.3333
D	Feelings of Mother If Child Has Gone and She Is Unable to See It	Exact Test	.8810

CHAPTER VI

SUMMARY AND CONCLUSIONS

This study was concerned with the relationship between certain child training variables and the occurrence of stuttering. To this end, two groups of white mothers of white male stutterers were compared with two groups of white mothers of white male non-stutterers using a modified version of the 1953 Detroit Area Study Interview. The data regarding the two groups of white mothers of white male non-stutterers were obtained from the files of the 1953 Detroit Area Study. The data for the two groups of white mothers of white male stutterers were obtained by the author and another trained interviewer.

Using a 5 per cent level of significance as the limit of acceptance of a result as significant, it was found that the white mothers of white male stutterers differed significantly from white mothers of white male non-stutterers in that they:

1. fed their children according to a schedule.
2. were less concerned with cleanliness and neatness in their children.
3. expected to exert maximum supervision over their children for a longer period of time.

4. differentiated male and female roles more with respect to the roles expected of their children.
5. disagreed more with their husbands as to means of obtaining obedience from their children.
6. were less liable to individualize their children and empathize with them.

A result of an interclass analysis showed that only the white working class mothers of white male stutterers, as opposed to the white working class mothers of white male non-stutterers, began bowel training earlier.

The conclusions reached by this study are:

1. Child training practices by white mothers in the areas of feeding, discipline, supervision and differentiation of sex roles are related to the occurrence of stuttering in white male children.
2. The white mothers of white male stutterers, as opposed to the white mothers of white male non-stutterers, empathize less with their children and this is related to the occurrence of stuttering in white male children.
3. The white working class differs from the white middle class in providing different child training antecedents for stuttering in white male children.

APPENDIX A

1. Census data used to obtain subjective social class

Q. 27: A large city like Detroit is made up of various kinds of groups--Many people say that a big city is made up of class groups. If you had to place yourself in one of these groups, would you say that you are in the ---?

Middle Class
Working Class
Upper Class
Lower Class

(If "Middle" or "Working") 27a. Would you say that you are in the upper half or the lower half of this class?
Upper half----
Lower half----

2. Questions used from A interview

Q. 3: Mothers have different ways of handling a crying child of five months. Suppose that you were busy preparing the family dinner and the baby was cranky and crying--if you thought nothing was wrong with him, and he only wanted attention what would you do?

Q. 4: Now, some questions about feeding. Was (name) breast-fed at any time?

(If breast fed at any time) Q. 5: We'd like to know (name's) age at different times when you made changes in feeding.

5a. When he stopped breast feeding as the main way of feeding at meal time?
5b. When he started feeding from a bottle?
5c. When he gave up using the bottle entirely?

5d. When he gave up breast feeding entirely?

5e. Did you feed him at special times when he was a baby, or when he seemed to want to eat?

(If bottle fed) Q. 6: We'd like to know (name's) age at different times when you made changes in feeding?

6a. When he stopped nursing from a bottle as the main way of feeding at meal times?

6b. When he gave up using the bottle entirely?

6c. Did you feed him at regular times when he was a baby, or when he seemed to want to eat?

Q. 9: Suppose a mother has a very good woman who will stay with her 3-year old boy two afternoons a week while she goes shopping and visiting. She decides not to do this because she feels 3-year-olds are too young to be away from their mothers so often. How do you feel about this?

Q. 10: We hear a lot these days about different ways to bring up children. Some people think children should be on their own as early as possible to work out their own problems. Do you agree or disagree?

Q. 11: Here are some things that might be done by a boy or girl. Suppose the person were about 13 years old. As I read each of these to you, I would like you to tell me if it should be done as a regular task by a boy, by a girl, or by both.

11a. Shoveling walks.
11b. Washing the car.
11c. Dusting furniture.
11d. Fixing light cords.
11e. Making beds.

Q. 35: Here are some things that might be done by a husband or wife. As I read each of these to you, I would like you to tell me if, in your home, it is usually done by you, by your husband, or by both of you?

(IF NOT DONE BY EITHER) 35' If it were done by one of you, which would it be?

35a. Painting rooms in the house
35b. Getting up at night to take care of the children if they cry.
35c. Deciding where to go for a holiday or celebration.
35d. Punishing the children if necessary.
35e. Picking out more expensive things such as furniture or a car.
35f. Washing dishes.

Q. 40: Now, thinking of the 3 people you feel closest to and like the best, either friends or relatives, apart from your family living here with you--do you think these 3 friends were for Eisenhower, or for Stevenson? (Get preference for each friend if they differ.)

Q. 41: Thinking of these friends, what kinds of jobs do the husbands in the families of each of these friends have?

Q. 30: Suppose, later in life (name) leaves home to earn his own living, and lets you think that he is succeeding very well. But, when you go to visit him you find he has really been having a very hard time. How would you feel?

Q. 34: What difference do you think it would make when you are older and (name) has grown up if you weren't able to see him?

3. Questions from B interview

Q. 13: Here are some tasks that some people require of their children. Which of these did you or would you require of (child's name) and by what age?

13a. Putting away his clothes.
13b. Picking up his toys.
13d. Dressing himself completely.

Q. 14: Now, let's talk about some other problems of early training. How old in months was he when you began bowel training?

Q. 15: What did you do when (name) didn't want to get on the toilet, or was unco-operative and wanted to get off the toilet?

Q. 17: How old was your child when you began to train him not to wet himself?

Q. 18: How old was he when he completely stopped wetting himself during the night?

Q. 20: Now, please think about that same time when (name) will be (was) ten years old. He has just done something that you feel is very wrong, something you have warned him against ever doing. What would you do at such times?

Q. 22: Some mothers believe that for a child's own good they should know what he is doing most of the time and should supervise him until a certain age. What age would you say that should be?

Q. 23: Have you and your husband differed in your ideas about making (name) mind you?

APPENDIX B

Criteria for Classification of Objective Social Class

1.	Upper Middle Class	0--Professional, technical and kindred workers. 2--Managers, officials & proprietors.
2.	Lower Middle Class	3--Clerical and Kindred workers. 4--Sales workers.
3.	Upper Working Class	5--Craftsmen, foremen & kindred workers.
4.	Lower Working Class	6--Operators & kindred workers. 7--Service workers. 9--Laborers.

Changes Made in the Above Guided by Prestige of Occupation and Income of Individual

1. From group 0: teachers, nurses, draftsmen, lab technicians, non-college engineers and accountants were put into the lower middle class.

2. From group 2: Managers, officials, and proprietors: All owners of small businesses with incomes of less than 10,000 and 5 employees or less, managers of small offices who were not in executive positions were put in the lower middle class.

3. From group 7: service workers: City firemen, policemen, investigators and sheriffs were put into lower middle class.

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