

CHILDREN'S PERCEPTIONS
OF THEIR MOTHER'S ATTITUDES
TOWARDS THEIR DEPENDENT AND
AGGRESSIVE BEHAVIOR

ANN E. JONES

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THESIS



ABSTRACT

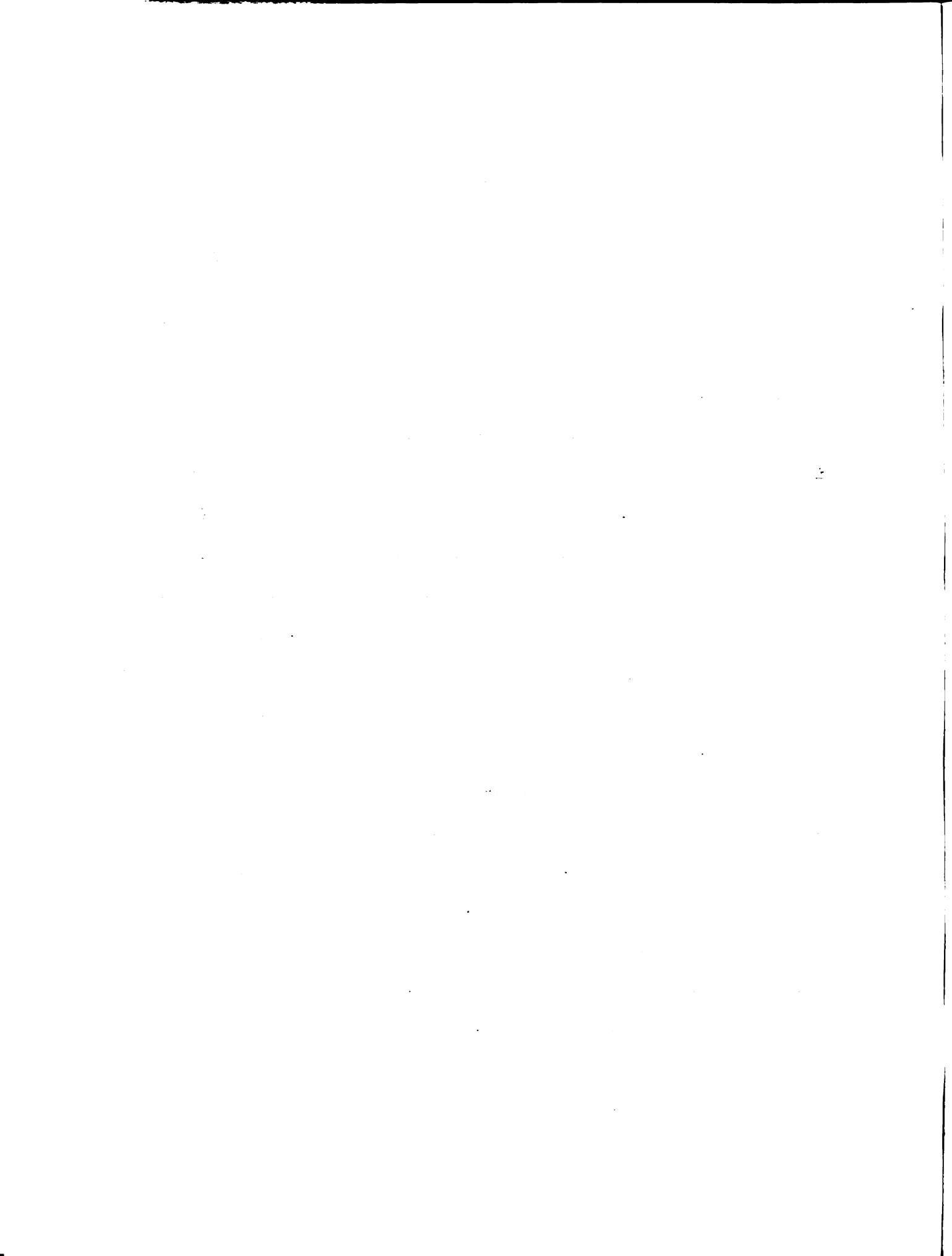
Children's Perceptions of their Mothers' Attitudes Towards their Dependent and Aggressive Behavior

by Ann Elizabeth Jones

This study dealt with two aspects of the socialization process, dependency and aggression, viewed in the context of the parent-child relationship. Findings of previous research have indicated that a clearer understanding of the parent-child relationship should be examined in the light of the child's perception as well as the parents' perception of that relationship. The two hypotheses for this study were: (1) A child will perceive his mother's attitudes towards his dependent and aggressive behaviors as being predominately permissive or predominately restrictive. The expected relationship is a 3:1 ratio. (2) A child's perception of his relationship with his mother positively correlates with the mother's reported attitudes towards dependent and aggressive behaviors in her child.

A random sample of forty four-year-old nursery school children and their mothers was selected from the two Michigan State University laboratory nursery schools. Twenty children were selected from each nursery school in an equal sex ratio.

To ascertain the children's perceptions of their mother's attitudes, a fantasy doll play technique was employed. The Ss were required to finish eight incomplete story roots. Four of the stories dealt with the dependency dimension and four dealt with the aggression dimensions of the socialization process. To ascertain the mothers' attitudes towards dependent



and aggressive behavior in their children, the Sears Parent Attitude Scale was employed. This attitude scale incorporated four smaller scales; three dealt with the aggression dimensions and one dealt with the dependency dimension. The children's stories were rated by a panel of four judges according to a criteria for a restrictiveness-permissiveness continuum. Frequency distribution curves were drawn comparing the Ss' scores for the dependency and aggression dimensions. Distribution curves were also drawn comparing the boys' scores with the girls'.

The children's scores for each dimension were then correlated with each of the mothers' scores on the Sears' Parent Attitude Scale.

The results supporting Hypothesis 1 indicated that children do perceive their mothers' attitudes towards their dependent and aggressive behavior as being predominately permissive or predominately restrictive. Analysis of the data relating to Hypothesis 2 indicated that there is little or no agreement between the childrens' perceptions of their mothers' attitudes and their mothers' expressed attitudes towards dependent and aggressive behavior.

This study has found that there is little relationship between the mother's expressed attitudes towards various aspects of the child's behavior and the child's perception of the mother's attitudes. This would indicate that there is much research needed in the area of children's perceptions towards other aspects of the socialization process, perhaps using other data collection instruments.

Children's Perceptions
of Their Mother's Attitudes
Towards Their Dependent and Aggressive Behavior

By
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TABLE OF CONTENTS

<u>Chapter</u>	<u>Page</u>
I. INTRODUCTION.....	1
Socialization and Identification as a Function of Child Rearing Practices.....	2
II. REVIEW OF LITERATURE.....	6
Studies Relating to Children's Perceptions of Various Characteristics of Their Parents.....	9
III. METHODS AND PROCEDURES.....	16
Selection and Description of the Sample.....	16
Assumptions and Hypotheses.....	17
Selection of Instruments.....	21
Description of the Sears Parent Attitude Scale.....	22
Description of the Fantasy Doll Play Technique.....	24
Rationale for Using the Doll Play Technique.....	26
Procedure Used with the Doll Play Protocols.....	28
Frequency Distribution.....	28
Chi Square.....	29
Interjudge Reliability.....	29
Correlation Coefficient.....	30
T-Test.....	30
Correlation of the Dimensions of the Doll Play Proto- cols with the Separate Scales of the Sears Parent Attitude Scale.....	30
IV. PRESENTATION AND DISCUSSION OF RESULTS.....	32
Interjudge Reliability on the Doll Play Protocols.....	32
Correlations of Doll Play Dimensions.....	34
T-Test of Doll Play Dimensions.....	34
Chi Square.....	40
Frequency Distribution of Children's Scores Relating to the Aggression Dimension.....	40
Significance of Difference Between Scores of Boys and Girls for the Aggression Dimension.....	40
Frequency Distribution of Children's Scores Relating to the Dependency Dimension.....	42
Significance of Difference Between Scores of Boys and Girls for the Dependency Dimension.....	42

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Correlations of Parent Attitude Scale Dimensions with Doll Play Dimensions.....	44
Relation of Present Study to the Literature and Implications of the Research.....	46
Suggestions for Further Research.....	48
V. SUMMARY AND CONCLUSIONS.....	51
APPENDIX.....	54
Sears Parent Attitude Scale.....	54
Sample Interviews of Children.....	72
BIBLIOGRAPHY.....	94

.....

.....

.....

.....

.....

.....

.....

.....

LIST OF TABLES

<u>Table</u>		<u>Page</u>
1	Percentage of Parents Born from 1910 to 1950.....	18
2	Educational Status of Mothers.....	19
3	Marital Status of Mothers.....	20
4	Comparison of Split Half Reliabilities of Scales Obtained by Sears <u>et al</u> with Reliabilities Obtained in the Present Study.....	23
5	Correlations of Children's Dimensions.....	36
6	T-Test of Children's Dimensions.....	37
7	Percentage of Boys and Girls Perceiving Their Mothers as Permissive or Restrictive for Aggression and Dependency.....	39a
8	Correlation of Each Children's Dimension With Each Part of the Parent Attitude Scale (28 Correlations).....	45

.....

.....

.....

.....

.....

.....

.....

.....

LIST OF ILLUSTRATIONS

<u>Figure</u>		<u>Page</u>
1	Interjudge Reliability.....	33
2	Dimensions Investigated Using Doll Play Stories.....	35
3	Frequency Distribution of Aggression and Dependency Scores.....	39
4	Frequency Distribution of Aggression Scores.....	41
5	Frequency Distribution of Dependency Scores.....	43

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CHAPTER I

INTRODUCTION

Most human behaviorists agree that the way a child is treated by his parents or other significant adults greatly influences his behavior. Sears, Whiting, Nowlis and Sears, in their study, "Some Child Rearing Antecedents of Aggression and Dependency," observed that certain aspects of children's behavior had suggestive antecedents in the child's family history or present family constellation.¹ Similarly, Serot and Teewan stated that a basic tenet of developmental psychology is that the early familial environment of the child, especially the pervading attitude or emotional tone of the parent-child relationship, is a fundamental factor influencing the development of personality.² However, previous researchers have indicated that a clearer understanding of the parent-child relationship should be viewed in terms of the child's perception as well as the parent's perception of that relationship.

Any description of the socialization process implies that the child be perceptive of the behavior that is expected of him. The fact that the parent-child relationship is interpersonal means that it cannot simply be fathomed by looking at it from the point of view of one or the other of the individuals involved. According to Jersild, though

¹R. R. Sears, R. J. M. Whiting, V. Nowlis, and P. S. Sears, "Some Child Rearing Antecedents of Aggression and Dependency in Young Children," Genetic Psychological Monograph, XLVII (1953), p. 141.

²Naomi Serot and Richard Teewan, "Perception of the Parent-Child Relationship and Its Relation to Child Adjustment," Child Development (1961), p. 373.

parent behavior is an objective event in the real world, it affects the child's ego development only to the extent and in the form in which he perceives it. Hence, perceived parent behavior is, in reality, a more direct, relevant and proximate determinant of personality development than the actual stimulus content to which it refers.³ Similarly, Serot and Teewan indicated that much contemporary research has failed to take into account the fact that the child reacts to his perceptions of situations and not to the situation itself.⁴

The perception a child has of his parents reflects something in his own subjective experience and is not simply a mirror reflection of what his parents actually felt or did.⁵ It is important that research ascertain what differences exist in the perception of the child and that of the parent regarding their mutual relationship. Misconceptions of the parent-child relationship by either one can create unnecessary difficulties in that relationship. If parents understand how children view various behavioral expectations, then the parents can attempt to clarify their viewpoint; consequently, the child can conform more readily to parental demands.

Socialization and Identification As a Function of Child Rearing Practices

In a broad sense, this study deals with the process by which the individual acquires, from the wide range of behavior potentialities

³Arthur T. Jersild, Child Psychology, (Fifth Edition; Englewood Cliffs: Prentice Hall, Inc., 1963), p. 128.

⁴Serot and Teewan, Child Development, XXXII (1961), p. 374.

⁵Jersild, Fifth Edition, p. 145.

available to him at birth, behavior which is acceptable to his culture. It is necessary to focus on some theoretical suppositions describing the socialization process. The family serves as the child's chief communicant of cultural expectations. Since the child's first social learning occurs at home, his early experience with his family in general, and his mother in particular, are critical to his personality development. Much of the behavior a child learns as being appropriate, he acquires through a process of identification with others. There are a number of theories explaining the process of identification; however, for the purposes of this study, identification may be regarded as a learned drive or motive to behave like a significant adult. By identifying with his parents, a child acquires many of the characteristics and important ways of behaving, thinking, and feeling. Likewise, when a child identifies with his mother, he adopts her attitudes, values, standards of conduct and the quality of her actions.⁶ This identification, then, becomes an integral part of the parent-child relationship. Aspects of the identification process which are the focus of this study are dependency and aggression.

Dependency and aggression appear to be linked with the process of identification in the following ways. According to Sears, dependency, like identification, can be conceptualized as an acquired drive, which is learned by the child in response to the parent's influence. Human infants have a longer period of physical dependency than any other ani-

⁶Paul H. Mussen, The Psychological Development of the Child (Englewood Cliffs: Prentice Hall, Inc., 1963), p. 73.

mal; therefore, to satisfy his physical needs, the child has to rely on his mother. While the child is physically dependent on his mother, he soon develops an emotional dependency on his mother as well. This emotional dependency, exhibited by hugging, kissing and clinging, is looked upon by mothers as changeworthy. Sears writes, "The ultimate aim of the socialization process, as it relates to dependency, is for the child to be fond of his mother, rather than passionately attached to her, to be pleased by her attention but not incessantly demand it."⁷ Sears conceptualizes the mother-child relationship to be a dyad in which each has expectations of how the other should act. The nature of the child's behavior depends on what signals the mother will respond to. Likewise, the mother's responses depend on what behaviors the child exhibits.

Aggression is also conceptualized as an aspect of the socialization process. Aggressive behavior is defined as behavior which is intended to hurt or injure someone. Such behavior has two aspects. One is the fundamental emotional response of defense. The other is a learned response intended to hurt someone else. In the beginning, the child can only express diffuse rage to frustrating conditions. Soon, however, he learns that he can relieve a frustrating state of affairs by being aggressive and, can perhaps gain compliance with his demands at the same time.

The relationship between aggressive and dependent behavior can be conceptualized by a discussion of the drive systems which characterize motherhood. These are the drive to be nurturant and the drive to in-

⁷Robert R. Sears, Eleanor Maccoby and Harry Levin, Patterns of Child Rearing (White Plains: Row, Peterson and Company, 1957), p. 144.

flict pain. These drives of the mother provide the conditions under which the child learns the acquired drives of dependency and aggression. The child responds to these conditions in a dependent or aggressive way. His mother, by her behavior, provides rewards and punishments that either reinforce or extinguish the child's behavior. The nature of the child's behavior depends on the signals to which the mother will respond. The mother's response will in turn depend on the child's tempo, his demands, or his tendency to be responsive or unresponsive, as well as her own personality structure.

Dependent and aggressive behavior have similar developmental functions in that each is a response used by the child to control his environment. While aggressive behavior seems to be used by the child to get the mother to stop interfering in a situation, dependent behavior is used to get the mother to become involved in a situation.

In this introduction, the theoretical bases for the present study have been discussed. In view of the lack of attention previous researchers have given to the question of children's perceptions of their parent's attitudes toward their dependent and aggressive behavior, as will be elaborated in the following chapter, the need for such a study seems apparent.

CHAPTER II

REVIEW OF LITERATURE

Although a number of studies have been done relating dependency and aggression to child rearing practices, a search of the literature reveals that few of those studies emphasized the relationship between children's dependent or aggressive behavior and their perceptions of their parents' expectations for such types of behavior. Sears, Whiting, Nowlis and Sears found that the child rearing antecedents of dependency and aggression were quite similar as they influenced the expression of these kinds of behavior. Sears et al reasoned that a child cannot help but exhibit some degree of dependent and aggressive behavior, and that the strength of the learned drives would depend on the degree of punishment as well as the degree of nurturance. The major conclusions of the study were: 1) The kind and amount of frustration and punishment experienced by the child are major determinants of the properties of both dependency and aggression; 2) The causes of dependent behavior differ for boys and girls. Boys who are highly nurtured tend to be less dependent, while boys who are not highly nurtured tend to be more dependent. The converse is true for girls.

Although the Sears et al study did not deal with children's perceptions of their parent's attitude towards dependency and aggression per se, the writers indicated that the learning of dependent and aggressive behavior does involve the child's perceiving his parents' attitudes toward those behaviors. As a condition of learning, then, the child must react according to his perceptions of what behavior is expected of

him. From the results of this study, it can be inferred that the child's perception of his relationship with his parents was not necessarily congruent with his parents' perception of that relationship. Furthermore, on the basis of these data, it can be assumed that if parents and children knew each other's perceptions of their relationship, some discord between them could be avoided.

In another study of aggression, Meyer related the assertive behavior of children to parental behavior. She found that children who have little rapport with their parents exhibited assertive behavior with their peers. The results of this study are in agreement with those of the Sears et al -- that aggressive behavior is due to the amount of frustration the child receives from his parents.⁸ Neither of these studies deal with the children's perception of actual frustration. They deal only with assumed frustration manifested by overt behavior.

In the Sears, Maccoby and Levin's study, Patterns of Child Rearing, several sections were devoted to the causes of dependent and aggressive behavior. They found that a child is more likely to be non-aggressive if his parents hold the value that aggression is undesirable and should not occur. Moreover, he is more likely to be non-aggressive if his parents prevent or stop the occurrence of aggressive outbursts...but prevent them by other means than by punishment or threats of retaliation. If a child is punished for aggression, he is more likely to be aggressive, for physical punishment is itself a form of attack which is perhaps per-

⁸Charlene Trumbo Meyer, "The Assertive Behavior of Children as Related to Parent Behavior," The Child: A Book of Readings, ed. Jerome Seidman (New York: Holt, Rinehart and Winston, 1963), p. 142.

ceived as aggression by the child. Punishment by the mother breeds counter aggression in the child.⁹

Dependent and aggressive behavior, according to Sears et al, stem from similar antecedents, withdrawal of love and punishment of dependent and aggressive behavior. Sears et al found that "The most dependent children were those whose mothers openly express their affection for the child, but repeatedly threaten the affectional bond by withholding love as a means of discipline and by being punitive towards his displays of parent directed aggression." According to Sears, then, dependent and aggressive behavior are closely related.

These authors also report that a child is more likely to be dependent if his mother is inconsistent in the ways she handles his dependent advances. "If the child is in conflict about how to behave in a particular situation, whatever behavior that eventually results will be more vigorous than it would be if conflict were not present. So, the child's dependency seems to be an expression of fear of loss of mother's affection, representing an effort to reassure himself that mother's affection can be restored."¹⁰

From the results of these aforementioned studies dealing with dependency and aggression, the reader will note a considerable relationship between the expression of these behaviors and child rearing practices. Again, there has been little direct mention in these studies concerning the child's perception of his parent's permissiveness - restrictiveness

⁹Sears, Maccoby and Levin, Patterns of Child Rearing, p. 266.

¹⁰Sears, Maccoby and Levin, Patterns of Child Rearing, pp. 173, 175, 261, 262.

for the expression of dependent and aggressive behavior.

One study, done by Levin and Sears, did relate the amount of doll play aggression to the child's identification with his parents. They found that the "more strongly the child identifies with a given parent, the more nearly he will approximate in doll play the level of aggression he perceives as characteristic of that parent."¹¹ This study was one of the few dealing with children's perceptions of parental behavior.

Studies Relating to Children's Perceptions of Various Characteristics of Their Parents

A number of studies deal with children's perceptions of various characteristics of their parents and their relationship with their parents; however, there are few studies dealing with children's perceptions of their relationship with their parents as a function of their parents' perception of that relationship. The writer will focus first on those studies dealing with children's perception of their relationship with their parents, then will deal with those studies of parents and children's perceptions of their mutual relationship.

A study by Kagan et al focused on the child's symbolic conceptualization of parents. The rationale of this study was that language labels are important determinants of behavior, but that before language can help mediate a variety of behaviors, the person must have a perception of a situation. Moreover, they felt that the constellation of labels the child ascribes to each parent will influence his reactions to them, and also to parent substitutes figures. Since parents supply children

¹¹ Harry Levin and Robert Sears, "Identification with Parents as Determinants of Doll Play Aggression," Child Development, LVII (1956), p. 138

with their first definition of sex roles, the children's labels applied to father and mother seem to generalize to all males and females. The results show that children see themselves as more similar to the same sex parent and that father was perceived as stronger, larger, and more dangerous than mother; however, there were not significant differences in the child's perception of the parent for nurturance, coldness, and competence.¹²

The results of another study done by Kagan on the child's perception of the parent were in agreement with the results of the above study. Both boys and girls perceived the mother as being friendlier, less punitive, less dominant, and less threatening than the father.¹³

In another study by Kagan and Lemkin in which the child's differential perception of parental attributes were studied, the researchers' results were in agreement with the other studies. The researchers felt that the children's perceptions were apt to be a direct result of the child's interaction between his experience with social entities such as mass media, peers, and children's books, as well as the stereotyped labels he acquired through contact with symbolic representation of these labels.¹⁴

¹²Jerome Kagan, Barbara Hosken and Sarah Watson, "Child's Symbolic Conceptualization of Parents," Child Development, XXXII, p. 625.

¹³Jerome Kagan, "The Child's Perception of the Parent," Journal of Abnormal and Social Psychology, LIII, (1956), p. 257.

¹⁴Jerome Kagan and Judith Lemkin, "The Child's Differential Perceptions of Parental Attributes," Journal of Abnormal and Social Psychology, LXI (1960), p. 445.

Emmerich, in a study of children's abilities to discriminate between parent and child roles, found that children discriminate between parent and child roles on the basis of the power the person wields in interaction. For example, they found that children conceive their roles as subordinate to that of their parents. In addition, facilitation behavior is assigned more to the mother, while interfering behavior is assigned to the father. Girls perceived mother as more powerful than father, but themselves as less powerful than boys.¹⁵

In a study dealing with family authority, Hess and Torney studied the variables of religion, age, and sex in relation to children's perceptions of family authority. Like Emmerich, they found that the same sexed parent was perceived as being more powerful by younger children, but that the tendency to see father or mother as dominant decreased with age. They found that the perception of father as dominant varied with socioeconomic class. Children from lower classes perceived father as more dominant.¹⁶

College males who have a strong tendency to conform, as defined by the Thematic Apperception Test, were studied by Mussen and Kagan. They found that the extreme conformists described their parents as being harsh, restrictive, and punitive. These data suggest that early familial experience influences an adult's reaction to group pressures.¹⁷

¹⁵Walter Emmerich, "Young Children's Discrimination of Parent and Child Roles," Child Development, XXX (1959), p. 418.

¹⁶Robert Hess and Judith Torney, "Religion, Age, and Sex in Children's Perceptions of Family Authority," Child Development XXXIII (1962).

¹⁷Paul H. Mussen and Jerome Kagan, "Group Conformity and Perceptions of Parents," Child Development, XXIX (1958), p. 57.

A study of children's perceived parental attitudes as determinants of children's ego structure was done by Ausubel et al. In this study, projective tests were administered to ten-year-olds to ascertain if children perceived their parents as accepting or rejecting and whether the parents valued the child intrinsically or extrinsically. It was further hypothesized that children who perceived themselves as rejected or extrinsically valued would have a more omnipotent self concept, have a higher level of ego aspiration and goal frustration tolerance and less advanced levels of maturity. This hypothesis was proved to be supported for children who perceived themselves as being rejected.¹⁸

Mensh and Glidewell studied children's perceptions of their relationships with their family and friends. They found that the degree of disturbance in children, as measured by a peer rating scale, is related to their preference for family members or friends. They found that children who preferred friends to siblings and parents exhibited more emotional disturbance than those who preferred family members first.¹⁹

These studies have dealt with children's perceptions of their relationships with their parents. The following studies deal with children's and parental perceptions of their mutual relationship.

An early study by Radke was the "Relation of Parental Authority to Children's Behavior and Attitudes." The nature of authority and discipline in the homes of a group of preschool children were studied.

¹⁸Ausubel et al., "Perceived Parent Attitudes as Determinants of Children's Ego Structure," Child Development, XXV (1954), p.

¹⁹Ivan Mensh and John Glidewell, "Children's Perceptions of Relationships among their Family and Friends," Journal of Experimental Education, XXVII (1958), p. 65.

Data were obtained from the parents through questionnaires and interviews in which they discussed the disciplinary methods of their own parents and revealed their own philosophy of discipline; from the preschool teachers; through ratings of the children's behavior in the nursery school and from the children in two individual interviews consisting of a picture and a doll play technique. A series of situations measuring the child's reaction to various types of adult authority and an oral questionnaire were also administered.²⁰

The results from the parent measures of the Radke study indicated that in comparison with parents of a generation ago, the present day parents reported a "general trend in discipline towards greater respect for the child's personality and towards less autocratic, unreasonable and emotional discipline."²¹ From the child measures the results of this study showed that children's standards of good and bad behavior emphasized behavior which fitted into the adult routine and which avoided the displeasure of adults. In addition, the mother was perceived as the more influential authority figure. Children reported spanking and isolation as frequent disciplinary measures.

In comparing the parent's perception of discipline and authority with the child's perception, the findings showed that parents perceived themselves as using less punitive disciplinary measures than the child did. Radke explained her findings by indicating that the parents of the

²⁰Marion Radke, Relation of Parental Authority to Children's Behavior and Attitudes (Minneapolis: University of Minnesota Press, 1946), p. 101.

²¹Radke, p. 43.

sample were allegedly more aware of the standards for child training and they might have avoided descriptions of themselves which appeared to contradict accepted standards. The author offered no counter explanation of why the children might have perceived the parent as being more punitive.

If it is true that the parents portrayed themselves as using desirable disciplinary techniques in response to the parent measures used in this study, it seems likely that if a different type of measure were used to determine parental attitudes, there might not be such a discrepancy between parental attitudes, and there might not be such a discrepancy between parental and child reports of disciplinary techniques.

Likewise, in the Radke study, since an unstructured doll play situation was used to elicit some of the children's perceptions, it seems that if the doll play situation could be structured as in the present study, then predictable responses could be obtained. Mussen and Distler, in their study "Masculinity, Identification and Father-Son Relationships", did use such a structured doll play technique to ascertain the child's perception of his father, his mother and of his parents as a unit as being either nurturant or punitive. The results of this study indicated that children do, indeed, perceive their parents as being nurturant or punitive.²²

Serot and Teewan did a study entitled "Perception of the Parent

²²Paul H. Mussen and Luther Distler, "Masculinity, Identification and Father-Son Relations," The Causes of Behavior: Readings in Child Development and Educational Psychology, ed. Judy F. Rosenblith and Wesley Allinsmith (Boston: Allyn and Bacon, Inc., 1962), p. 351.

Child Relationship and Its Relation to Child Adjustment." In this study, the child's perception of his relationship with his parents was correlated with the child's adjustment. They found that children's perceptions of the relationship correlated with their adjustment. Conversely, they found that the parent's perception of the parent-child relationship did not correlate with the child's adjustment. In addition, they found that there was little agreement between parental perception of the parent-child relationship and the child's perception.²³

This review of the literature has attempted to demonstrate that a considerable research endeavor has been directed toward the study of dependent and aggressive behavior. A few studies have focused on children's perceptions of various attributes of their relationship with their parents; however, the results of these studies are somewhat varied and deal with variables not relevant to the present study. Moreover, only the study done by Serot and Teewan has attempted to describe children's perceptions of various aspects of the parent-child relationships as a function of the parents expressed attitudes. Consequently, the present study, "Children's Perceptions of their Mother's Attitudes Towards their Dependent and Aggressive Behavior," was designed.

²³Naomi Serot and Richard Teewan, "Perception of the Parent-Child Relationship and its Relation to Child Adjustment," Child Development, XXXII (1961), p. 373.

CHAPTER III

METHODS AND PROCEDURES

A theoretical formulation supporting the view that children have perceptions about their relationship with their parents has been supported in the preceding chapters. The purpose of this study is to determine if children's perceptions of their mother's attitudes towards dependent and aggressive behavior, expressed in response to a stimulus situation, can be correlated with the mothers' expressed attitudes on the Sears Parent Attitude Scale.

Selection and Description of Sample

The subjects for this study consisted of a random sample of 40 four-year-old nursery school children and their mothers drawn from the four-year-old population of the two Michigan State University laboratory nursery schools. Twenty children from the Laboratory Preschool and twenty children from the Spartan Nursery School were selected in an equal sex ratio from a table of random numbers.

While the data was being collected, one of the subjects from Spartan Nursery School was killed in an accident, and, as will be explained under the appropriate headings, four other children subsequently had to be eliminated from this sample.

The Laboratory Preschool is primarily a laboratory school with facilities for participation and observation for child development students. The parents of Laboratory Preschool children are generally university faculty members or parents engaged in other professions who reside in the East Lansing, Michigan, area.

Similarly, the Spartan Nursery School provides facilities for participation and observation of child development students, but it is a cooperative nursery school for children of Michigan State University students. The majority of the Spartan Nursery School families live in married student housing.

Tables 1, 2 and 3 give additional background information of the subjects in the sample.

Assumptions and Hypotheses

The following assumptions were made concerning children's perceptions and the instruments used to collect the data.

Assumption I: Children perceive their relationship with their parents and will verbalize about it in response to a stimulus situation.

Assumption II: The Sears Parent Attitude Scale is a valid and reliable instrument for measuring parental attitudes towards child rearing.

Assumption III: Projective techniques elicit responses that are meaningful and real to the respondent.

The major hypotheses for this study were as follows:

Hypothesis I: A child will perceive his mother's attitudes towards his dependent and aggressive behaviors as being predominately permissive or predominately restrictive. The expected relationship is a 3:1 ratio.

Hypothesis II: A child's perception of his relationship with his mother positively correlates with the mother's reported attitudes towards dependent and aggressive behavior in their children.

Table 1
Percentage of Parents Born
From 1910 to 1950

	MOTHERS			FATHERS			Total
	SNS*	LPS*	Total	SNS	LPS	Total	
1910- 1919	0.0%	5.0	2.6	0.0	15.0	7.7	5.1
1920- 1929	10.5	60.0	35.9	15.8	70.0	43.6	39.7
1930- 1939	78.9	35.0	56.4	68.4	10.0	38.5	47.4
1940- 1949	5.3	0.0	2.6	5.3	0.0	2.6	2.6
No Response	5.3	0.0	2.6	10.5	5.0	7.7	5.1

*SNS - Spartan Nursery School - 19 Subjects

*LPS - Laboratory Preschool - 20 Subjects

Table 2

Educational Status of Mothers

Spartan Nursery School - 19 Subjects

Laboratory Preschool - 20 Subjects

Highest Educational Level Attained

	Spartan Nursery School	Laboratory Preschool	Total
High School	26.3%	5.0%	15.4%
1 year	15.8%	5.0%	10.3%
2 years	15.8%	20.0%	17.9%
3 years	10.5%	10.0%	10.3%
4 years	26.3%	60.0%	43.6%
No Response	5.3%	0.0%	2.6%

COLLEGE EXPERIENCE

	Degrees Obtained			Current Degree Objective		
	SNS	LPS	TOTAL	SNS	LPS	TOTAL
Non-Degree Objective				5.3%	0.0%	2.6%
Bachelor's	21.1%	26.0%	28.2%	5.3%	0.0%	2.6%
Master's	5.3%	16.7%	12.8%	5.3%	5.0%	5.1%
Doctorate	0.0%	5.0%	2.6%	5.3%	0.0%	2.6%
No Response	5.3%	0.0%	2.6%	5.3%	0.0%	2.6%

Table 3

Marital Status of Mothers

	LPS	SNS	Total
Married	90%	89.5%	89.7%
Divorced	0%	5.3%	2.5%
Widowed but Remarried	10%	0%	5.1%
No Response	0%	5.3%	2.5%

Key:

Laboratory Preschool percentage based on 20 subjects.

Spartan Nursery School percentage based on 19 subjects.

Total percentage based on 39 subjects.

SELECTION OF INSTRUMENTS

Sears Attitude Scale

To ascertain the mothers' attitudes towards their children's dependent and aggressive behavior, four attitude scales, compiled as a questionnaire, were administered to a group of 39 mothers. Included were scales measuring punitiveness for aggression towards Parents: (15 items) Permissiveness for Aggression towards Parents: (20 items) Rules and Restrictions: (39 items), and Permissiveness for Dependent Behavior: (15 items).

In 1958, these scales were devised as a part of a larger study of identification by Robert Sears and his coworkers at the Stanford University Laboratory of Human Development. Five attitude scales measuring five different traits in parental permissiveness were developed. Two of these five scales, (Punitiveness for Aggression towards Parents, and Permissiveness for Aggression towards Parents) were used for the present study. Sears and his coworkers found these scales to have high reliabilities and to correlate significantly with the mother interview scales based on the same sample. (Sears, Unpublished Manuscript)

Jones,²⁴ also at the Stanford University Laboratory of Human Development, in partial fulfillment of the requirements for the degree of Master of Arts, developed two new additional scales measuring parental attitudes towards other aspects of child rearing represented in the permissiveness factor. These two scales, Rules and Restrictions, and Permissiveness for Dependent Behavior, were also used for the present study.

²⁴Jones, Laurel M. "An attitude Measure of the Parental Permissiveness," M.A. Thesis, September, 1961, Stanford University.

The reliabilities of the rules and restrictions and dependency scales were computed by Jones by applying the Spearman-Brown formula for split half reliability. The results of this procedure were satisfactory but somewhat lower than the reliabilities of the two Sears original scales.

Table 4 illustrates a comparison of the reliabilities of the scores for the present investigation compared with the reliabilities obtained by Sears and Jones in their two previous investigations.

Description of the Attitude Scale

Items for the various attitude scales were selected by Sears and his coworkers from the transcribed interviews with the mothers in the Sears, Maccoby and Levin study, Patterns of Child Rearing. A copy of the attitude scale with instructions for administration may be found in the Appendix.

The mothers were asked to read each statement and rate it as follows: Strongly Agree, Agree, Not Sure, Disagree, Strongly Disagree. The items were scored on a five-point scale with the most permissive answer receiving one point. The scale for punishment for aggression towards parents was scored differently. On this scale, a high score indicated high punitiveness. The scale score is the sum of the scores for each item in each of the four scales - Punitiveness for Aggression toward Parents, Permissiveness for Aggression toward Parents, Rules and Restrictions, and Permissiveness for Dependent Behavior.

One mother refused to cooperate and did not fill out the attitude scale.

Table 4

Comparison of Split Half Reliabilities of Scales Obtained by
Sears et al With Reliabilities Obtained in the Present Study

	Reliability of previous scores *N		Reliability of present scores N	
Rules and Restrictions	97	.65	38	.56
Permissiveness for Dependency	97	.64	38	.65
Permissiveness for Aggression	40	.86	38	.88
Punishment for Aggression	40	.86	38	.65

*N = The number of the mothers in each test group.

Description of the Fantasy Doll Play Technique

The children's perceptions of their parents' attitudes towards their dependent and aggressive behavior were determined through the use of a fantasy doll play technique. In a procedure similar to the one used by Mussen and Distler,²⁵ the 39 children in the sample were presented individually with a structured doll play situation. Before the children were administered the incomplete stories, they were familiarized with the equipment, consisting of a family of easily manipulated dolls (father, mother, brother, sister, and baby) and a doll house which was equipped with simple toy furniture. Each child was told that he and the examiner were going to make up some stories together. The examiner was to present the first part of the story, and the child was to finish the story.

The examiner then presented, with appropriate manipulations and verbal expression, eight incomplete stories. Four of the stories were designed to elicit the children's perceptions of their parents' attitudes towards their dependent behavior, and four were used to elicit the children's perceptions of their parents' attitudes towards their aggressive behavior. The stories were designed so that the child could depict his parents as being either permissive or restrictive towards the behavior described in the stories. The incomplete stories were as follows:

²⁵Paul H. Mussen and Luther Distler, "Masculinity, Identification and Father-Son Relations," The Causes of Behavior: Readings in Child Development and Educational Psychology, ed. Judy F. Rosenblith and Wesley Allinsmith (Boston: Allyn and Bacon, Inc., 1962), p. 111.

- I. The mommy and the daddy are going out for the evening; and just as they are putting on their coats, the little boy comes up and says, "Mommy and Daddy, I don't want you to go out." "Please don't go out." What do the mommy and daddy do? What do they say?
- II. The little boy is swinging on the swing; and the little girl who lives next door grabs the swing from him and she says, "I want to swing," And the little boy says, "No. Don't. That's my swing. I was here first." And just then, the mommy comes out. What does she say? What does she do?
- III. The little boy is sick in bed, and he wants a drink of water very badly. He calls to his mommy, and he says, "Mommy, I want a drink of water." What does the mommy do? What does she say?
- IV. The little boy wanted to use the daddy's hammer which he knew his daddy always keeps over here in the cupboard. When he looked, he couldn't find the hammer anywhere. So he came to his daddy, and he said, "Daddy, I want to use your hammer, but I can't find it." The daddy said, "I don't want you to use my hammer anyway." And then what happened?
- V. The little boy and his mommy are in the grocery store shopping together. The little boy gets lost from his mother; and pretty soon, after he is lost for awhile, he finds his mommy again. What does the mommy do when she finds her little boy? What does she say?
- VI. The little boy and his sister are building with some blocks in the living room, and the little boy is building a tall tower. His sister grabs one of the blocks from his tower. He says: "Don't do that; that's my tower." The little girl grabs it back and says, "But I want to build, too." Just then, the mommy comes in. What does she say? What does she do?
- VII. The little boy is riding his bicycle in the street. All of a sudden, he falls off and skins his knee. So he comes in to his mommy. What does the Mommy do when she sees he has skinned his knee? What does she say?
- VIII. The little boy is going outside to play. Just as he is going out the door, the mommy calls after him, "Put on your sweater." But the little boy says, "I don't want to wear my sweater," What does the mommy say? What does the mommy do?

If the child failed to respond to one of the stories, the examiner either repeated it or slightly rephrased it. The child was urged to respond until the examiner felt that rapport was in danger of being lost. If the child's answer was unclear the examiner repeated what she thought the child said or asked the child to repeat. If the child acted out his responses with the dolls and did not verbalize, the examiner described what the child did. Each doll play session was completely recorded. Two of the children would not cooperate in the testing, and one was eventually eliminated because it consisted almost entirely of non-response.

Rationale for Using the Doll Play Technique

The theoretical basis for using a projective technique, such as a fantasy doll play, was set forth by Radke: "The concept of projection as it is used in projective techniques is a process by which the individual identifies himself with some aspect of the world outside himself and puts there what is in or of himself. Certain properties of the individual are believed to be reflected in his behavior towards the outside world."²⁶

Levin and Sears used a fantasy doll play technique, similar to the one used in the present study. In their study, "Identification with Parents as a Determinant of Doll Play Aggression," they found that fantasy doll play situations provide responses belonging to significant motivational categories such as sex, aggression, dependency and achievement. According to Levin and Sears, "Doll play situations are not in themselves

²⁶Marion Radke, Relation of Parental Authority to Children's Behavior and Attitudes (Minneapolis: University of Minnesota Press, 1946), p. 14.

true measures of any deep motives, but they provide information that has presumably discoverable antecedents and bears a regular relationship to other acts."²⁷

The doll play technique was used in Levin and Sears' study because it appears to be useful for eliciting information from children who have less verbal skill since the children can use the dolls to act out their feelings. Another advantage of using the doll play technique is that the child can play the role of any family member he wishes; thus he presumably identifies with those who both reward and punish him.²⁸

In another study done by Sears, Whiting, Nowlis and Sears, in which the child rearing antecedents of aggression and dependency were assessed, a fantasy doll play technique was used. It was hypothesized that the child has the freedom to be whatever family member he chooses in the doll play situation. So, if a girl identifies with her mother, she would use the mother doll more frequently in responding to the protocols. This hypothesis proved to be supported.

In another study by Mussen and Distler, a structured doll play technique was used to assess the amount of identification boys had with their fathers. This technique proved to be useful for eliciting the desired information.²⁹

²⁷Levin and Sears, Child Development, LVII (1956), p. 135.

²⁸Levin and Sears, p. 138.

²⁹Mussen and Distler, The Causes of Behavior: Readings in Child Development and Educational Psychology, p. 111.

Procedure Used with the Doll Play Protocols

Four judges rated the children's protocols according to the criteria devised by Sears, Rau and Alpert in their study, Identification and Child Rearing. Each story was rated by each judge on two dimensions applicable to the story, e.g., Mother's pressure for child's independency and Mother's punishment of child's dependency. Four points meant that the child perceived his parents as being very restrictive; three points, mostly restrictive; two points, mostly permissive; one point, very permissive. The criteria for the judges' ratings can be found in the Appendix.

A score sheet was then constructed for each child, recording the totals on each dimension for each story. In total, there were 16 ratings for each child, eight for dependency and eight for aggression.

For each dimension the possible range of scores that could be obtained ranged from 32 points to 128 points. If a child's total judges' rating score fell between 32-52 his score was in the very permissive range. A score of 52-76 was in the slightly permissive range. A score from 76-84 was neither permissive nor restrictive. A score of 84-108 was in the slightly restrictive range, while a score of 109-128 was in the very restrictive range.

The number of children whose scores fell within the various ranges on the permissive-restrictive continuum for the dependency and aggression dimensions were totaled.

Frequency Distribution

Frequency distribution curves were drawn comparing the Ss' scores for the dependency and aggression dimensions. Distributions were also

1. The first of these is the fact that the
2. of the system is not a simple one, and
3. the results are not always the same.
4. The second is that the system is not
5. always the same, and the results are
6. not always the same.
7. The third is that the system is not
8. always the same, and the results are
9. not always the same.
10. The fourth is that the system is not
11. always the same, and the results are
12. not always the same.
13. The fifth is that the system is not
14. always the same, and the results are
15. not always the same.
16. The sixth is that the system is not
17. always the same, and the results are
18. not always the same.
19. The seventh is that the system is not
20. always the same, and the results are
21. not always the same.
22. The eighth is that the system is not
23. always the same, and the results are
24. not always the same.
25. The ninth is that the system is not
26. always the same, and the results are
27. not always the same.
28. The tenth is that the system is not
29. always the same, and the results are
30. not always the same.

drawn comparing the boys' scores with the girls' scores for each separate dimensions.

Chi Square

To determine the significance of difference between the frequency of boys and girls perceiving their mothers as permissive or restrictive on the aggression and dependency dimensions, Chi Squares were computed.

Interjudge Reliability

To ascertain if the criteria used for rating the children's protocols were reliable, the interjudge reliability was computed. Each judge's ratings for one dimension across children was compared with the ratings of every other judge. Since there were four judges, six possible combinations of rating comparisons were possible. One point of discrepancy between judge's ratings was considered adequate agreement. The percentage of agreement of the judge's ratings for each dimension was computed for each pair of judges, then across judges to give the total average agreement.

In rating some of the dimensions, some of the judges found that the children's responses provided them with insufficient information to make a judgment; therefore, a "no information" rating ("N") was made. In computing the interjudge reliability, the procedure was altered to account for this factor. Where one judge rated an "N" for a particular child's response and the other judge gave a rating, the comparison was considered a disagreement. Where both judges of the pair rated "N", the response was placed in a separate "N" category for purposes of computing the interjudge reliability.

Correlation Coefficient

As was stated previously, each story was rated on two dimensions according to a set of criteria. Some of the dimensions for various stories were the same: Pressure for independence, Story 1A and 7A; Punishment of dependence, Story 1B and 3B; Restriction of independence, Story 2A, 5A, and 6A; Punishment of Aggression, Story 2B, 4A, and 6B; Rewarding of Dependency, Story 3A and 7B; Punishment of disobedience, Story 4B and 8A; Punishment of independence, Story 5B and 8B.

Presumably each pair or grouping of dimensions were measuring the same variables. If indeed these two dimensions were the same, then one would expect that the children should receive comparable total ratings on each of the two similar dimensions. To determine if the dimensions were the same, the Pearson R correlation coefficient was computed for each of the paired dimensions (i.e., 1A and 7A, Pressure for independence). It would be expected that high positive R's be obtained.

T Test

Moreover, if the similar dimensions were measuring the same variable, it would be expected that the means of the judges ratings for each dimension would not be significantly different. To determine this, a T test was used.

Correlation of the Dimensions of the Doll Play Protocols with the Separate Scales of the Sears Parent Attitude Scale

To determine the degree of correspondence between the scales of the Sears Parent Attitude Scale and the dimensions of the doll play protocols, a Pearson R Correlation Coefficient was computed.

The ratings of the judges on similar dimensions of the doll play

protocols were combined, giving seven different dimensions in all. Each of these seven dimensions was correlated with each of the four scales of the Sears Parent Attitude Scale, yielding 28 correlation coefficients in all.

The results of these various measures are presented in Chapter IV.

CHAPTER IV

PRESENTATION AND DISCUSSION OF RESULTS

The results of this study are presented in figures 1-5 and Tables 5-9, and will be discussed in accordance with the hypotheses.

Interjudge Reliability on the Doll Play Protocols

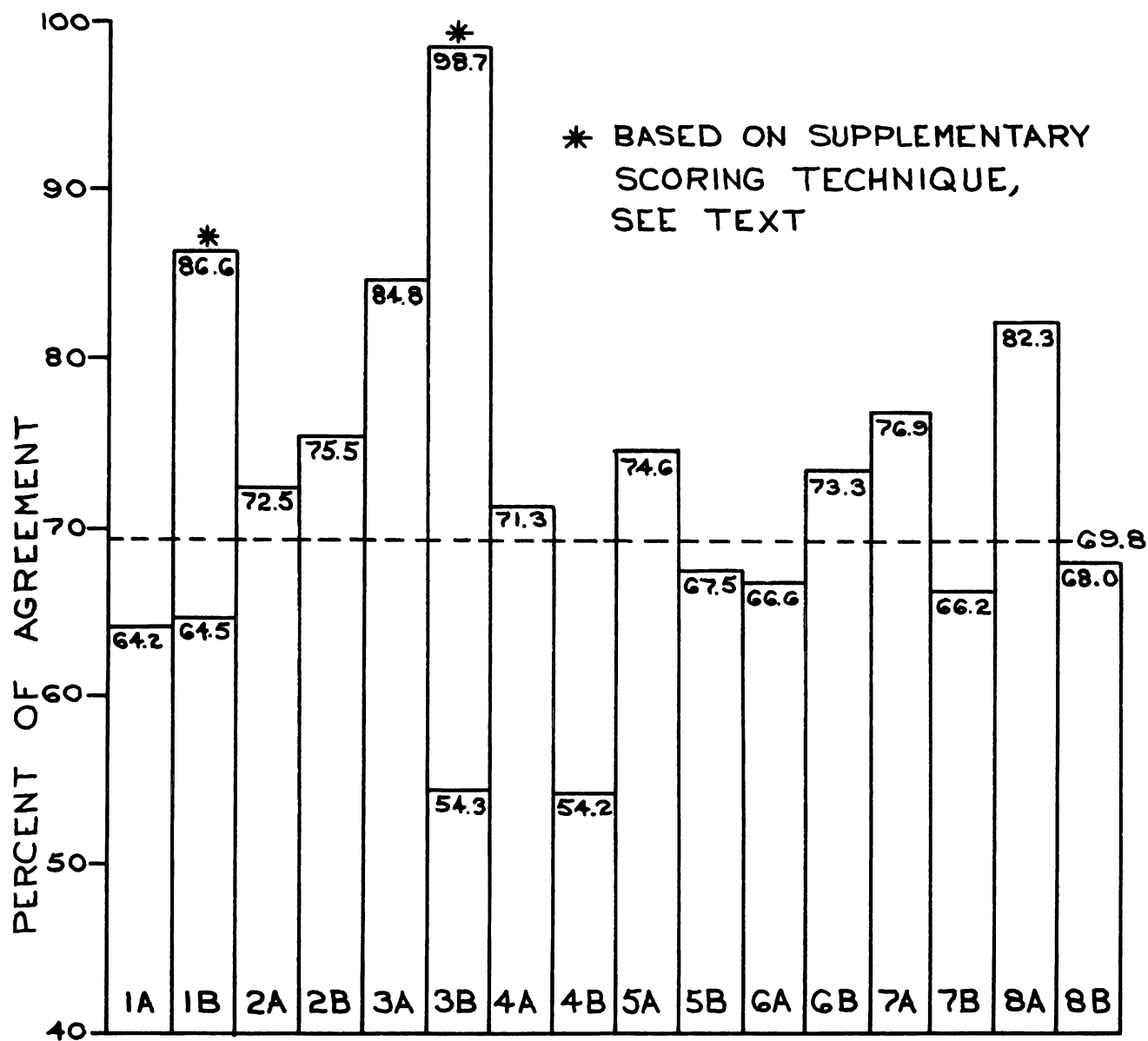
The interjudge reliability for the doll play protocols is shown in figure 1. The total average agreement was 69.8%, with a range of agreement on the various dimensions from 54.2% on dimension 4B to 82.3% on dimension 8A.

As was discussed in the previous chapter, the procedure for computing the interjudge reliability was altered to account for the "N" factor.

To ascertain what the difference would be in the reliability if the procedure had not been altered to account for the "N" judges' ratings, two of the dimensions having low reliabilities (1B and 3B) were rescored. Where one judge rated an "N" for a child's response and the other judge gave a rating, the comparison was considered an "N" rather than a disagreement and was not used in computing the interjudge reliability. The total average agreement for these two rescored dimensions is much higher than the original computed percentages. It is the opinion of the writer, however, that the original procedure used for dealing with the "N" responses gives a more accurate picture of the interjudge reliability than by using the above procedure in which any "N" response was not used in computing the interjudge reliability.

FIGURE 1
INTERJUDGE RELIABILITY ON THE
RATINGS OF THE DOLL PLAY STORIES

--- TOTAL AVERAGE AGREEMENT 69.8 %



Correlations of Doll Play Dimensions

The results of the Pearson R correlations for the paired dimensions are presented in Table 5. All of the dimensions are positively correlated, but only the following reach the .05 level of significance: 5A-6A, $R = .410$; 2B-6B, $R = .360$; 3A-7B, $R = .481$; 4B-8A, $R = .340$. The R's range from .071 for dimension 2A-6A to .481 for dimension 3A-7B.

It was expected that all of the intercorrelations of the various doll play dimensions based on 2 different stories would be significant. Although not all expected relationships were obtained, all correlations are in the positive direction. The four that are significant would indicate that the criteria used by the judges to rate the children's responses for some of the doll play stories are reliable for ascertaining these variables of behavior, and that at last these dimensions represent stable aspects of children's perception of parent figures in fantasy.

Several factors may account for the low correlations of the various dimensions. One factor may be that the various doll play stories were not discriminating enough to measure the same aspects of dependency and aggression. A second factor may be that the criteria for the judges rating was unclear. A third factor may have been that reliability among the various aspects of the doll play dimensions was not adequately pre-tested. Further research is indicated to ascertain which, if any, of the above factors were operating.

T Test of Doll Play Dimensions

The results of the T test of the means of the doll play are presented in Table 6. As Table 6 indicates, the majority of the means of

Figure 2

Dimensions Investigated Using Doll Play Stories

- 1A-7A Pressure for Independence
- 1B-3B Punishment for Dependency
- 2A-5A Restriction of Independence
- 2A-6A Restriction of Independence
- 5A-6A Restriction of Independence
- 2B-4A Punishment of Aggression
- 2B-6B Punishment of Aggression
- 4A-6B Punishment of Aggression
- 3A-7B Rewarding of Dependency
- 4B-8A Punishment of Disobedience
- 5B-8B Punishment of Independence

TABLE 5

CORRELATION OF CHILDREN'S DIMENSIONS

SEE TABLE

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B	7A	7B	8A	8B
1A													.163			
1B						.198										
2A									.268		.071					
2B							.270					* .360				
3A														* .481		
3B		.198														
4A				.270								.296				
4B															* .340	
5A			.268								* .410					
5B																.258
6A			.071						* .410							
6B				* .360			.296									
7A	.163															
7B					* .481											
8A								* .340								
8B										.258						

* .05 LEVEL OF SIGNIFICANCE

TABLE 6

T TEST OF THE CHILDREN'S DIMENSIONS

SEE TABLE

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B	7A	7B	8A	8B
1A													* 3.412			
1B						* 3.424										
2A									* -2.321		○ -1.670					
2B							○ 1.231					* -1.191				
3A														0.0		
3B		* 3.424														
4A				○ 1.231								* -2.706				
4B															* -1.409	
5A			* -2.321								○ -.945					
5B																○ -1.351
6A			○ -1.670						○ -.945							
6B				* -1.191			* -2.706									
7A	* 3.412															
7B					0.0											
8A								* -1.409								
8B										○ -1.351						

* .05 LEVEL OF SIGNIFICANCE

○ NOT SIGNIFICANT

the judges' ratings are significantly different. Only four of the T scores (2A-6A, 5A-6A, 2B-4A, 5B-8B) are not significantly different.

As with the correlations, the results of the T Test were contrary to the writer's predictions. Since the T Test and the correlations related to the same measures, the same factors offered as explanations for the low correlations can be offered as possible explanations for the failure to obtain the expected relationships on the T Test.

Hypothesis I: A child will perceive his mother's attitudes towards his dependent and aggressive behaviors as being predominately restrictive or predominately permissive. The expected relationship is a 3:1 ratio.

By referring to Figure 3 comparing the distribution of scores for dependent behavior with those for aggressive behavior, one can readily see that the curve for aggression is much smoother than the curve for dependency scores. This indicates that the scores for aggression were more evenly divided in the various ranges than the scores for dependency.

The frequency distribution chart also indicates that a great majority of scores fall in either the permissive or restrictive ranges. By referring to Table 7, it can further be noted that 27 or 77.1% of the Ss were rated by the judges as perceiving their mother's attitudes towards their dependent and aggressive behaviors as being predominately permissive or predominately restrictive. Similarly, by referring to Table 7, it can be noted that 29 or 82.8% of the children were rated by the judges as perceiving their mother's attitudes towards their dependent behavior as being predominately permissive or predominately restrictive. Twenty-two and nine tenths percent of the children perceived that their mothers were neither permissive nor restrictive for aggression, and 17.2%

FIGURE 3
FREQUENCY DISTRIBUTION OF
AGGRESSION AND DEPENDENCY
SCORES

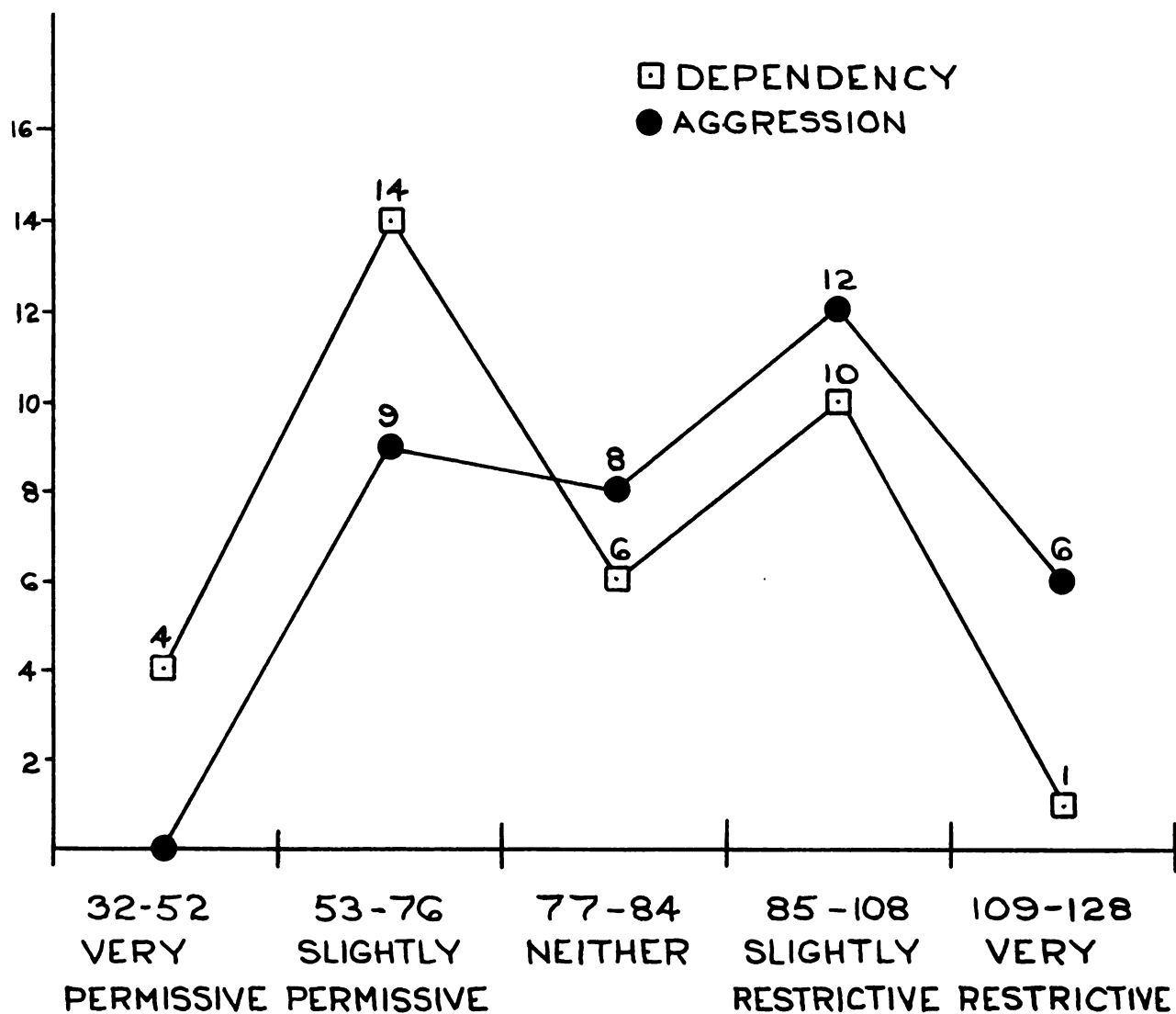


Table 7

Percentage of Boys and Girls
Perceiving Their Mothers as Permissive or Restrictive
for Aggression and Dependency

	BOYS*		GIRLS*	
	Dependency	Aggression	Dependency	Aggression
Very Permissive	11.1%	0.0	11.8	0.0
Somewhat Permissive	50.0	33.0	29.4	17.7
Neither	16.7	27.8	17.7	17.7
Somewhat Restrictive	16.7	22.3	41.2	47.0
Very Restrictive	5.5	16.7	0.0	17.7

* Boys - 18 Subjects

* Girls - 17 Subjects

.	.	.	.	.	.	.	.
.	.	.	.	.	.	.	.
.	.	.	.	.	.	.	.
.	.	.	.	.	.	.	.
.	.	.	.	.	.	.	.

of the Ss perceived their mothers as being neither permissive nor restrictive for dependent behavior. Although more than 75% of the children did perceive their mothers as being predominately permissive or restrictive, the degree to which the Ss perceived these attitudes varied.

Chi Square

The results of the Chi Square test yielding a χ^2 of .934 that was applied to the proportion of children perceiving their mother's pre-dominate attitudes towards dependent and aggressive behavior indicated that the null hypothesis can be rejected at both the .05 and .01 level of confidence with one degree of freedom.

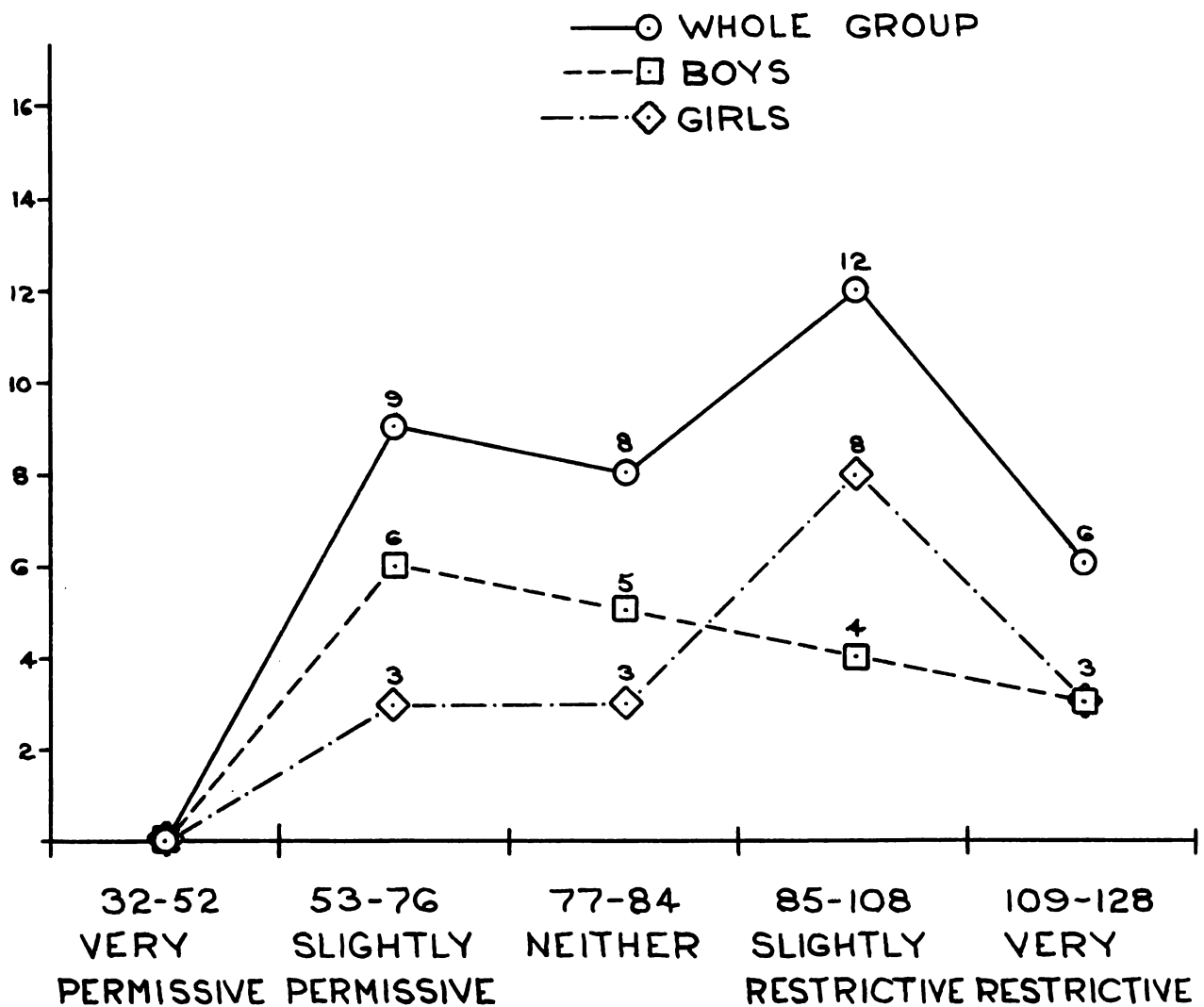
Frequency Distribution of Children's Scores Relating to the Aggression Dimension

By referring to the Figure 4, one can note that the curve for the whole group tends to be a U-shaped curve. The curve tends to dip down in the "neither" category, but the number of Ss whose scores fell in that category are not as low as those at either ends of the permissive-restrictive continuum. It appears from the shape of the distribution that most of the scores fell in either the slightly permissive or slightly restrictive range. The greatest number of scores fell in the slightly restrictive range.

Significance of Difference Between Scores of Boys and Girls for the Aggression Dimension

In comparing the frequency distribution of the boys' scores with the frequency distribution of the girls' scores, the chart reveals that the boys perceived their mothers as being more permissive for aggressive behavior than the girls did. Six boys or 33.3% of the boys perceived

FIGURE 4
FREQUENCY DISTRIBUTION
OF AGGRESSION SCORES



their mothers as being permissive towards aggression, while only three or 17.7% of the girls did.

On the other hand, the distribution curve reveals that more girls than boys perceived their mothers as being restrictive toward dependent behavior. The greatest difference in scores fell in the slightly permissive range. Eleven or 64.7% of the girls perceived their mothers as being restrictive for aggression while only 7 or 39% of the boys did. The Chi Square test of significance of difference between proportions yielded a χ^2 of 1.862 which is significant at both the .05 and .01 level of confidence.

From this portion of the data, it can be concluded that girls tend to perceive their mothers as being more restrictive towards aggressive behavior than boys do.

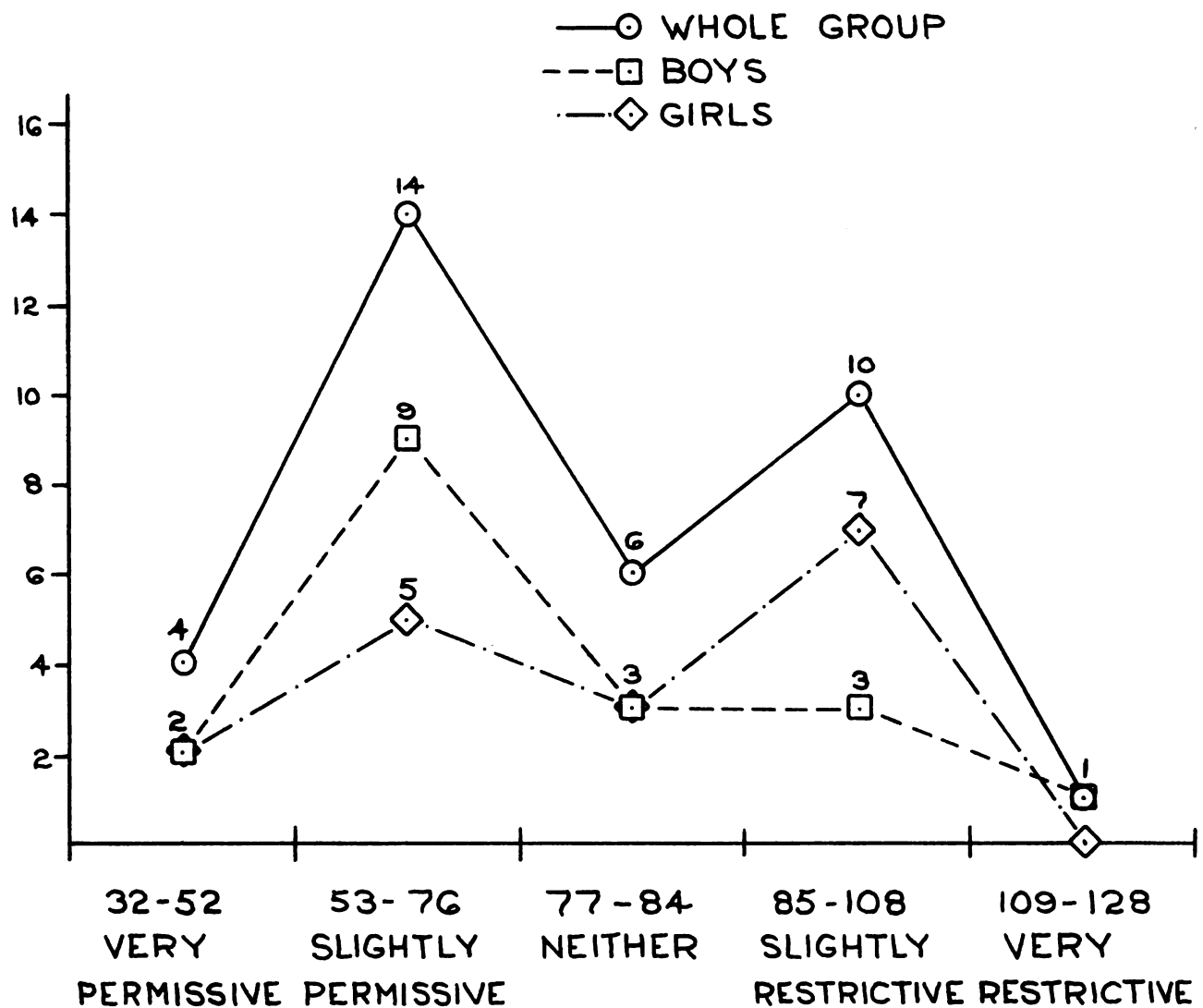
Frequency Distribution of Children's Scores Relating to the Dependency Dimension

By referring to Figure 5, one can note that the curve for the whole group tends to be a U-shaped curve. The curve dips down more in the neither range than the curve did for the aggression dimension. The high points of the distribution fall in the slightly permissive and slightly restrictive range, with the highest number of scores of the two in the permissive range. The lowest number of scores fell at either end of the permissive-restrictive continuum.

Significance of Difference Between the Scores of Boys and Girls for the Dependency Dimension

In comparing the frequency distribution of the boys' scores with the frequency distribution of the girls' scores, the chart reveals that

FIGURE 5
FREQUENCY DISTRIBUTION
OF DEPENDENCY SCORES



the boys perceived their mothers as being more permissive for dependent behavior than the girls did. Eleven boys or 61.1% of the boys perceived their mothers as being permissive, whereas 4 or 22.2% of the boys perceived their mothers as restrictive for dependent behavior.

On the other hand, 7 or 41.2% of the girls perceived their mothers as being permissive for dependent behavior and 4 or 41.1% of the girls perceived their mothers as being restrictive. Twenty percent more of the boys than girls perceived their mothers as being permissive toward dependent behavior.

The Chi Square test of significance of difference between proportions yielded a χ^2 of 1.693 which is significant at both the .05 and .01 level of confidence.

From this portion of the data, it can be concluded that girls tend to perceive their mothers as being more restrictive towards dependent behavior than boys do.

Correlations of the Parent Attitude Scale with the Doll Play Dimensions

Hypothesis II: A child's perception of his relationship with his mother positively correlates with the mother's reported attitudes towards dependent and aggressive behavior in their children.

The data do not support the above hypothesis. As Table 8 indicates, the majority of the correlations are close to zero, with none reaching the .05 level of significance. In fact, the highest correlation (Restriction of Independence-Permissiveness for Dependency) accounts for only approximately 9% of the variance.

A number of the correlations are in the negative direction. Since all of the parent scales were correlated with all of the children's com-

Table 8
Correlation of Each Child's Dimension With
Each Part of the Parent Attitude
Scale (28 Correlations)

	PARENT ATTITUDE SCALES			
	Rules and Restrictions (Parent Scale)	Permissiveness for Dependency (Parent Scale)	Punishment for Aggression (Parent Scale)	Permissiveness for Aggression (Parent Scale)
Pressure for Independence	R=0.025	0.094	0.00	0.083
Punishment for Dependency	R= 0.16	0.21	0.00	-0.14
Restriction of Independence	R=0.05	0.32	-0.047	-0.059
Punishment of Aggression	R= -0.085	0.29	-0.12	-0.029
Rewarding of Dependency	R= -0.085	0.096	-0.24	0.00
Punishment of Disobedience	R= 0.0043	0.27	-0.019	-0.17
Punishment of Independence	R= -0.009	0.299	0.00	0.00

bined dimensions, it was expected that some of the correlations would be in the negative range because of the very nature of the paired dimensions themselves. (e.g., rewarding of dependency - punishment of aggression). There exist alternative explanations for the obtained correlations between the doll play measures and the parent attitude scale. First, there may be no correspondence between children's perceptions of their mothers' attitudes towards their dependent and aggressive behavior, and the mothers' expressed attitudes. However, since the null hypothesis can never be proved, further research is needed to examine this relationship using other approaches. Secondly, one cannot ignore the fact that the measures used to ascertain both the children's perceptions of their mothers' attitudes towards dependent and aggressive behavior, and the mothers' expressed attitudes may not be adequate to tap these variables.

Relationship of the Present Study to the Literature and Implications of the Research

The findings of the present study seem to support the findings of various studies reported in the review of literature. As was illustrated by Mussen and Distler's study and is further supported by the present study, children do perceive their parents as either punitive or nurturant. Similarly, the present study lends support to the findings of Sears et al and Serot and Teewan, who reported that there is little agreement between the parents' and child's perception of their mutual relationship.

An interesting finding of this study which is not directly relevant to the hypothesis being examined is that girls perceive their mothers as being more restrictive towards dependent behavior than boys

do, and that boys perceive their mothers as being permissive for dependent behavior. This finding does not support the findings of Sears et al. Sears found that mothers reported that they were more permissive for dependent behavior in girls than in boys.

Several explanations can be offered for this discrepancy. According to Sears et al findings, a child is more likely to be dependent if his mother is inconsistent in the ways she handles dependent advances. It may be that the boys in the present study were more conflicted about dependent behavior. A second explanation may be that the measures used in the present study to ascertain dependent behavior may not be as reliable as would be desirable. There is no way that these factors can be ascertained within the bounds of the present study. Further research seems indicated.

The two major findings of this research were as follows: (1) Children do perceive their mothers' as being either predominately permissive or predominately restrictive towards their dependent and aggressive behavior, and (2) Children do not perceive their mothers' attitudes towards their dependent and aggressive behavior in the same manner that the mothers expressed them.

It seems that children do have a very definite perception of various aspects of their relationship with the mother. It can be assumed that this perception has developed as a result of the child's variety of experiences with significant others. Since this study has found, once again, that there is little relationship between the parents' expressed attitudes towards various aspects of the child's behavior and the child's perception of the mothers' attitudes, this finding alone has

great implications for parents and for those who work closely with children. For example, a mother may feel that she is behaving in a permissive way with her child, but the child may not necessarily perceive her behavior as being permissive. He may, in fact, feel quite restricted. Thus, a child's perception of any aspect of his relationship with a significant adult is a reflection of his own subjective experience which, in turn, is influenced by his interests or desires at the moment. Moreover, a child's perception appears to be not simply a mirror reflection of what his parents felt or did. If one subscribes to the theory that a child's ego development is affected only to the extent and in the form in which he perceives parental behavior towards him, the results of this study have more implications. It would seem important that parents be cognizant of their children's perceptions of parental behavior, and be aware that there is in general, little agreement between children's perceptions and parents' attitudes.

Suggestions for Further Research

Methodological problems. As is evident by the previous discussion of this research, a number of methodological problems were encountered in conducting it. The first problem was the various difficulties arising from the use of the fantasy doll play technique. It was difficult to elicit responses from the children that provided enough information for the judges to rate. Although the doll play technique has been used quite successfully in the past to tap other related dimensions of children's fantasy, for the present study it was difficult to design the doll play stories that tapped the desired dimensions of behavior. In addition,

obtaining reliability on the rating scales among judges was another methodological problem encountered. It is suggested that another study be designed to determine children's perceptions either through a refinement of the fantasy doll play technique or through the use of a different technique altogether.

Another methodological problem was encountered in correlating the judges ratings on the doll play dimensions with the various scales of the parent attitude scale. It is the opinion of the writer that these two measures are not directly comparable. It is further suggested that another study be devised to elicit parents' attitudes and children's perceptions of parents' attitudes through the use of more directly comparable measures.

There is much research needed in the area of children's perceptions and parents' attitudes towards various characteristics (other than dependency and aggression) of the parent-child relationship. In addition, there needs to be research focused on children's perceptions and parents' attitudes using a population of different social classes. It would be interesting to study, in depth, the family interaction patterns of those families in which the children's perceptions corresponded with the mothers' attitudes. Also, it would be important to compare the family interaction patterns of children whose perceptions did not correspond with the mothers' attitudes to ascertain what the significant differences are.

Since this study, as well as a number of others, has focused on the child's relationship with the mother, it would seem important to study the child's perception of the father role, as compared with the

father's perception of the father role.

These are only a few suggestions for further research which were stimulated by the present study.

CHAPTER V

SUMMARY AND CONCLUSIONS

This study has dealt with two aspects of the socialization process, dependency and aggression. Since dependent and aggressive behavior have similar developmental functions in that each is a response used by the child to control his environment, it seemed important to attempt to determine how a child perceived his mother's attitudes towards his dependent and aggressive behavior. In this way, then, there would accrue more information about how the socialization process functions.

The purpose for this particular study was to determine if children do perceive their mothers' attitudes towards behavioral manifestations of dependency and aggression in a predominately restrictive or a predominately permissive manner. The second purpose was to determine the degree to which there was agreement between childrens' perceptions of their mothers' attitudes towards their dependent and aggressive behavior and the mothers' expressed attitudes towards these kinds of behaviors.

To get at the mothers' attitudes, the Sears Attitude Scale was used. This scale was constructed in four different sections, with each section tapping different aspects of dependency and aggression. The childrens' perceptions were determined through the use of a fantasy doll play technique. The children were asked to complete eight story roots. Four of these stories dealt with children's perceptions of their mothers' attitudes towards their dependent behavior, and four of the

stories dealt with children's perceptions of their mothers' attitudes towards their aggressive behavior. All of the children's interviews were tape recorded, then transcribed. Four judges rated the children's responses to the doll play technique, as to whether the children perceived their mothers' as being permissive or restrictive for the incident portrayed in each story. The judges' ratings of the children's perceptions were then compared with the mothers' attitudes expressed on the Sears Attitude Scale.

Analysis of the data showed that children do perceive their mothers as being predominately permissive or predominately restrictive. The data also showed that mothers express attitudes towards dependent and aggressive behavior as neither permissive nor restrictive. Boys perceive their mothers as being predominately permissive of aggressive behavior while girls perceived their mothers as being predominately restrictive of aggressive behavior. Boys perceive their mothers as being more permissive for dependent behavior than girls do. Analysis of the data also showed that there is little agreement between mothers' attitudes and children's perceptions of mothers' attitudes.

The results of this study are in agreement with the results of previous studies focusing on similar aspects of the parent-child relationship. Although this study supports previous research findings in this area, it is the opinion of the writer that it also points up gaps in the body of knowledge about children's perceptions of various behavior control or shaping techniques of their parents. Notably, there needs to be research aimed at finding ways to accurately assess children's perceptions. More research needs to be focused on other aspects of the

parent-child relationship than dependency and aggression. Finally, there needs to be research dealing with the child's perception of the father role.

APPENDIX

A SURVEY OF ATTITUDES TOWARD CHILDREN'S BEHAVIOR

INSTRUCTIONS

Several hundred mothers of 5-year-old children were interviewed about their feelings toward children. On these pages we have listed quite a few quotations from what different ones have said. Most of the quotations refer to the mothers' comments about children's angry behavior and their dependent behavior. As you will see, there was a good deal of difference of opinion among the mothers. We now want to find out how other mothers feel about each of these statements. You will probably agree with some of them, and disagree with others. You may feel quite strongly about some, but not very strongly about others. On some you may not be sure how you feel -- or you may just not care one way or another. Will you please put an X in one of the five boxes at the right of each statement to show how you feel? Please make only one X for each statement.

Of course, some of these quotations may not apply to you. If one of them talks about "my daughter" -- and you don't have a daughter: -- all you can do is give your answer on the way you feel generally, or the way you think you would feel if you did have a daughter.

Remember that all the mothers who made these statements were talking about their 5 year-old child. Unless the quotation actually refers to the child when he was a different age, think of what the statement says as being about a 5-year-old.

1. Your full name _____ Date of Birth _____

2. Marital Status: Married ___ Divorced ___ Separated ___ Divorced for the second time ___ Widow ___ Widow and now married for a second time ___

3. Husband's name _____ Date of Birth _____

1. How much education have you completed:

Gradeschool	_____
Highschool	_____
College	_____
Number years completed	_____
Highest degree obtained	_____

2. If you are a college student presently, answer these questions:
- a. What is your major: _____
- b. Degree you are working toward: _____
- If your husband is a student,
- c. What is your husband's major: _____
- d. Degree he is working toward: _____

Code Number_____

UNITED STATES DEPARTMENT OF AGRICULTURE

March 10, 1908

Dear Sir: I have the honor to acknowledge the receipt of your letter of the 2nd inst. in relation to the matter of the proposed amendment to the act of March 3, 1879, relating to the collection of duties on foreign goods.

Very respectfully,
J. B. Thompson, Secretary

The Department has no objection to the proposed amendment, and it is the policy of the Department to favor any measure which will tend to increase the revenue of the Government. The Department is, however, unable to guarantee the success of the proposed amendment, as it is a matter for the consideration of the Congress.

I am, Sir, very respectfully,
Very truly yours,
J. B. Thompson, Secretary

Enclosed for you are two copies of the proposed amendment.

1

QUESTIONNAIRE

Mothers' Statements about Rules and Restrictions

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. Sometimes when you tell them to do something, they are thinking of something else, and you should give them time to do it.	☐	☐	☐	☐	☐
2. There are certain things, like getting up in the middle of a meal, that I will not permit.	☐	☐	☐	☐	☐
3. I like to have him hang up his hat and jacket as soon as he comes inside. He doesn't always remember, but I make him go back and do it.	☐	☐	☐	☐	☐
4. When she was little, I started to train her to pick up her toys and put them away.	☐	☐	☐	☐	☐
5. It is hard to get them to respect each other's things, because they want them and they don't understand.	☐	☐	☐	☐	☐
6. Once in awhile I let them stay up a little later -- like on Friday night when there's nothing special happening the next day.	☐	☐	☐	☐	☐
7. Maybe I'll tell her twice to do something, but if she doesn't -- that's all!	☐	☐	☐	☐	☐
8. I don't like to have him dawdle with his food.	☐	☐	☐	☐	☐
9. I tell her she has to do her household jobs, and if she doesn't do them, she can't go out and play.	☐	☐	☐	☐	☐
10. When he is going somewhere, he should be dressed neatly -- and be made to realize that he has his good clothes on and should keep them clean.	☐	☐	☐	☐	☐

1870-1871

1872-1873

1874-1875

1876-1877

1878-1879

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1880-1881

1882-1883

1884-1885

1886-1887

1888-1889

1890-1891

1892-1893

1894-1895

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
11. You know how boys are; they're rough and its hard to keep them clean, so we expect very little of him.	☐	☒	☐	☐	☐
12. Right now their rooms are always messy, but I just let it go. When they get a little older, they'll develop an interest in how their rooms look.	☐	☐	☐	☐	☐
13. I expect the children to help me keep the house looking neat and clean.	☐	☐	☐	☐	☐
14. I don't believe a child his age should be given any regular jobs around the house.	☐	☐	☐	☐	☐
15. They will have enough responsibilities later on, so why make them work now?	☐	☐	☐	☐	☐
16. I've taught her to wash up the moment she comes in from outdoors.	☐	☐	☐	☐	☐
17. She never gets into our closets or our dressers -- that is one thing I won't permit.	☐	☐	☐	☐	☐
18. I think respect for other peoples' property is one of the most important things a child can be taught.	☐	☐	☐	☐	☐
19. When it's bedtime, it's bedtime ... just bath, teeth, bed, and lights out.	☐	☐	☐	☐	☐
20. I let him spend as much time watching TV as he wants.	☐	☐	☐	☐	☐
21. All children go through stages of playing with their food, so when he did it I didn't pay too much attention to him.	☐	☐	☐	☐	☐
22. I have punished him severely when he has marked up things; he must learn to care for his home.	☐	☐	☐	☐	☐
23. It is important from the beginning to teach them not to do things like marking on the walls or jumping on the furniture.	☐	☐	☐	☐	☐

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
24. We aren't too concerned with what belongs to whom around our house.	☐	☐	☐	☐	☐
25. She begs sometimes to stay up and watch TV, but that doesn't go over too well. She goes to bed just the same.	☐	☐	☐	☐	☐
26. I try to have a special place for them in the house -- a chair they can jump on, a room they can mark up as much as they want.	☐	☐	☐	☐	☐
27. I don't think a child her age should be allowed to watch just any TV program.	☐	☐	☐	☐	☐
28. He has no special bedtime; he just goes to sleep when he gets tired.	☐	☐	☐	☐	☐
29. I try to teach her to be polite and say "Hello" when she sees somebody she knows.	☐	☐	☐	☐	☐
30. If he stays up late one night, then he will want to stay up the next night too, so I just don't give in at all.	☐	☐	☐	☐	☐
31. I don't believe a child has to drop what he is doing and run to you there and then.	☐	☐	☐	☐	☐
32. He has to learn that he must sit quietly and wait until everyone else is through talking.	☐	☐	☐	☐	☐
33. You can't expect them to remember their good manners all the time; they will all slip up once in awhile.	☐	☐	☐	☐	☐
34. I encourage him to help me with things around the house, but I don't enforce it.	☐	☐	☐	☐	☐
35. I don't like running around or wrestling or playing cowboys in the house -- I believe that's for the outdoors.	☐	☐	☐	☐	☐
36. If you don't get obedience now, you'll never get it.	☐	☐	☐	☐	☐
37. When they are this young, you shouldn't expect them to have good table manners.	☐	☐	☐	☐	☐

- | | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 38. He uses his fork most of the time now, but if he wants to use his fingers now and then, I don't care. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 39. Getting a child to obey should not be a major goal of a parent. | ☐ | ☐ | ☐ | ☐ | ☐ |

Mothers' Statements about Dependent Behavior

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 40. Unless I'm really busy, I like to have the children around me all the time. I enjoy having them help me. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 41. I think as long as I have something for him to do, like a toy to play with, that he should be satisfied to play by himself. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 42. I can't stand a boy who's always under foot; so I just try not to let that kind of thing get started. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 43. If he wants my attention when I'm busy, I just make him wait until I'm all through; then I see what he wants. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 44. If he asks for help with something that I know he can do himself, I just tell him he has to stay there until he does it. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 45. I think it makes it harder for the teacher if you baby them too much; so I just see to it that they do things themselves. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 46. I don't mind his wanting me to do things because they're not children very long. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 47. I don't mind how much attention he wants as long as I'm not busy; but if I'm busy, I get annoyed and may push him aside. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 48. I simply make her do things for herself; I tell her, "You have to learn to do them; you're getting bigger and I can't wait on you all the time." | ☐ | ☐ | ☐ | ☐ | ☐ |

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
49. He wants a lot of attention from me, and he gets all that he asks for.	☐	☐	☐	☐	☐
50. I don't mind a little kissing and loving, but if he keeps on wanting it, I get tired of it.	☐	☐	☐	☐	☐
51. When I'm busy, I like her to wait until I'm not so that I can sit and talk to her.	☐	☐	☐	☐	☐
52. I think that by the time they're three years old, they should get away from the habit of holding on to you.	☐	☐	☐	☐	☐
53. She likes to be hugged and kissed, and I like that too; I tell her, "I like a girl who likes a lot of hugging and kissing."	☐	☐	☐	☐	☐
54. If she asks for help with something that we know she could do by herself, we generally just say, "We think you're old enough to do that by yourself."	☐	☐	☐	☐	☐
55. I don't think they should follow you around all the time ... it's not necessary. I just let them know that I don't like that kind of thing.	☐	☐	☐	☐	☐
56. When he follows me around a lot, I feel he needs more attention so I give him all I can.	☐	☐	☐	☐	☐
57. Sometimes he makes a fuss when I go out at night, but I never feel that I should be at his beck and call so I just go and leave him.	☐	☐	☐	☐	☐

Mothers' Statements about Angry Behavior

58. Yesterday Mark deliberately dumped a box of soap on the floor, and I decided the best way to handle it was to call off our afternoon walk to the playground.	☐	☐	☐	☐	☐
59. I know that I have an awful temper; so I really try to put up with the kids' sassiness and not get carried away punishing them.	☐	☐	☐	☐	☐

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
60. I gave Billy all sorts of old junk to play with, and when he got into my good dishes and broke one, I really felt that it was time that I showed him who's boss.	☐	☐	☐	☐	☐
61. When my kids cry and fuss just because they can't do whatever they want, I tell them to cut it out right away, or I'll really give them something to cry about.	☐	☐	☐	☐	☐
62. Children feel bad enough when they're naughty because they know they've been bad.	☐	☐	☐	☐	☐
63. Most of all I want the children to have good manners, and they'll never learn them unless they're punished for naughty behavior.	☐	☐	☐	☐	☐
64. When Billy is grumpy and cross, I might tell him to cut it out, but I can't really bring myself to do anything too drastic like sending him to his room.	☐	☐	☐	☐	☐
65. When Jim loses his temper, I just give him a good paddling on the rear -- this is something he won't forget.	☐	☐	☐	☐	☐
66. When I've told Mary to stop what she's doing and come in for lunch, she'd better come right away, or else.	☐	☐	☐	☐	☐
67. My parents didn't spare the rod with me, and I'm not going to do that with my children either.	☐	☐	☐	☐	☐
68. Spanking kids just makes them madder than ever and doesn't accomplish a thing.	☐	☐	☐	☐	☐
69. When Bill starts hollering and shooting off with his mouth, I'm really tempted to wash his mouth out with soap.	☐	☐	☐	☐	☐
70. I figure that kids won't learn to be civilized unless they're whacked now and then for behaving like little animals.	☐	☐	☐	☐	☐

- | | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 71. We all have our bad days -- when Helen gets sassy, I figure that she's having one and leave her alone. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 72. When Jane deliberately threw her whole bottle of cod-liver on the floor, I was really burned up, and I thought I should really let her know how mad I was. | ☐ | ☐ | ☐ | ☐ | ☐ |

Mothers' Statements about Emotional Self-Control

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 73. I want my children to know right from the start that it's wrong to disobey their parents. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 74. My husband puts up with an awful lot of sassiness, and I've told him that this will never do. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 75. Kids are always being told what to do -- I don't see how they take it all. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 76. I just don't believe in letting a child get cross and angry at his parents. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 77. It really burns me up to see my sister shut her 4-year-old son up every time he raises his voice. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 78. I just can't go for all this stuff they write in books about not stopping kids from losing their tempers. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 79. I think children should show respect to their mothers, even at five years old; there's no need for all the sassing and rudeness you see in some children. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 80. I hate to see Jimmy in a cross rebellious mood, and I always head it off when I see such a thing developing. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 81. Parents who can't take a little back-talk from kids are really pretty small people. | ☐ | ☐ | ☐ | ☐ | ☐ |

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
82. There is enough meanness in the world already, and I want <u>my</u> children to grow up to be always kind and respectful to others.	☐	☐	☐	☐	☐
83. A big temper-tantrum really clears the air.	☐	☐	☐	☐	☐
84. I try never to raise my voice around the house -- my kids just aren't going to learn that kind of stuff.	☐	☐	☐	☐	☐
85. Screaming, kicking, and biting is awful, especially if it's at their mother.	☐	☐	☐	☐	☐
86. If Janey never sasssed back, I'd think there was something wrong with her.	☐	☐	☐	☐	☐
87. I'll never let my kid get the upper hand and tell me off.	☐	☐	☐	☐	☐
88. Well, when my little girl says, "Mommy, I hate you!", I just sort of think that I must be pretty hateful at times.	☐	☐	☐	☐	☐
89. These mothers that let their children blow up whenever they're bothered by some little thing are sure going to be in for trouble later on.	☐	☐	☐	☐	☐
90. The sooner a youngster learns to hold on when he's mad, the better off he'll be later on.	☐	☐	☐	☐	☐
91. I never got away with the kind of back-talk that parents put up with nowadays.	☐	☐	☐	☐	☐
92. When Jimmy screams at me, I just figure that he's tired like we all get sometimes.	☐	☐	☐	☐	☐

INSTRUCTIONS TO PANELISTS

HERE ARE THE PROTOCOLS OF THE FANTASY DOLL PLAY SESSIONS THAT WERE ADMINISTERED TO FORTY CHILDREN. THE PURPOSE OF THE DOLL PLAY SESSIONS WAS TO SEE IF CHILDREN PERCEIVE THEIR MOTHERS' ATTITUDES TOWARDS THEIR DEPENDENT AND AGGRESSIVE BEHAVIOR AS BEING PREDOMINATELY PERMISSIVE OR PREDOMINATELY RESTRICTIVE.

READ EACH PROTOCOL, THEN, ACCORDING TO THE CRITERIA PRESENTED AT THE END OF EACH PROTOCOL, DECIDE THE DEGREE TO WHICH EACH CHILD PERCEIVED HIS PARENTS AS BEING RESTRICTIVE OR PERMISSIVE. GENERALLY, (4) MEANS THAT THE CHILD PERCEIVES HIS PARENTS AS BEING VERY RESTRICTIVE; (3) MEANS THE CHILD PERCEIVES HIS PARENTS AS BEING MOSTLY RESTRICTIVE; (2) MEANS THE CHILD PERCEIVES HIS PARENTS AS BEING MOSTLY PERMISSIVE; (1) MEANS THE CHILD PERCEIVES HIS PARENTS AS BEING VERY PERMISSIVE. CIRCLE THE NUMBER OF YOUR ASSESSMENT.

1. THE MOMMY AND THE DADDY ARE GOING OUT FOR THE EVENING, AND JUST AS THEY ARE PUTTING ON THEIR COATS, THE LITTLE BOY COMES UP AND SAYS, "MOMMY AND DADDY, I DON'T WANT YOU TO GO OUT." "PLEASE DON'T GO OUT." WHAT DO THE MOMMY AND DADDY DO? WHAT DO THEY SAY?

MOTHER'S PRESSURE FOR CHILD'S INDEPENDENCE

- (4) MUCH PRESSURE FOR INDEPENDENCE AND SELF HELP AND DISCOURAGEMENT OF DEPENDENCY. URGES CHILD TO MAKE DECISIONS, OFFERS CHOICE ON IMPORTANT MATTERS.
- (3) SOME ENCOURAGEMENT OF INDEPENDENCE. TENDS TO BE MODERATE IN INTENSITY.
- (2) OCCASIONAL ENCOURAGING OF INDEPENDENCE.
- (1) NO ENCOURAGING OF CHILD'S INDEPENDENCE. PERMISSIVE REGARDING THE CHILD'S DEPENDENCY.

MOTHER'S PUNISHMENT OF THE CHILD'S DEPENDENCY

INVOLVES THE AMOUNT OF PUNISHMENT, IRRITATION, RIDICULE, AND/OR NONCOMPLIANCE IN RESPONSE TO THE CHILD'S REQUEST FOR HELP, ATTENTION, APPROVAL, AFFECTION, REASSURANCE, COMFORT, CONSOLATION. THE CHILD'S BEHAVIORAL SOLICITATIONS INCLUDE: HELPLESSNESS, DIFFICULTIES, FATIGUE, ATTENTION BIDS, NEGATIVE ATTENTION SEEKING, BIDS FOR REASSURANCE OR COMFORT.

- (4) FREQUENT NONCOMPLIANCE IN RESPONSE TO THE CHILD'S DEPENDENCY SOLICITATIONS. EX. EXASPERATION CONCERNING HELP REQUESTS, OR HELPLESS BEHAVIOR.
- (3) CONSIDERABLE NONCOMPLIANCE WITH THE CHILD'S DEPENDENCY SOLICITATIONS, BUT LESS FREQUENT AND INTENSE THAN ABOVE. LESS INTENSE REACTIONS INCLUDE IGNORING, OR GIVING MINIMAL OR EXCESSIVELY DELAYED OR EVASIVE RESPONSES TO THE CHILD'S DEPENDENCY SOLICITATIONS.
- (2) SOME NONCOMPLIANCE WITH THE CHILD'S DEPENDENCY SOLICITATIONS. MODERATE INTENSITY.
- (1) LITTLE OR NO NONCOMPLIANCE WITH THE CHILD'S DEPENDENCY SOLICITATIONS

On the 1st of August, 1881, I received from Mr. J. H. ...
the following letter: ...
"I have the honor to acknowledge the receipt of your letter of the 28th ...
and in reply to inform you that the same has been forwarded to the ...
proper authorities for their consideration."

I have the honor to acknowledge the receipt of your letter of the 28th ...
and in reply to inform you that the same has been forwarded to the ...
proper authorities for their consideration. I am, Sir, very respectfully,
Your obedient servant,
J. H. ...

I have the honor to acknowledge the receipt of your letter of the 28th ...
and in reply to inform you that the same has been forwarded to the ...
proper authorities for their consideration. I am, Sir, very respectfully,
Your obedient servant,
J. H. ...

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proper authorities for their consideration. I am, Sir, very respectfully,
Your obedient servant,
J. H. ...

I have the honor to acknowledge the receipt of your letter of the 28th ...
and in reply to inform you that the same has been forwarded to the ...
proper authorities for their consideration. I am, Sir, very respectfully,
Your obedient servant,
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I have the honor to acknowledge the receipt of your letter of the 28th ...
and in reply to inform you that the same has been forwarded to the ...
proper authorities for their consideration. I am, Sir, very respectfully,
Your obedient servant,
J. H. ...

11. THE LITTLE BOY IS SWINGING ON THE SWING, AND THE LITTLE GIRL WHO LIVES NEXT DOOR GRABS THE SWING FROM HIM AND SHE SAYS, "I WANT TO SWING," AND THE LITTLE BOY SAYS, "NO, DON'T. THAT'S MY SWING. I WAS HERE FIRST." AND JUST THEN, THE MOMMY COMES OUT, AND WHAT DOES SHE SAY? WHAT DOES SHE DO?

MOTHER'S RESTRICTION OF THE CHILD'S INDEPENDENCE

- (4) DISCOURAGES THE CHILD'S INDEPENDENCE AND ENCOURAGES DEPENDENCY BY GIVING FREQUENT UNSOLICITED DIRECTION, HELP OR GUIDANCE. HELP IS STRONG IN INTENSITY, E.G. DIRECTIVE STRUCTURING OF TASKS.
- (3) GIVES UNSOLICITED HELP AND GUIDANCE WITH MODERATE FREQUENCY.
- (2) GIVES UNSOLICITED HELP ONLY RARELY AND WITH MODERATE INTENSITY. HELP TENDS TO BE IN FORM OF ENCOURAGING, REQUESTS, REASONING, SUGGESTIONS.
- (1) GIVES NO UNSOLICITED HELP. LAISSEZ FAIRE.

MOTHER'S PUNISHMENT OF CHILD'S AGGRESSION

INVOLVES THE AMOUNT OF DISAPPROVAL, IRRITATION, RIDICULE, AND RESTRICTION THE CHILD PERCEIVES AS USUAL TO HIS AGGRESSION. THE CHILD'S AGGRESSION INCLUDES PHYSICAL AND VERBAL AGGRESSION TOWARDS THE MOTHER, OTHER PEOPLE, TASKS, OBJECTS, SITUATIONS, AND SELF, INCLUDING SUCH BEHAVIOR AS SABBING, AND TEASING, AND FANTASY AGGRESSION.

- (4) STRONG DISAPPROVAL (IRRITATION, RIDICULE, STRONG RESTRICTION) WHEN THE CHILD IS AGGRESSIVE.
- (3) SOME DISAPPROVAL OF AGGRESSION, BUT LESS FREQUENT OR LESS INTENSE THAN ABOVE. MODERATE IRRITATION, MODERATE RESTRICTION.
- (2) MILD, INFREQUENT DISAPPROVAL OR RESTRICTION OF AGGRESSION.
- (1) NO DISAPPROVAL OR RESTRICTION OF AGGRESSION.

1. The first part of the document is a list of the names of the persons who have been appointed to the various offices of the city of New York.

2. The second part of the document is a list of the names of the persons who have been appointed to the various offices of the city of New York.

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111. THE LITTLE BOY IS SICK IN BED AND HE WANTS A DRINK OF WATER VERY BADLY, SO HE CALLS TO HIS MOMMY AND HE SAYS, "MOMMY, I WANT A DRINK OF WATER." WHAT DOES THE MOMMY DO? WHAT DOES THE MOMMY SAY?

MOTHER'S REWARDING OF THE CHILD'S DEPENDENCY

INVOLVES THE CHILD PERCEIVING THE MOTHER AS TAKING A DOMINANT ROLE, DIRECTIVE, STRUCTURING OF TASKS, AND DECISIONS.

- (4) FREQUENT INCIDENCE OF HELP, ATTENTION, APPROVAL, AFFECTION, IN RESPONSE TO THE CHILD'S REQUESTS AND BEHAVIORAL SOLICITATIONS.
- (3) CONSIDERABLE COMPLIANCE WITH THE CHILD'S DEPENDENT SOLICITATIONS, BUT LESS FREQUENT OR INTENSE THAN ABOVE.
- (2) SOME COMPLIANCE WITH THE CHILD'S DEPENDENT SOLICITATIONS. THE COMPLIANCE IS MODERATE IN INTENSITY, E.G. MILD SUGGESTIONS, PASSIVE ATTENTION.
- (1) LITTLE OR NO COMPLIANCE WITH THE CHILD'S DEPENDENT SOLICITATIONS.

MOTHER'S PUNISHMENT OF THE CHILD'S DEPENDENCY

INVOLVES THE AMOUNT OF PUNISHMENT IRRITATION, RIDICULE, AND/OR NONCOMPLIANCE IN RESPONSE TO THE CHILD'S REQUESTS FOR HELP, ATTENTION, APPROVAL, AFFECTION, REASSURANCE, COMFORT, CONSOLATION. THE CHILD'S BEHAVIORAL SOLICITATIONS INCLUDE; HELPLESSNESS, DIFFICULTIES, FATIGUE, ATTENTION BIDS, NEGATIVE ATTENTION SEEKING, BIDS FOR REASSURANCE OR COMFORT.

- (4) FREQUENT NONCOMPLIANCE IN RESPONSE TO THE CHILD'S DEPENDENT SOLICITATIONS. EX. EXASPERATION CONCERNING HELP, REQUESTS, OR HELPLESS BEHAVIOR.
- (3) CONSIDERABLE NONCOMPLIANCE WITH THE CHILD'S DEPENDENT SOLICITATIONS, BUT LESS FREQUENT AND INTENSE THAN ABOVE. LESS INTENSE REACTIONS INCLUDE IGNORING, OR GIVING MINIMAL, EXCESSIVELY DELAYED OR EVASIVE RESPONSES TO THE CHILD'S DEPENDENT SOLICITATIONS.
- (2) SOME NONCOMPLIANCE WITH THE CHILD'S DEPENDENT SOLICITATIONS. MODERATE INTENSITY.
- (1) LITTLE OR NO NONCOMPLIANCE WITH THE CHILD'S DEPENDENT SOLICITATIONS.

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- IV. THE LITTLE BOY WANTED TO USE THE DADDY'S HAMMER WHICH HE KNEW HIS DADDY ALWAYS KEEPS OVER HERE IN THE OUPBOARD. AND WHEN HE LOOKED, HE COULDN'T FIND THE HAMMER ANYWHERE. SO HE CAME TO HIS DADDY AND HE SAID, "DADDY, I WANT TO USE YOUR HAMMER, BUT I CAN'T FIND IT." AND THE DADDY SAID, "I DON'T WANT YOU TO USE MY HAMMER ANYWAY." AND THEN WHAT HAPPENED?

MOTHER'S PUNISHMENT OF CHILD'S AGGRESSION

INVOLVES THE AMOUNT OF DISAPPROVAL, IRRITATION, RIDICULE AND RESTRICTION THE CHILD PERCEIVES AS USUAL TO HIS AGGRESSION. THE CHILD'S AGGRESSION INCLUDES A PHYSICAL AND VERBAL AGGRESSION TOWARDS THE MOTHER, OTHER PEOPLE, TASKS, OBJECTS, SITUATIONS, SELF, INCLUDING SUCH BEHAVIOR AS SASSING, AND TEASING, AND FANTASY AGGRESSION.

- (4) STRONG DISAPPROVAL (IRRITATION, RIDICULE, STRONG RESTRICTION) WHEN THE CHILD IS AGGRESSIVE.
- (3) SOME DISAPPROVAL OF AGGRESSION, BUT LESS FREQUENT OR LESS INTENSE THAN ABOVE. MODERATE IRRITATION, MODERATE RESTRICTION.
- (2) MILD, INFREQUENT DISAPPROVAL OR RESTRICTION OF AGGRESSION.
- (1) NO DISAPPROVAL OR RESTRICTION OF AGGRESSION.

MOTHER'S PUNISHMENT OF CHILD'S DISOBEDIENCE

THE AMOUNT OF DISAPPROVAL, IRRITATION, RIDICULE, RESTRICTION IN RESPONSE TO THE CHILD'S WILFUL DISOBEDIENCE. WILFUL DISOBEDIENCE INCLUDES ANY BEHAVIOR (ACTIONS, STATED THOUGHTS, OR INTENTS) CONTRARY TO THE RULES AND CONDUCT WHICH THE MOTHER HAS EXPLICITLY STATED FOR THE CHILD TO FOLLOW.

- (4) STRONG DISAPPROVAL (IRRITATION, RIDICULE, STRONG RESTRICTIONS) WHEN THE CHILD WILFULLY DISOBEYS.
- (3) SOME DISAPPROVAL OF DISOBEDIENCE. LESS FREQUENCY OR LESS INTENSE THAN ABOVE. MOTHER BECOMES MODERATELY IRRITATED, OR EXERCISES MODERATE RESTRICTIONS.
- (2) MILD, INFREQUENT DISAPPROVAL OR RESTRICTION OF DISOBEDIENCE.
- (1) NO DISAPPROVAL OR RESTRICTION OF DISOBEDIENCE.

- V. THE LITTLE BOY AND HIS MOMMY ARE IN THE GROCERY STORE SHOPPING TOGETHER. THE LITTLE BOY GETS LOST FROM HIS MOTHER, AND PRETTY SOON, AFTER HE IS LOST FOR AWHILE, HE FINDS HIS MOMMY AGAIN. WHAT DOES THE MOMMY DO WHEN SHE FINDS HER LITTLE BOY? WHAT DOES SHE SAY?

MOTHER'S RESTRICTION OF THE CHILD'S INDEPENDENCE

- (4) DISCOURAGES THE CHILD'S INDEPENDENCE AND ENCOURAGES DEPENDENCY BY GIVING FREQUENT UNSOLICITED DIRECTION, HELP OR GUIDANCE. HELP IS STRONG IN INTENSITY, E.G. DIRECTIVE STRUCTURING OF TASKS.
- (3) GIVES UNSOLICITED HELP AND GUIDANCE WITH MODERATE FREQUENCY.
- (2) GIVES UNSOLICITED HELP ONLY RARELY AND WITH MODERATE INTENSITY. HELP TENDS TO BE IN THE FORM OF ENCOURAGING, REQUESTS, REASONING, SUGGESTION.
- (1) GIVES NO UNSOLICITED HELP. LAISSEZ FAIRE.

MOTHER'S PUNISHMENT FOR INDEPENDENCE

INVOLVES THE EXTENT TO WHICH THE CHILD PERCEIVES THAT THE MOTHER SHOWS DISAPPROVAL. (DISAPPROVAL IS SHOWN BY IRRITATION, RIDICULE, AND RESTRICTION) IN RESPONSE TO THE CHILD'S INDEPENDENT BEHAVIOR. IT INCLUDES THE MOTHER'S NONCOMPLIANCE WITH THE CHILD'S REQUESTS FOR PERMISSION TO DO INDEPENDENT THINGS. INDEPENDENT ACTS INCLUDE: MAKING CHOICES AND DECISIONS, AND STARTING PLANS.

- (4) FREQUENT OR STRONG DISAPPROVAL IN RESPONSE TO THE CHILD'S INDEPENDENT BEHAVIOR.
- (3) SOME DISAPPROVAL OR RESTRICTION. MODERATE FREQUENCY AND INTENSITY, E.G. IGNORING THE CHILD'S REQUEST TO DO SOME INDEPENDENT ACT.
- (2) SOME DISAPPROVAL FOR INDEPENDENT ACTS, BUT MUCH LESS INTENSITY THAN THE ABOVE.
- (1) LITTLE OR NO DISAPPROVAL OR RESTRICTION IN RESPONSE TO THE CHILD'S INDEPENDENT BEHAVIOR.

- VI. THE LITTLE BOY AND HIS SISTER ARE BUILDING WITH SOME BLOCKS IN THE LIVING ROOM, AND THE LITTLE BOY IS BUILDING A TALL TOWER. HIS SISTER GRABS ONE OF THE BLOCKS FROM HIS TOWER, AND HE SAYS: "DON'T DO THAT; THAT'S MY TOWER." AND THE LITTLE GIRL GRABS IT BACK AND SAYS: "BUT I WANT TO BUILD TOO." JUST THEN, THE MOMMY COMES IN. WHAT DOES SHE DO? WHAT DOES SHE SAY?

MOTHER'S RESTRICTION OF THE CHILD'S INDEPENDENCE

- (4) DISCOURAGES THE CHILD'S INDEPENDENCE AND ENCOURAGES DEPENDENCY BY GIVING FREQUENT UNSOLICITED DIRECTION, HELP OR GUIDANCE. HELP IS STRONG IN INTENSITY, E.G. DIRECTIVE STRUCTURING OF TASKS.
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- (1) GIVES NO UNSOLICITED HELP. LAISSEZ FAIRE.

MOTHER'S PUNISHMENT OF THE CHILD'S AGGRESSION

INVOLVES THE THE AMOUNT OF DISAPPROVAL, IRRITATION, RIDICULE, AND RESTRICTION THE CHILD PERCEIVES AS USUAL TO HIS AGGRESSION. THE CHILD'S AGGRESSION INCLUDES PHYSICAL AND VERBAL AGGRESSION TOWARDS THE MOTHER, OTHER PEOPLE, TASKS, OBJECTS, SITUATIONS, SELF, INCLUDING SUCH BEHAVIOR AS SABBING, TEASING, AND FANTASY AGGRESSION.

- (4) STRONG DISAPPROVAL (IRRITATION, RIDICULE, STRONG RESTRICTION) WHEN CHILD IS AGGRESSIVE.
- (3) SOME DISAPPROVAL OF AGGRESSION, BUT LESS FREQUENT OR LESS INTENSE THAN ABOVE. MODERATE IRRITATION, MODERATE RESTRICTION.
- (2) MILD, INFREQUENT DISAPPROVAL OR RESTRICTION OF AGGRESSION.
- (1) NO DISAPPROVAL OR RESTRICTION OF AGGRESSION.

- VII. THE LITTLE BOY IS RIDING HIS BICYCLE IN THE STREET, AND ALL OF A SUDDEN, HE FALLS OFF AND SKINS HIS KNEE. SO HE COME IN TO HIS MOMMY. WHAT DOES THE MOMMY DO WHEN SHE SEES HE HAS SKINNED HIS KNEE? WHAT DOES SHE SAY?

MOTHER'S PRESSURE FOR CHILD'S INDEPENDENCE

- (4) MUCH PRESSURE FOR INDEPENDENCE AND SELF HELP AND DISCOURAGEMENT OF DEPENDENCY. URGES CHILD TO MAKE DECISIONS, OFFERS CHOICE ON IMPORTANT MATTERS.
- (3) SOME ENCOURAGEMENT OF INDEPENDENCE. TENDS TO BE MODERATE IN INTENSITY.
- (2) OCCASIONAL ENCOURAGING OF INDEPENDENCE.
- (1) NO ENCOURAGING OF CHILD'S INDEPENDENCE. PERMISSIVE REGARDING THE CHILD'S DEPENDENCY.

MOTHER'S REWARDING OF THE CHILD'S DEPENDENCY

INVOLVES THE CHILD PERCEIVING THE MOTHER AS TAKING A DOMINANT ROLE, DIRECTIVE, STRUCTURING OF TASKS AND DECISIONS.

- (4) FREQUENT INCIDENCE OF HELP, ATTENTION, APPROVAL, AFFECTION, IN RESPONSE TO THE CHILD'S REQUESTS AND BEHAVIORAL SOLICITATIONS.
- (3) CONSIDERABLE COMPLIANCE WITH THE CHILD'S DEPENDENT SOLICITATIONS, BUT LESS FREQUENT OR INTENSE THAN ABOVE.
- (2) SOME COMPLIANCE WITH THE CHILD'S DEPENDENT SOLICITATIONS. THE COMPLIANCE IS MODERATE IN INTENSITY, E.G. MILD SUGGESTIONS, PASSIVE ATTENTION.
- (1) LITTLE OR NO COMPLIANCE WITH THE CHILD'S DEPENDENT SOLICITATIONS.

- VIII. THE LITTLE BOY IS GOING OUTSIDE TO PLAY. AND JUST AS HE IS GOING OUT THE DOOR, THE MOMMY CALLS AFTER HIM, "PUT ON YOUR SWEATER." BUT THE LITTLE BOY SAYS, "I DON'T WANT TO WEAR MY SWEATER," AND THE MOMMY SAYS, "PUT ON YOUR SWEATER." THE LITTLE BOY SAYS, "I DON'T WANT TO WEAR MY SWEATER." WHAT DOES THE MOMMY DO? WHAT DOES SHE SAY?

MOTHER'S PUNISHMENT OF CHILD'S DISOBEDIENCE

THE AMOUNT OF DISAPPROVAL, IRRITATION, RIDICULE, RESTRICTION IN RESPONSE TO THE CHILD'S WILFUL DISOBEDIENCE. WILFUL DISOBEDIENCE INCLUDES ANY BEHAVIOR (ACTIONS, STATED THOUGHTS, OR INTENTS) CONTRARY TO THE RULES AND CONDUCT WHICH THE MOTHER HAS EXPLICITLY STATED FOR THE CHILD TO FOLLOW.

- (4) STRONG DISAPPROVAL (IRRITATION, RIDICULE, STRONG RESTRICTIONS) WHEN THE CHILD WILFULLY DISOBEYS.
- (3) SOME DISAPPROVAL OF DISOBEDIENCE. LESS FREQUENCY OR LESS INTENSE THAN ABOVE. MOTHER BECOMES MODERATELY IRRITATED, OR EXERCISES MODERATE RESTRICTIONS.
- (2) MILD, INFREQUENT DISAPPROVAL OR RESTRICTION OF DISOBEDIENCE.
- (1) NO DISAPPROVAL OR RESTRICTION OF DISOBEDIENCE.

MOTHER'S PUNISHMENT FOR INDEPENDENCE

INVOLVES THE EXTENT TO WHICH THE CHILD PERCEIVES THAT THE MOTHER SHOWS DISAPPROVAL IN RESPONSE TO THE CHILD'S INDEPENDENT BEHAVIOR. IT INCLUDES THE MOTHER'S NONCOMPLIANCE WITH THE CHILD'S REQUESTS FOR PERMISSION TO DO INDEPENDENT THINGS. INDEPENDENT ACTS INCLUDE: MAKING CHOICES AND DECISIONS, AND STARTING PLANS.

- (4) FREQUENT OR STRONG DISAPPROVAL IN RESPONSE TO THE CHILD'S INDEPENDENT BEHAVIOR.
- (3) SOME DISAPPROVAL OR RESTRICTION. MODERATE FREQUENCY AND INTENSITY E.G. IGNORING THE CHILD'S REQUEST TO DO SOME INDEPENDENT ACT.
- (2) SOME DISAPPROVAL FOR INDEPENDENT ACTS, BUT MUCH LESS INTENSITY THAN ABOVE.
- (1) LITTLE OR NO DISAPPROVAL OR RESTRICTION IN RESPONSE TO THE CHILD'S INDEPENDENT BEHAVIOR.

SAMPLE SUBJECT TRANSCRIPTIONS

I.

E The mommy dolly and the daddy dolly are going out for the evening, and they're putting on their coats, and just as they're putting on their coats the little girl dolly says, "Mommy and Daddy, please don't go out, please don't go out." Then what do the mommy and daddy do?

S We have to, they say, we have to.

E Then what does the little girl doll do when they say they have to?

S She cries.

E What's the mommy do when she sees her crying? That's the part you help me finish, remember?

S Un-huh.

E What's the mommy do when she sees her little girl crying because they're going out for the evening?

S She just goes while she's crying.

II.

E Okay. This time let's say that the little girl is swinging on a swing and the little boy grabs the swing from her and he says, "I want to swing," and the little girl says, "but I was here first, I want to swing." Just then the mommy comes out. What does she do?

S To who?

E To both the little boy and the little girl. What does she say?

S Stop fighting.

E And then what does she do?

S Takes them in.

E What does she do when she takes them in?

S Spanks them both.

E What does she say when she's spanking them both?

S You shouldn't do that again.

E And what do they say?

S We won't.

E Now what does the mommy do?

S Sends them out again.

E Fine. They're out again. This time...

S Now we do something with the baby.

III.

E Okay. The little girl is sick in bed and the baby is playing beside her, and she calls to her mommy. "Mommy, I want a drink of water." What does the mommy say?

S Say please.

E And then what does the little girl say?

S She says "please."

E Then what does the mommy do?

S Brings here a drink of water.

E What does she say to her little girl when she's getting her a drink of water?

S Always remember to say please when you want something.

E And then what does the little girl do?

S When she gets it?

E Un-huh.

S Thank you.

E And then what does the mommy do?

S I don't know.

E After she gives her the water? I guess she takes it away then.

S Why? Why does she take it away?

E Because the little girl is finished with it.

S Oh.

IV.

E Let's say this time the little girl wants to use her daddy's hammer. She knows he always keeps it in that cupboard over there, and do you know what, when she looked she couldn't find it anywhere, so she came to her daddy and said, "Daddy, I want to use your hammer, and I can't find it anywhere," Her daddy said, "good, I don't want you to use it." What happens next?

S He hides it. And the little girl cries.

E Yeh. And then what? After he hides it. She wants to use that hammer.

S She tries to find it.

E Un-huh. What's the daddy do when he knows she's trying to find it?

S You mean he knows that she's trying to find it.

E That's right.

E And what's her daddy do when he knows she's trying to find it, because he told her not to use it?

S Hide it again.

E Then what's the little girl do?

S Find it.

E Yeh. And then what's the daddy do?

S Hide it.

E Yeh. Then what?

S The little girl tries to find it.

E And so he hides and she finds it again?

C Un-huh.

E This time...

V.

S No, I want to do this time

E Okay.

- S Let's say this time the mommy and the child and the baby are going out.
- E Yes. They're going grocery shopping. And when they're in the grocery store...
- S The little girl says, "can I have something?"
- E And the mommy says, "what do you want?".
- S And the little girl says, "anything".
- E And what's the mommy say?
- S I didn't buy anything yet. And then the little girl says, "well, buy everything in the store."
- E And what does the mommy say to that?
- S "I can't buy everything in the store so be quiet."
- E Yes, and then what does the little girl say?
- S She doesn't say anything. (Laughing)
- E Let's say when they're in the store then, the little girl gets lost from her mommy and after awhile she finds her mommy again. What does the mommy do when she finds her little girl who was lost?
- S Spanks her.
- E Un-huh. And then what does she say?
- S Don't go again.
- E What's the little girl say?
- S I won't.
- E And what's the mommy do after that?
- S She goes home.

VI.

- E Un-huh. Look at how you can tie. You're really quite good at that. Okay. This time the little girl and the little boy are playing with blocks in the livingroom...
- S Here's the livingroom.

E Okay. And the little girl is building a tall tower and the little boy grabs one of her blocks from the tower and she says, "don't do that, I'm using it." The little boy says, "But I'm using it." Just then the mommy comes in, and what does she do?

S She takes them all away.

E Un-huh. What does she say when she takes them all away?

S She says, "Don't you dare do that again."

E And what do they say?

S They say, "Mommy, we're sorry."

E And what's the mommy say after that?

S "Good."

E What does she do then, after she takes all the blocks away?

S She gives them back, and they won't fight any more.

VII.

E This time the little girl...

S And the baby...

E Okay.

S are outside and the baby does not get lost this time, okay?

E Okay.

S And he didn't wander away.

E All right. Let's say this little girl is riding her bicycle.

S Un-huh.

E And all of a sudden she falls off and skins her knee.

S Un-huh.

E So she comes in to her mommy. What does the mommy say?

S I don't know.

E You make the mommy say something. What does she do?

- S Makes it better.
- E How?
- S Oh, puts some medicine on it. A band-aid on it.
- E What does she say when she's doing all of this?
- S I don't know that.
- E What do you think the little girl says? When she shows her mommy that she skinned her knee?
- S "Look, mommy, I skinned my knee."
- E And then the mommy says? (Describing child's actions with dolls) She picked her up. Did the mommy pick her up?
- S Un-huh.
- E And then what?
- S I don't know.

VIII.

- E This time the little girl is going to go out and play and her mommy called back to her, "Put on your sweater," and the little girl said, "I don't want to wear my sweater," The mommy said, "But you must put on your sweater." The little girl said, "Mommy, I don't want to." Then what happened?
- S She said, "Do it. Do it or not. If you want to go out you do it."
- E And what did the little girl say after that?
- S I won't.
- E And what's the mommy say?
- S You get your sweater on. Come in and get your sweater on. Get in on, get it on, GET IT ON!
- E What's the little girl do when her mommy says all that?
- S She puts her sweater on.
- E What does she do?
- S Puts her sweater on.

- E Then what's the mommy do?
- S Sends her out to play again. Then she walks into the house and is resting on her bed. (Talking about doll house.) She doesn't fit here.
- E Un-huh.
- S Why not? Why doesn't she fit there?
- E Cause she's too tall.
- S I know she's too tall, but look!
- E She really stretches all the way across the room, doesn't she?
- S Un-huh. She's pretty tall for the house.
- E Yes she is. Taller than the walls.
- S Of course!
- E Let's go see what Miss Vogt has to do for all you at nursery school. I bet she's got some interesting things on the table.
- S I bet she's got juice on it.
- E You think that she'll have juice when you come in?

Subject No. 2:

I.

E This time the mommy doll and the daddy doll are going out for the evening, and just as they're putting their coats on, the little boy doll comes up and says, "I don't want you to go out for the evening." What does the mommy doll and daddy doll do?

S They say yes.

E Yes what? Yes, they'll go out or yes they won't go out?

S Yes we will go out.

E And do they do anything or do they not do anything?

S No.

E And what's the little boy do then?

S I don't know.

E He says, "No, I don't want you to go out," and the mommy doll says as you said, "Yes, we're going out anyway." What does the little boy doll do then?

S I don't know.

II.

E Okay. This time the little boy is outside swinging on his swing, and the little girl who lives next door comes up and grabs the swing and says, "I want to swing." And he says, "No, I was here first," and just as they're fighting over who's going to swing the mommy doll comes out. What do you think she does?

S She stops the quarrel.

E She stops the quarrel and then what does she do after she stops the quarrel?

S She takes that one there (the girl).

E This one? Okay.

S And puts her in her room.

III.

E And the little boys continues swinging. Now it's nighttime, and the little boy is sick in bed. He has a terrible cold. He calls to his mommy, "Mommy, I want a drink of water." What does the mommy do then?

S She says no.

E And then what does the little boy do?

S I don't know.

E What does the mommy say "no" for?

S 'Cause she thinks he's going to get sicker.

E And then what does the little boy doll do when the mommy says, "No, you can't have a drink of water now cause you'll get sicker?"

S I don't know.

E Okay.

S He says, "I do want one."

IV.

E This time the little boy just loves to use his daddy's hammer, so he went to the cupboard where he knows his daddy always keeps his hammer and he looks for it, and you know what, he can't find it. So he comes to his daddy and he says, "Daddy, I want to use your hammer." The Daddy says, "I don't want you to use my hammer, even if you do want to use it." Now, what happens?

S He says, "Yes, I do want it!"

E And then what does the daddy say?

S I don't know.

E What do you think he does when the daddy says, "No, you can't use it anyway?"

S He goes and takes his.

E The little boy goes and takes his. Is that what you meant?

S Yes.

V.

E And he uses it. This time the little boy and his mommy are in the grocery store together, and the little boy gets lost from his mommy. A little bit later they find each other again. What does the mommy do when she finds her little boy?

S I don't know yet.

E In the grocery store after he was lost? What you think the little boy does when he finds his mommy?

S He's trying to get up to her face. (Making mother doll hold the boy doll).

E He's trying to get up to her face? And then what does the mommy do?

S I don't know.

E Do you think she hugs him?

S Yes.

E Then what do they do after she hugs him?

S They would go home.

VI.

E : Go home. This time the little boy and his sister are playing with the blocks in the livingroom and the little boy is building a tall high tower, and as he's building, his sister grabs one of his blocks from the tower and he says, "Don't do that. I'm building with that block," and the little girl says, "I want to use it." Just then the mommy comes in. What do you think she does?

S She takes the block away.

E From who?

S From the girl.

E From the little girl. And then what does she do?

S She takes her in the house.

VII.

E She takes her in the house. This time the little boy is riding his bicycle in the street and all of a sudden he falls off and skins his knee, so he comes inside to his mommy. What does she do when she sees he has skinned his knee?

S She puts a bandage on it.

E Yeh. And then what does the little boy do after she puts a bandage on it?

S I don't know.

E Does he go back outside or does he stay inside?

S He stays in.

VIII.

E He stays inside. This time the little boy is going out to play and his mommy calls after him, "Put on your sweater." He says, "I don't want to wear my sweater." Then what does the mommy do?

S She sends him inside.

E Sends him inside. And what does she do after she...where does he go when he's inside?

S Go to his room.

E And then what does the mommy do?

S I don't know.

E Then the little boy stays inside and plays?

S Yes.

E We've told lots of stories, haven't we? Shall we go upstairs and see how Miss Vogt's doing now?

S Yes.

Subject No. 3:

I.

E This time the mommy and the daddy are getting ready to go out for the evening and just as they're putting on their coats, the little girl comes up and says, "Mommy and Daddy, I don't want you to go out, please don't go out." What does the mommy and daddy do then?

S They doesn't go out.

E The mommy and daddy don't go out? But the mommy says to the little girl, "I'm sorry, but we have to go out." What does the little girl do then?

S Cries.

E And then what's the mommy do?

S She goes away.

II.

E She goes away. Okay. This time the little girl is swinging on the swing and the little boy comes up and grabs the swing from her. She says, "Don't do that, that's my swing," and the little boy grabs it again and says, "But I want to swing, too." Just then the mommy comes out, and what do you think she does?

S She spansks the little boy.

E What's she tell him?

S She tell him, don't take it away from the girl. She had it first.

E And then what's the little girl do?

S She takes it and swings again.

III.

E You tell some good stories. Let's say this little girl is sick in bed. She has a very bad cold. She calls to her mommy, "Mommy, will you get me a drink of water?" And what's the mommy do?

S She goes up to the sink. She pours it in a glass. She gives it to the girl.

E What's the mommy say?

S She say...I don't know.

IV.

E Let's say this time the little girl wants to use her daddy's hammer, which she knows he always keeps in that cupboard over there, but when she looked she couldn't find it anywhere. So she came back to her daddy, and she said, "Daddy, I want to use your hammer but I can't find it anywhere," and the daddy said, "Oh, I'm glad. I didn't want you to use it anyway." What happens next?

S She puts her in bed again.

E She puts who in bed?

S The little girl.

E The mommy does?

S No. The daddy.

E The daddy does.

S The daddy is mad.

E And what's the little girl do?

S She cried.

E Uh-huh. What did the daddy say?

S He said, "You stay in bed."

E Yeh. And what about the little girl?

S She went over to her bed. Hey, how do you make her sit down?

E Like this.

S Hey, do you have other clothes for the she doll?

V.

E No. I wish I did. Let's say this time that the little girl and her mommy are in the grocery store together and the little girl gets lost from her mommy. Pretty soon she finds her again. What's the mommy do when she finds her little girl who was lost?

S She walks and go to the grocery store.

E What does the mommy do when the little girl was lost?

S She put her in bed again.

E And then what's the little girl do after she finds her mommy in the grocery store?

S Oh...

E That's a hard one?

S She gets up again.

E Oh-huh.

S And she jumps on her mommy.

E She jumps on her mommy. (And the mommy hugs her).

VI.

E This time let's say the little boy and the little girl are building with blocks, and the little girl is building a tall tower, and the little boy grabs a block from her pile, and she says, "Don't, I'm using that," and he says, "But you have them all. I want to use it." And just then the mommy comes in.

S And she said, "You little boy, you go in bed."

E So the little boy's in bed.

S Then the boy and the girl are sharing.

E Okay.

S Where's laddie?

E He's studying at his desk.

S Hey, let's play a game, said the girl. Pretend he was using her toy and he grabbed it. And he said, "you can't use my toy any more."

E It looks like the mommy and daddy are kissing.

S Yeh. Can they stand up when they're kissing?

E I think so.

S And the brother--and sister are kissing. They're going to go to their shelf and dress.

E Let's try another story.

S Okay.

VII.

E Okay. Let's say the little girl is outside riding on her bike, and all of a sudden she falls off and she skins her knee, so she comes into the house to her mommy. What does the mommy do when she sees her little girl has skinned her knee?

S She puts a band-aid on it.

E And what's she say?

S She said, so, you have a bad knee and you have to go to bed. So she went to the bed. Is there a other bed?

E No, just those two beds.

S How come she falls out?

E How come she what?

S falled out. On her bike.

E How come does she fall down?

S Yes.

E Oh, she fell off of her bike.

S How?

E Maybe she was riding too fast and the bike tipped over.

S Oh.

VIII.

E Let's say this time that the little girl is going out to play and her mommy calls after her, "Put on your sweater," and the little girls says, "But I don't want to wear my sweater." What's the mommy do then?

S Spanks her.

E She spansks her. Then what's the little girl do, because she doesn't want to wear her sweater.

S She goes to bed. She has to go to bed. So she takes a nap. She goes to the kitchen. She stands up. She's washing the dishes.

E And...

S She goes over to here. Hey, somebody used the hammer. I can't find it, she says. So she looks around and says to daddy, "Wheres' the hammer?" But daddy says, "Good, I don't want you to use it. Then they kiss again.

E And while they're kissing we better go see if it's time for juice.

S Yeh. If it's time for juice what are we going to do? If it's not time for juice.

E Well, I think it'll be somebody else's turn to come.

Subject No. 4:

I.

E Let's say the mommy and the daddy this time are going out for the evening and just as they're putting on their coats the little boy comes up and says, "Mommy and Daddy, I don't want you to go out for dinner." And what does the mommy and daddy do then?

S They woke up. And the baby woke up too.

E They all woke up when the little boy said that he didn't want them to go out for the evening?

S Yes, he woked his sister up when he was in the bedroom. And the baby was in the bedroom, too.

E But what did the mommy and daddy do when the little boy said, "I don't want you to go out for the evening?"

S They put him outside and got him some more toys so he could play while they were gone.

E He played while they were gone?

S Yes. She was playing with the baby inside so he wouldn't cry. And the boy's outside playing somersaults. (Decmonstrating with the dolls.)

E Again?

S Now he's going to do something else. He runs backwards and jumps up.

E Boy, he's really good at doing those somersaults isn't he?

S Then another trick, Stand on his head with his hands helping him stand up.

E Boy, that's pretty good of him.

II.

E Let's say this time that the little boy is swinging on the swing and the little girl who lives next door grabs the swing from him and she says, "I want to swing," and the little boys says, "No, don't. That's my swing. I was her first." And just when they're fighting about the swing the mommy comes out, and what does she do?

S She.... This is the next door neighbor?

E Uh-huh.

S And her house is here.

E Uh-huh.

E And what does the mommy do?

S She takes the boy inside and he plays with his trucks.

E What does the mommy say?

S She stops in to her next door neighbor and says, "Ask your daddy to make a swing." And the father's going to make a swing in the tree, next door, on the other side. He made the swing and she had a swing now. She had to climb to the swing because it was really high. So she climbed up in the swing and swung.

III.

E I see. My goodness. Now this time the little boy is sick in bed and he wants a drink of water very badly, so he calls to his mommy and he says, "Mommy, I want a drink of water." What's the mommy say?

S The mommy gets some water for him and brings it into the boy.

E Uh-huh.

S And the father goes out of the bedroom and he can have a rest.

E Un-hum. What's the mommy say?

S You go to sleep and have a good rest. Then in the morning if you're still sick ask us and we'll make you better, cause God knows we're trying to make you better. So you go to sleep. Then she goes out, too.

E Then the little boy does what?

S They're standing outside by the door. They left a little crack by the door so they could hear. He woke up and he runs to get a drink and the drink was hot water.

E Un-huh.

S And he drank it.

E Does he like hot water?

S It was cold and hot.

E I see.

S Cold and hot. The cold and hot were in there together. First he filled hot and then he filled cold, then he got the cold from the cold water.

E I see.

S He got more sicker. They heard what he did. Crash! The cup felled on the floor. They moved to a new house and their old house is over here. And then they moved over to this new house and then he spilled the water on their newest house. The bedroom was all cleaned up and...where's the kitchen?

E Right here.

S And so they had to moved him from the new bedroom and he's sleeping in with his sister.

IV.

E Oh. Let's try another one this time. Let's say the little boy wants to use the daddy's hammer which he knows his daddy always keeps over here, and when he looked in that cupboard he couldn't find the hammer anywhere. So he came to his daddy and he said, "Daddy, I want to use your hammer, but I can't find it," and the daddy said, "Good, because I don't want you to use my hammer anyway." And then what happened?

S The boy runs and finds it.

E Un-huh.

S So he looked under his bed and he didn't keep it under here, so he looked under the mother's bed. The scissors always were under the mother's bed.

E And then when he finds the hammer what does his daddy do, because his daddy told him not to use the hammer?

S He took the hammer away. And put it in the bottom cupboard. That's where it is.

E What did the daddy say?

S You can start finding it now and you won't never find it. So he went into his room and he looks in here. No. He looks in here. No. He looks in here. No. The hammer wasn't there.

S So he went into the front room and he looked under the chair to see if the hammer was there, but he couldn't find it, so he looked under that chair and he found it.

E And what did his daddy do?

S He (the child) hammered a hole in the wall and he got outside and he walked past the house and he walked behind this rock. And the father said, "Now I'm going to go see where the son is," so he went out the front gate. I'm going out to cut the lawn. All right. While I go look for son.

V.

E Okay. This time the little boy and his mommy are in the grocery store shopping together and the little boy gets lost from his mother and pretty soon, after he is lost for awhile, he finds his mommy again. What's the mommy do when she finds her little boy who was lost?

S She went and finds the father.

E Yes. And what's the father do?

S The father wants to find his...when he heard him walking he hid...and the father didn't find him. "Where's the son, mother?" She was in the house hiding. When daddy comes she walked out and said, "What's the matter? Where's son?" I wanted to ask him something. I couldn't find him in the house, just baby and sister. Take care of the baby. But I don't know where son is.

E What does she do, though, when she finds her son in the grocery store?

S He's not in the grocery store, he's hiding behind this rock.

E I see. But what does the mommy do when she finds him?

S But he sneezed. Ah...Ah-Choo. He must be behind this rock. I looked and I found son in here, with my hammer again. Give me the hammer, son. You should not take the hammer and hide when people want to tell you not to do that. The baby's waking up. All right, mother, you go inside. Son, I want to tell you something. Come in the backyard with me. Son, you should don't do that. Your mother doesn't want you to take things when your father doesn't ask you to take it. You go on and play. Don't get lost again, or you know what happens. Stay on this side and play.

E What happens?

S The father lays down to rest.

E When the father says, "Don't get lost again because you'll know what happens," what does happen?

S His clothes are already dirty, but they're not supposed to get dirty again.

VI.

E I see. Let's say that the little boy and his sister are playing with some blocks in the livingroom and the little boy is building a tall tower, and his sister grabs one of the blocks from his tower, and he says, "Don't, that's my tower," and the little girl grabs it back and says, "But I want to build, too." Just then the mommy comes in and what does she do?

S Who brought the blocks out of the cupboard first? And the brother says, "I did."

E And then what does the mother say?

S All right, sister, you find your dolly and you play with the dolly. The baby falls asleep playing with the dolly. He's the father.

E What about the blocks?

S The mother took the blocks away and put them back in the cupboard.

E So the little girl and the little boy played with the dolly?

S No, mother broke that up. Time to go to bed. Right. Where's little sister? She's still outside playing. Oh. I go get her. You tell her to go inside and go to sleep. All right. They're going to sleep outside cause there's no room for daddy. We don't have any beds.

VII.

E I see. Let's say that the little boy and his sister go out to play after they wake up. And he rides his bicycle. And all of a sudden he falls off and skins his knee, so he comes in to his mommy. And what does his mommy do when she sees he has skinned his knee?

S First she sprays some cool stuff on it and then she puts a bandage on. You're not going to ride your bike any more till you grow up bigger. This bike's too big for you. We buy you bike that's just the same as you. All right? All right, said the little boy.

E And then what?

S The mother goes into the house and the boy asks his daddy, "Daddy, will you go get a bike for me at the store?" All right, son. First he has to put it together. You know the neighbor next door? He has a boy name Stephen and David. My name is Stephen.

E I know that.

S All right, you know. And David's bike, he has a little red one. That's the bike that I'm going to buy you and I'm going to put it together. All right daddy. I'm going inside and play with my trucks until I get it. Okay? Now daddy goes downtown and buys the bike and he comes home and says, "Son, I brought the bike home." So the son goes outside and he watches him put it together. Right?

E Okay.

S The bike was all fixed so he rides his bike, and he never went off of it on to the street again. It was a bike with wheels on the back, two wheels on the side, and one wheel at the front. He went into the backyard and soon he got tired so he laid it aside and laid down to rest.

VIII.

E And this time, the little boy, after he's rested, goes outside to play and the mommy calls after him, "Put on your sweater." The little boy says, "But I don't want to wear my sweater," and the mommy says, "But I want you to wear your sweater." What happens next?

S What did she say?

E "Put on your sweater."

S Put on your sweater, and the boy says no, he doesn't want it on, but I think it is better to put your sweater on. (Child using daddy doll.)

E But the little boy says, "I don't want to wear it, daddy."

S You have to wear it. It's getting chilly out. Soon it gets real cold and you'll have to come inside and go to bed. Right? All right daddy. And it got real cold so he went outside and got his things off and went to bed.

E I think maybe we had better go and see what Mrs. Pinch is doing now, don't you? We've told a lot of stories, haven't we?

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