

M 3 - J 2

University of Wisconsin Library
Manuscript Theses

Unpublished theses submitted for the Master's and Doctor's degrees and deposited in the University of Wisconsin Library are open for inspection, but are to be used only with due regard to the rights of the authors. Bibliographical references may be noted, but passages may be copied only with the permission of the authors, and proper credit must be given in subsequent written or published work. Extensive copying or publication of the thesis in whole or in part requires also the consent of the Dean of the Graduate School of the University of Wisconsin.

This thesis by Joyce Lorraine Hults
has been used by the following persons, whose signatures attest their acceptance of the above restrictions.

A Library which borrows this thesis for use by its patrons is expected to secure the signature of each user.

NAME AND ADDRESS

DATE

PARENTAL ATTITUDES:
A COMPARISON OF FATHERS, MOTHERS, AND NURSERY SCHOOL TEACHERS

by
Joyce Lorraine Hults

A Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree of

MASTER OF SCIENCE
(Child Development)

at the
University of Wisconsin

1959

TABLE OF CONTENTS

	Page
I. Introduction.	1
II. Survey of Literature.	3
A. Previous Studies in the Area of Parental Attitudes. . .	3
B. Studies Using the PARI and the Dawe-Jones	8
1. The Use of the Dawe-Jones Picture Test	8
2. The Use of the Parental Attitude Research Instrument	10
III. Method and Procedure.	12
A. The Measuring Instruments	12
1. The Dawe-Jones Picture Test.	12
2. The Parental Attitude Research Instrument.	13
B. Subjects and Procedure.	17
IV. Analysis of Data.	21
A. Dawe-Jones Test	21
1. Comparison of Fathers, Mothers and Teachers.	21
2. Comparison of Couples.	30
3. Summary.	39
B. The Parental Attitude Research Instrument	41
1. Comparison of Fathers, Mothers and Teachers.	41
2. Comparison of Couples.	48
3. Summary.	50
C. Comparison of Fathers, Mothers and Teachers on Measures	52
1. Relationships Between the Two Measures	52
2. Summary.	57

V. Summary, Conclusions, Limitations and Implications for Further Research.	58
A. Summary and Conclusions	58
B. Limitations and Suggestions for Further Research.	59
VI. Bibliography.	61
VII. Appendices	
A. Copy of the Dawe-Jones Picture Test and Scoring Manual	
B. Copies of the Male and Female Form of the PARI	
C. Description of Scales in the PARI	
D. Scoring Sheet for the PARI	
E. Frequency Distribution Chart on the PARI Scales	
F. Background Questionnaire	

I. INTRODUCTION

Parent-child relationships have long been considered of prime importance in the study of child development. This research project is concerned with measuring the attitudes toward child rearing of a selected group of parents whose children were enrolled in a particular private nursery school, and of the attitudes of the nursery school teachers who were working with these same children.

The writer's interest in the attitudes toward child rearing of this group has been an outgrowth of the recent extensive interest in the importance of the influence of parental attitudes upon the personality development of children. A considerable amount of the child's time is spent under the influence of the teacher. It seems to follow that there should be a relationship between the attitudes of the parents and the attitude of the teacher where each child is concerned.

Some of the questions raised in this study are: Do fathers and mothers tend to agree in their attitudes? How similar are their attitudes to those of nursery school teachers who are trained in the area of child development? If there is disagreement, where do they differ? Such questions as these suggested the main emphasis for this study, which is primarily the measurement of attitudes of parents and teachers in a selected group. The two instruments used are projective type tests in which the individual gives a written response. The first test administered, The Dawe-Jones Picture Test, measures the respondent's sensitivity toward children through analysis of his written responses to twenty pictured situations. The second test, The Parental Attitude Research Instrument (PARI) is designed to measure attitudes on twenty-three different scales

for women and thirty different scales for men. They are measured as a result of an individual's written response to a series of statements.

The practical question of how these parents and teachers actually behave in their relations with their children would have been a most interesting extension of this study if time had permitted. It has been necessary to limit this study to (1) measurement of attitudes toward child rearing held by the parents of 31 children enrolled in a particular nursery school, (2) measurement of similar attitudes held by a selected group of nursery school teachers, (3) analysis of the data collected, and (4) discussion and implications of measured attitudes and their effect on children of this age.

II. SURVEY OF THE LITERATURE

A. Studies in the Area of Parental Attitudes

It is not possible or necessary to review the vast amount of literature on parent-child relationships. An attempt will be made to mention here a few of the more widely known in addition to some of the more recent studies. The available information up to 1946 has been summarized by Radke (10), and the more recent literature is summarized by Landreth (8) and by Schaefer and Bell (14).

A wide range of measures has been used. They include ratings by an observer in the home, school, and laboratory or clinic situation; varied forms of attitude questionnaires; and personality ratings. Some investigations center mainly on one specific attitude and others cover a wide range of personality characteristics. A single group may be measured on one instrument or on several instruments. Often research is done for purposes of testing the validity of a certain scale with a select group.

Examples of some of the methods used in research in this area are as follows:

Interview in homes: In the Sears, Maccoby and Levin study (16) mothers were questioned in a structured interview. The mothers' expressions of attitudes, values, interests and beliefs, as well as their caretaking and training behavior were investigated. Attitudes from birth to kindergarten age were obtained. Sears, Maccoby and Levin's book consists essentially of facts telling how mothers bring up their children, not how they should. The subjects consisted of 379 mothers who lived in a suburban area and ranged widely through lower and middle-class status. Social,

economic, and cultural differences were investigated in an effort to discover what kinds of child rearing practices are most conducive to the development of children's identification with their parents.

Interview and questionnaire: Radke's (10) work was with four and five year olds and their parents. With the use of interview and questionnaire many aspects of the parents' relations with their children were surveyed. This gave insight into the parents' philosophy as well as ideas of their specific practices. The children were also questioned and tested regarding compliance to authority through projective techniques with dolls. Teacher ratings on behavior of the children in school were also included. Within this group of upper-middle class parents there was a variation in the extent to which members used practices they had experienced themselves. They reported disciplinary attitudes and practices toward their children which correlated .38 with those they had experienced themselves. Significant differences were shown in the children's ability to get along with others, in their considerateness, and in their emotional stability as a result of democratic vs. autocratic atmosphere.

Observer in the home: Lafore (7) studied the contacts that occurred between mothers and children in the course of daily living in the home. Data for the study consisted of records taken in the home during systematic observations of the behavior of parents in relation to their children. She found that parents who made the fewest affectionate advances to their children received the largest number of such advances from them. Some techniques, such as reassuring, giving reasons, explanations, and encouragements appeared to achieve a high degree of success when judged both in terms of a tally of desirable outcome and judgments as to the child's at-

titude. Praising and displaying affection seemed particularly strong techniques that few of the parents observed utilized. In a concluding statement Lafore says, "It seems to the investigator that the essential need for satisfactory parent-child relationships lies in acceptance by the parent of the legitimacy of the child's incessant day-by-day demands."

Scales measuring attitudes: Harris, Gough, and Martin (5) tested parents on scales which measured authoritarianism, permissiveness, parent-child integration, parental rigidity, and good judgment. An attitude scale toward Negroes was then given to the children of these parents. Part of the measures used were from material by Radke (10) and Shoben (19).

Inspection of the analysis indicated that the mothers of prejudiced children characteristically expected obedience promptly and unquestioningly from their children. The parents of unprejudiced children were less in favor of spanking children or of discipline by shaming. Mothers of prejudiced children showed more authoritarian attitudes. These same mothers admitted that their children ignored parental requests when wishes of the children conflicted with parents' wishes. In addition, they preferred quiet and cautious children, did not insist on strict bedtime, and were less likely to insist on the child caring for his own room. Harris concluded that attitudes of tolerance and good judgment in child-rearing are, possibly, part of a personality and attitude complex on the parent's part which is associated with freedom from ethnic prejudice in children.

Rating Scale: Porter (9) feels that more research should be done in the area of the positive side of acceptance of children by their parents. The various forms of non-acceptance (rejection, overprotection, indulgence) have received nearly all the concern. He used a form of Champney's

rating scale (3) in which parents are asked to rate themselves according to the feelings and actions they take in relationship to their child. The data demonstrated that the scale was successful in distributing subjects on a continuum and that it is sufficiently sensitive to classify parents over a wide range. The degree of variance obtained was much greater at the lower end of the scales than at the upper end. Implications appeared that acceptance may vary with the situation so that a study of parental acceptance using a variety of situations would give further insight into measurement in this area.

Inventory of Items: Block (2) devoted his study to the personality characteristics associated with fathers' attitudes toward child-rearing. A sample of military officers were given an inventory of items which measured "Restrictiveness" versus "Permissiveness" in child-rearing attitudes. When the two groups were compared it was found that restrictive fathers tended to be over-controlled, disorganized, indecisive, submissive, suggestible individuals with little self-assurance. Permissive fathers were evaluated as self-reliant, ascendant, and functioning effectively. Very little research has been done with fathers as subjects so that this study makes a definite contribution to the field.

Another most interesting study was done by Bishop (1) in which mother-child interactions in a standard play situation were recorded. Each mother was told that the purpose of the study was to observe her child's play. The mother, therefore, was free to read or sew or do as she wished. From behind a one-way-vision screen the observer noted that mothers differed in frequency and mode of interacting with their child. Correlations of .5 to .7 between mothers' mode of interacting or interfering and their

child's negativism and refusal suggest that over-control creates a poor mother-child relationship. Bishop extended her study in an experimental test of the relationship between parental security and parental control. She told half of the mothers that their child had not done as well as she thought he could and that she would like to observe him again. The other half of the mothers were told that a second observation would be made as a check on the first one. Under these circumstances the mothers who thought their child had not done as well as he might became more criticizing and directing. Mothers who thought the second observation was merely a re-check showed no change in behavior. It appears from this study that a remark that makes the mother uneasy might have an undesirable effect.

B. Studies Using the Dawe-Jones and the PARI

The Dawe-Jones Picture Test

The Dawe-Jones Picture Test¹ was developed with the purpose of measuring adult empathy or sensitivity toward young children. A complete description of the development can be found in Jones' (6) study. Jones concluded that the test was not fully adequate as validated by the teacher ratings used. However, it appeared to have potential value as a measuring technique with further refinements in scoring, administration and validation.

Shaw (18) revised the scoring system and correlated picture test scores with ratings of students by supervising teachers and with observations of students while teaching in nursery school. From her study it appeared that further research on the picture test was warranted if it was to be used to test a student's sensitivity toward children when a student was in a teaching situation.

Evans (4) used the data collected by Shaw (18) and Jones (6) in addition to the results obtained from a study with rural parents.² Her comparison of student teachers on this instrument resulted in a finding that those with increased experience in student teaching tended to be higher in their sensitivity as measured by the scale.

Watson (20) administered the Dawe-Jones Picture Test before and after a course of instruction in child development to see whether or not adult sensitivity to children could be increased by means of classroom

¹The Dawe-Jones Picture Test is described later in Section III.

²North Central Regional Research Project NC-21: "Family Influences on Personality Development."

instruction. Instruction resulted in a slight improvement in total scores and tended to level out differences between groups. Watson concluded that empathy, as revealed by the Dawe-Jones Picture Test, is slightly amenable to instruction, but that in general it is a fairly stable personality characteristic.

As part of a regional research project (see footnote on page 8) the Dawe-Jones Picture Test was given to rural parents who responded orally. The final sample included 254 couples (64 couples from each of four mid-western states). While complete results are not available at the present time, analysis suggests that fathers are consistently less sensitive in degree than mothers.

The Use of the Parental Attitude Research Inventory

The development of the Parental Attitude Research Instrument (PARI) has been a more recent development in the area of measurement of parental attitudes.¹ Schaefer and Bell (15) devised this scale after an extensive analysis of existing scales by Champney (3), Shoben (19), and Radke (10).

Shapiro (17) conducted a study of correlates of opinions on the upbringing of children using some of the scales in PARI in addition to two other measures. This investigation had two purposes: first, to find out how such opinions are related to opinions on social matters and secondly, to find out how they are related to temperament. An analysis of the relationship between the items of the parental attitude inventory used and three variables (radicalism, tendermindedness and neuroticism) was made. They all provided significant relationships but radicalism was the most significant. The results also indicated that restrictive child-rearing attitudes were associated with conservative political opinions. Shapiro concluded that attitudes toward child-rearing are related to other social attitudes, and that different types of parental attitude items are differentially related to other personality measures of the parent.

Zuckerman has recently completed two studies using the PARI. The first (21) involved the use of a sample of mothers which included a more representative sample than the women used in Schaefer and Bell's study. The purpose of this group was to provide stanine scores for future work; to investigate influences of age, education, number of children and religion on parental attitudes; to obtain data for a factor analysis of

¹The PARI is described later in Section III.

the scales; and to provide a pool of control subjects for comparisons with other groups of mothers. Zuckerman's analysis indicated that the less educated and older mothers tended to have more severe attitudes (authoritarian, suppressive, hostile) on the related scales. Factor analysis resulted in the same factors, essentially, as those found by Schaefer and Bell in their study.

Zuckerman's second study (22) was made to find correlations between PARI factors and five other scales. He used three groups in his sample: (a) sixty female psychiatric patients, mostly mothers; (b) twenty-four mothers of college students; (c) eighty-eight unmarried student nurses. The results were interpreted as indicating some relationship between personality variables and attitudes toward child rearing, and offered some evidence for the validity of the PARI factors.

Although Schaefer and Bell designed the Parental Attitude Research Instrument to measure specifically the attitudes of parents, the PARI has been and is being used in studies measuring attitudes of non-parent adults whose work involves responsibility for the growth and development of children.¹

¹Richard Q. Bell, "List of Current or Planned Studies of Parental Attitudes Using Questionnaires," (August, 1958). Mimeographed by Child Development Section, National Institute of Health, Bethesda 14, Maryland.

III. METHOD AND PROCEDURE

A. The Measuring Instruments

The Dawe-Jones Picture Test

The picture test used in this study, a copy of which can be found in the appendix, was developed at the University of Wisconsin by Dr. Helen C. Dawe and Mrs. Betty Jones (6), a former graduate assistant. It is a projective type of test designed to investigate an adult's sensitivity or empathy toward children. It consists of twenty-eight pictured situations depicted by line drawings. In each situation a child is saying something to an adult, such as "Look at the big mudpie I made," or "I don't want to kiss grandma goodbye," and "He tried to take my wagon so I hit him." The adult's response in each case is left blank and the respondent is asked to give the response he thinks the adult would make.

The scoring has been modified to the present form in which the individual's response is scored by a \checkmark or - on each of the pictures. A response showing sensitivity to the child is \checkmark , and one lacking in sensitivity is -. The total raw score is the number of - responses on the pictures so that the low 0 score is preferable to the highest possible 20.

The original Dawe-Jones test consisted of twenty-eight pictures, but eight pictures were deleted in the final scoring as a result of Evans' (4) analysis. (Pictures 1, 2, 4, 9, 18, 23, 26, and 27.) They were deleted because Evans' analysis showed them either to be lacking in discriminatory ability or to have produced a high percentage of responses so ambiguous that they could not be scored properly. The remaining pictures were given a letter designation in order to avoid confusion with the earlier numbering system.

The Parental Attitude Research Instrument

The other instrument used in measuring the attitudes of parents and teachers in this study is the Parental Attitude Research Instrument (PARI). This instrument was devised by Earl S. Schaefer and Richard Q. Bell of the National Institute of Mental Health, National Institutes of Health, Education and Welfare. In discussing the development of their test Schaefer and Bell make the statement, "Both clinical studies in which various syndromes of parental attitudes have been related to differential personality development of children, and the statistical theory of differentiation and prediction, suggested the need for development of measures of specific attitude concepts composed of homogeneous groups of items. Theoretically, such an inventory would be more useful than a test composed of individual items or one which would give only one score of pathogenicity of parental attitude." (15) Developing an instrument in which the use of a number of items or questions provides scores relating to a single concept seems to produce a more reliable measurement of attitudes than does a scale in which single items and scores are used. Schaefer and Bell are supported in this by others who have done considerable investigation in the general area of attitude measurement.

From a search of the literature, Schaefer and Bell selected concepts related to child rearing and family life which have bearing on the personality development of the child. Using these concepts the PARI scales were formulated, and the instrument constructed in two forms, one with twenty-three scales of five items each was designed to measure attitudes of mothers, and one with thirty scales of eight items each was designed to measure attitudes of fathers. (See Appendices for original PARI forms.)

The original test forms were given to mothers and fathers in this study, but for the purpose of this study the writer has chosen to use only those scales (sixteen in number) and items from the scales which are stated identically in both forms of the PARI. These scales, numbered here and throughout this study, are as follows:

1. Encourage Verbalization
2. Fostering Dependency
3. Seclusiveness
4. Breaking the Will
5. Marital Conflict
6. Strictness
7. Irritability
8. Excluding Outside Influence
9. Deification of the Parent
10. Suppression of Aggression
11. Rejection of Role
12. Equalitarianism
13. Approval of (or Demand) Activity
14. Avoidance of Communication
15. Suppression of Sex
16. Comradship and Sharing

Schaefer and Bell found that scales which state widely approved attitudes toward child rearing typically have very poor reliability because there is a strong tendency for all persons to agree with these approved attitudes. (For example, "When a child is in trouble he ought to know he won't be punished for talking about it with his parents.") They found very little variability and poor discrimination on the so-called healthy attitude scales. Therefore, the scales which they developed and which they found to be more differentiating were ones which stated attitudes contrary to the usually approved child rearing opinions. (An example is, "A child should be taught to avoid fighting no matter what happens," in the Suppressing Aggression scale.) The majority of the scales included in the PARI are of this type, for they are designed to minimize the ten-

dency to check socially approved items.

Three of the scales included in the PARI are scales which Schaefer and Bell refer to as "Rapport" scales. These scales reflect approved attitudes toward child rearing. From previous studies we would expect them to have relatively low reliabilities and poor discrimination, but they are included because it was found that tests composed entirely of scales stating attitudes contrary to the usually approved opinions left respondents dissatisfied. The inclusion of scales containing items with which respondents could agree gave individuals an opportunity to express their own positive ideas. These "rapport" scales included in analysis of this study are Equalitarianism (12), Comradship and Sharing (16), and Encouraging Verbalization (1). A more detailed definition of the other thirteen scales used in the analysis can be found in part C. of the appendices.

More detailed information in relation to development of the scales, standardization, validation, reliability and testing done by Schaefer and Bell can be found in the article, "Development of a Parental Attitude Research Instrument," (15) and also in the mimeographed paper, "Parental Attitude Research Instrument (PARI) Normative Data," (12) which can be obtained from the Library, National Institute of Mental Health, Bethesda 14, Maryland.

The scoring was done in accordance with the method used by Schaefer and Bell in determining raw scores for each scale. Numerical values of four, three, two, and one were assigned to the response categories of Strong Agreement (4), Mild Agreement (3), Mild Disagreement (2), and Strong Disagreement (1). A scale score of an individual consists of the sum of the item values. (See sample score sheet in the appendices.)

For example, Scale 1, Verbalization, in the scoring sheet consists of four items (1, 47, 70, 93) found in the mother's form of the PARI that are identical to four items (1, 61, 91, 121) found in the Father's form of the PARI. Scale 2, Dependency, consists of five items (2, 25, 48, 71, 94) found in the mother's form of the PARI that are identical in content to five items (2, 32, 62, 92, 122) in the father's form of PARI. All the other scales are made up of five identical items, with the exception of Scale 1 and Scale 7 where there are just four items.

On the scoring sheet in the appendix all the item numbers used for analysis in this study are listed. The first number is the item number in the original form for mothers. The number encircled is the corresponding item number in the form for fathers. Since 14 of the scales are made up of five items (each item scored in degree from one to five) the possible range of each individual on a particular scale is from 5 to 20. In scales 1 and 7 where only four items were used the range is from 4 to 16. On all scales, except the rapport scales (11, 12, 16) a low score indicates a preferable attitude in accordance with current theories found in the literature on child rearing practices.

A description of the sample and procedure in administering the tests follows in Section III B.

B. Subjects and Procedure

The subjects consisted of a group of thirty-one couples whose children were attending the same private nursery school. (See Tables A, B, and C, page 18.) There was no attempt made to secure a sample which is representative of the total population in the United States of parents who have children in nursery school. The present sample is drawn from the middle and upper middle-class levels of occupation, income, and education. Sufficient information was obtained on the questionnaires to determine characteristics such as age, occupation, and education.¹ The age range of the thirty-one fathers and thirty-one mothers was 24 years to 44 years with a mean of 33.2 years. (The mean age for the fathers was 33.6 years and it was 32.7 years for the mothers.)

The education of the parents ranged from 11 years to 25 years with a mean of 18.4 years for the group. (The mean number of years of education for the fathers was 19.1 and for the mothers 17.6.) Only one individual in the sample of parents had not completed high school, and just one had not completed college. The remaining sixty parents were college graduates. Sixty-one percent of the entire parent group had completed two or more years of graduate work. Forty-two percent of the fathers were currently engaged as professors in a university. The mean number of children for the group was 2.03.

The sample also included a group of ten nursery school teachers who were currently engaged in teaching nursery school in the same city. (Four of them were teachers of the children whose parents participated. The mean education of the ten teachers included was 15.8 years. One teacher

¹The questionnaire can be found in part F. of the appendices.

Description of Sample

Education Distribution of Sample			Age Distribution of Sample		
Years of School	N	%	Age	N	%
9 - 11	1	2	24 - 29	14	22
12 - 14	1	2	30 - 34	22	36
15 - 17	22	35	35 - 39	26	37
18 - 20	22	35	40 - 44	3	5
21 - 23	15	24	45 - 49	0	0
24 - 26	1	2			

Mean Education = 18.4

Mean Age = 33.2

Table A

Table B

Occupation of Fathers

Type of Occupation	N	%
Factory Worker	1	3
Salesman, Business	2	6
Student	5	16
Student and Teacher	4	13
Professor	13	42
Physician	3	10
Other Profession	3	10

Table C

was not a college graduate. The mean age was 38 years. Nine of the ten teachers were married and had children. Each married teacher had an average of 1.6 children.

Out of the thirty-eight couples who had children in this nursery school thirty-one agreed to take the tests. Several other parents also cooperated but only the couples in which both husband and wife took both tests were used in the analysis for this study.

An initial contact was made with each family stating that this study was being made in connection with other research in the area of child development. Parents were requested to respond to both tests at a time when both husband and wife could be present. They were requested to respond to the inventories independently and asked not to discuss or compare responses until the materials were handed in. Each couple received papers with an identical number and an A or B designating sex so that couple comparisons could be made later.

The two instruments were distributed in group situations, with the exception of a few who were unable to attend a group meeting. In these exceptions the writer called in the home and administered the tests. The group method used in administering the test was chosen because it was the most convenient way to secure a number of tests in a short time. Although the form of the instruments could have been described in written information and filled out individually in the home, the group procedure offered several other advantages. The administrator could "set the stage" in an atmosphere which would invite a minimum of sophistication; any collaboration between husband and wife could be prevented; and individuals would feel a certain amount of group pressure to finish in a minimum length of

time, rather than having several hours, if desired, to ponder the items and responses at home.

The Dawe-Jones Picture Test, described in Section IIIA., was administered first and limited in most cases to 20 minutes or less. Instructions for this test were given orally as follows:

"In each of the pictures on the pages of the booklet two people are shown talking to each other. The words said by the child are always given. Imagine what the adult in the picture would answer, and write that answer in the large box on the page opposite the picture. Write the very first reply that comes into your mind. Work quickly. The test is limited to approximately twenty minutes. I will notify you when fifteen minutes have elapsed."

When each individual was finished he was asked to fill in a general background questionnaire. (A copy can be found in the appendices.) He then proceeded to the Parental Attitude Research Instrument in which written instructions are given on the first page.

Since there is an infinite variety of "answers" in the Dawe-Jones test, the scoring of this test must be controlled. Thus, a research assistant in child development who had previous training and experience in scoring the test scored each test used in this study in order to maintain consistency and reliability of the scoring method.¹

The scoring for the Parental Attitude Research Instrument, described in Section III A., is merely a mechanical process involving numerical calculations, and scoring for this test was done by the writer.²

¹See Appendix A. for Dawe-Jones Scoring Manual.

²See Appendix D. for PARI Scoring Sheet.

IV. ANALYSIS OF DATA

A. Comparison of Fathers, Mothers, and Teachers on the Dawe-Jones Test Comparison of Raw Scores

From the frequency scores in Table I and Figures 1a and 1b it can readily be seen that the fathers tended to have slightly higher scores on the Dawe-Jones test (where a low score is preferable). Since the number of teachers included is so small, their comparison with parents is probably not too significant. The mean score for the fathers was 7.2, for the mothers 5.8, and for the teachers 2.9. The tendency for fathers to have a higher score is in line with another study where a random sample of rural parents were measured on the Dawe-Jones test.¹ The mean score for the fathers in this group was 10.7 and for the mothers the mean score was 10.3.

The number of high scorers, ranging from 9 to 13, in each group were as follows: 10 (32%) of the fathers, 6 (19%) of the mothers, and none of the teachers. Scorers in each group at the middle level, ranging from 5 to 8, were as follows: 16 (52%) of the fathers, 13 (42%) of the mothers, and 3 (30%) of the teachers. The low scorers, showing the greatest degree of sensitivity, ranged from 0 to 4. There were 5 (16%) of the fathers, 12 (39%) of the mothers, and 7 (70%) of the teachers at this level.

In order to determine whether fathers and mothers were more negative on certain pictures or on all pictures in general, a picture analysis was made. (See Table II and Figure 2.)

¹North Central Regional Research Project NC-21: "Family Influences on Personality Development."

Table I
Distribution of Scores on the Dawe-Jones Test

Total Negative Score	Frequency for Fathers	Frequency for Mothers	Frequency for Teachers
13	2		
12	0		
11	1	1	
10	3	3	
9	4	2	
<hr/>			
8	3	4	
7	5	4	1
6	5	4	0
5	3	1	2
<hr/>			
4	3	5	1
3	1	2	0
2	1	3	2
1	0	0	3
0	0	2	1
<hr/>			
Number in Group	31	31	10
Tot. Neg. Resp.	224	180	29
Mean Score	7.2	5.8	2.9
Median	7	6	2
Range	2-13	0-11	0-7

Dawe-Jones Frequency Bar Diagram

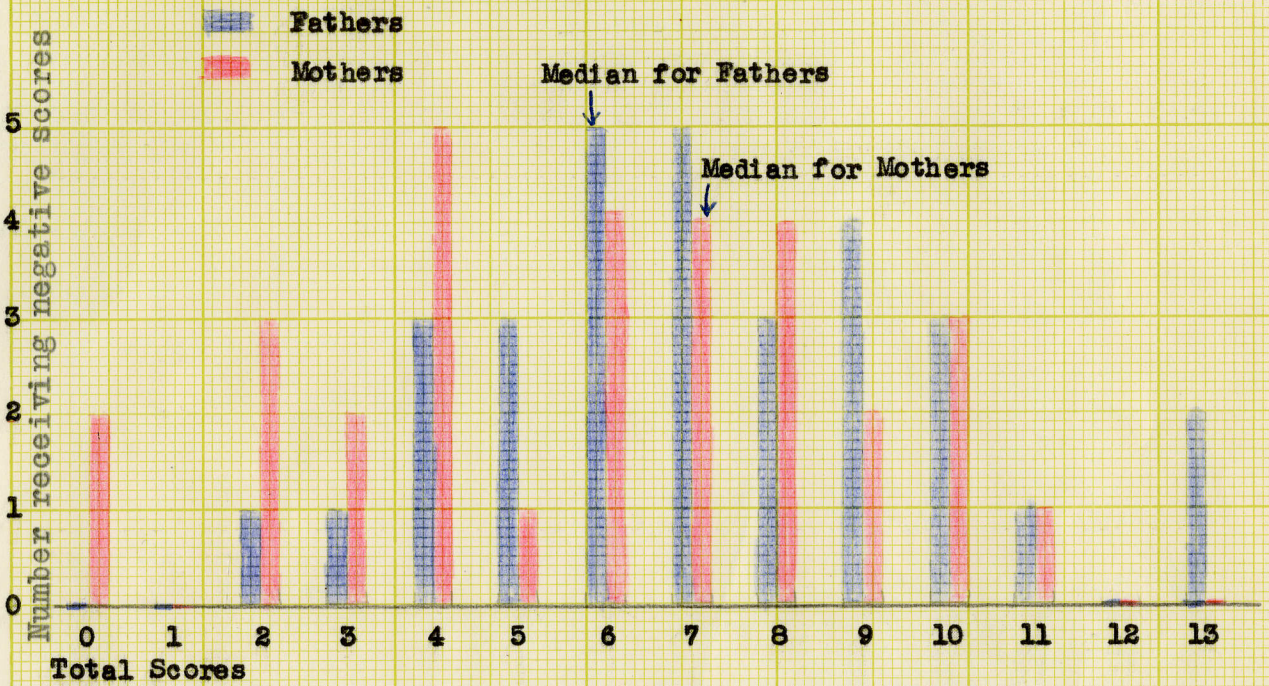


Figure 1 a

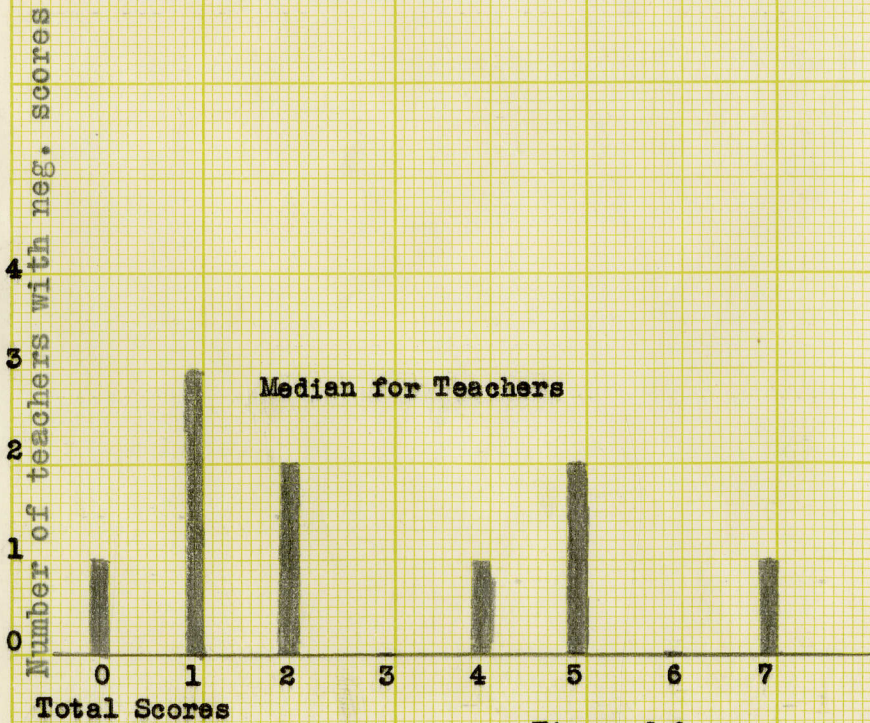


Figure 1 b

Table II

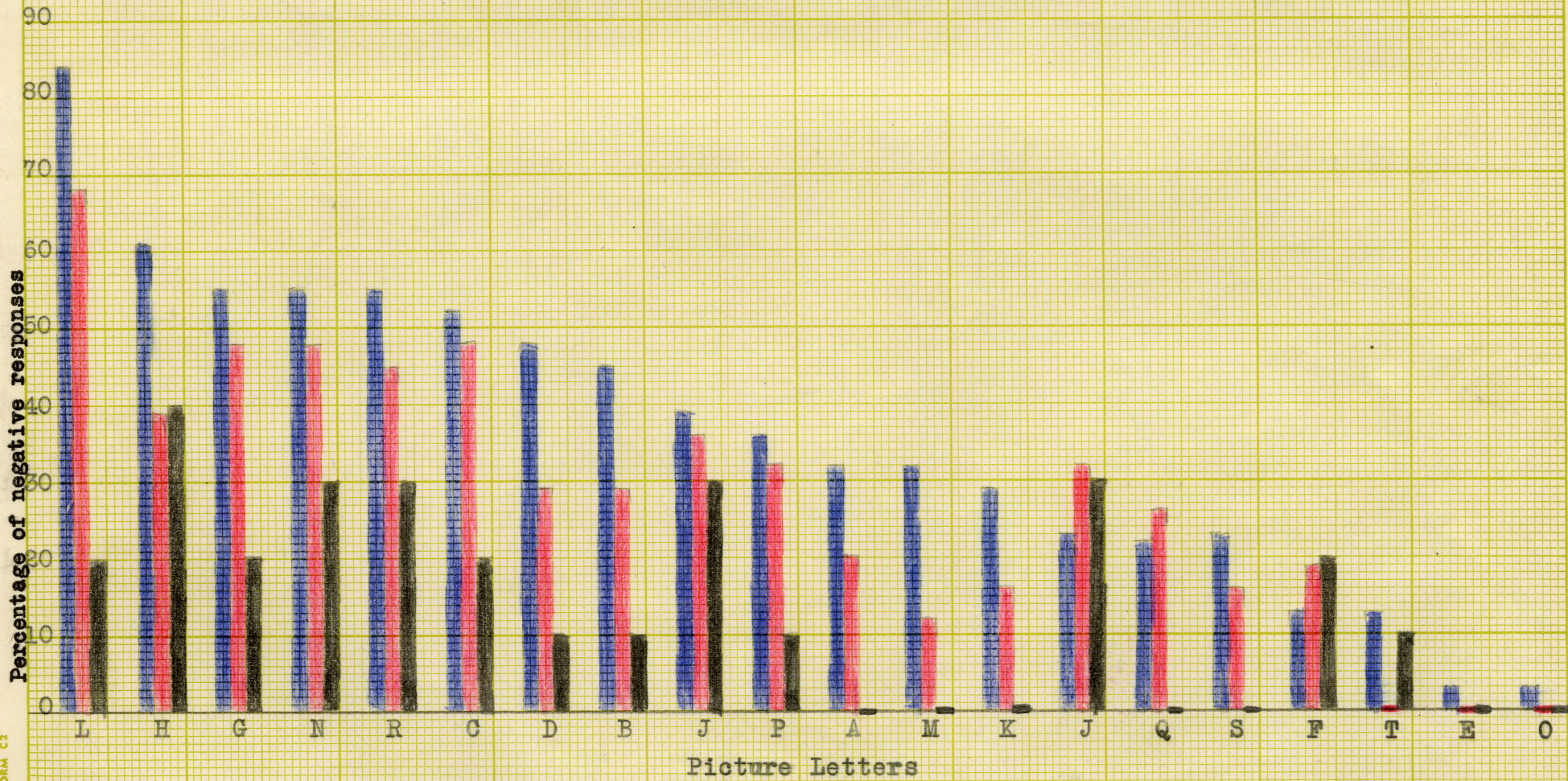
Picture Analysis - Percentage with Negative Scores

Picture Letter	<u>Fathers</u>		<u>Mothers</u>		<u>Teachers</u>	
	Tot. # of Neg. Resp.	%	Tot. # of Neg. Resp.	%	Tot. # of Neg. Resp.	%
A	10	32	6	19	0	0
B	14	45	9	29	1	10
C	16	52	15	48	2	20
D	15	48	9	29	1	10
E	1	3.2	0	0	0	0
F	4	13	6	19	2	20
G	17	55	15	48	2	20
H	19	61	12	39	4	40
I	12	39	11	35.5	3	30
J	7	23	10	32	3	30
K	9	29	5	16	0	0
L	26	84	21	68	2	20
M	10	32	4	13	0	0
N	17	55	15	48	3	30
O	1	3.2	0	0	0	0
P	11	35.5	10	32	1	10
Q	7	23	5	16	0	0
R	17	55	14	45	3	30
S	7	23	8	26	0	0
T	4	13	0	0	1	10

Dawe-Jones Picture Analysis

Fathers
Mothers
Teachers

Figure 2 a



Influence of Sex of Central Figure in Pictures

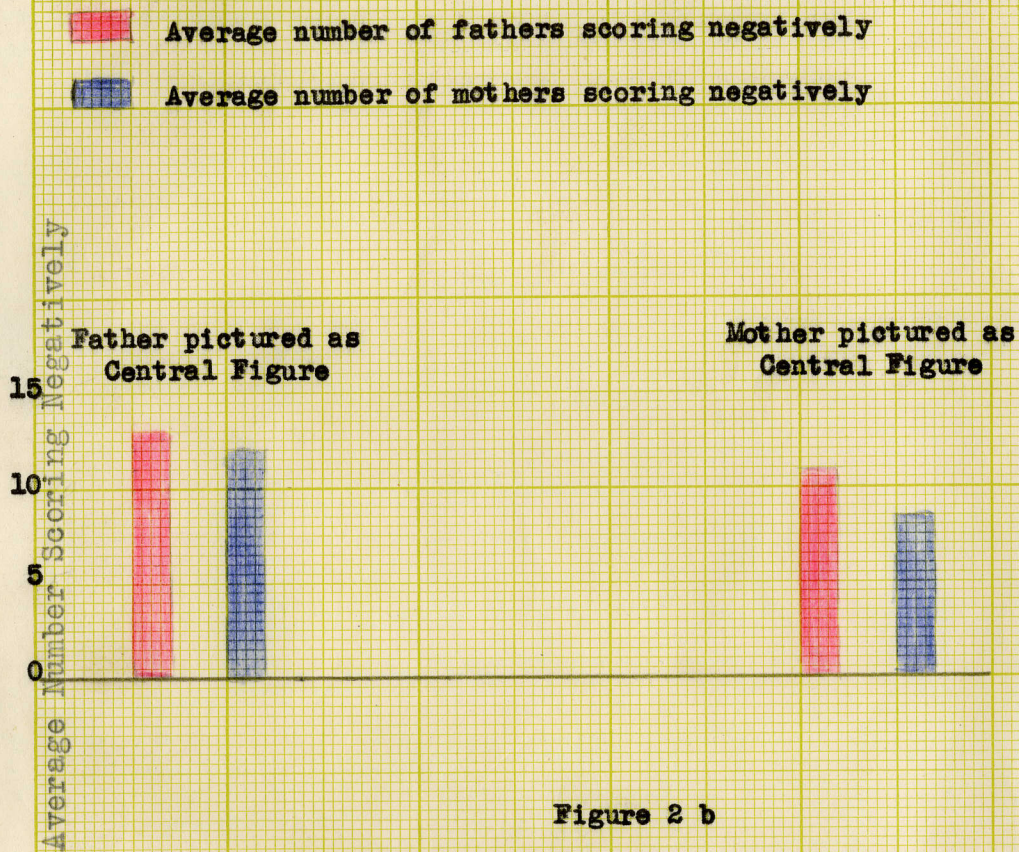


Figure 2 b

Picture Analysis - Fathers and Mothers Compared

In Table II the number of negative responses per picture is indicated and the corresponding percentage noted. Figure 2 a shows a graphic representation of the percentage of negative responses per picture for each of the three groups (fathers, mothers, teachers). It is arranged in order of percentage for the fathers. This indicates a general tendency for fathers to be slightly more negative on all pictures except F, J, and S. On nine of the pictures there was only a difference of one or two in the number of fathers who scored negatively and the number of mothers who scored negatively. By use of rank order correlation between the percentage of fathers scoring negatively on each picture and the percentage of mothers scoring negatively on the same picture a correlation of .84 was found. This correlation was shown to be significant at the .01 level.

Pictures Where Mothers Were More Negative

In the three pictures on which mothers had a higher percentage of negative responses than fathers the degree of difference was quite small. In picture S there was a difference of 3%, in picture F a difference of 6%, and picture J a difference of 9%. Picture S shows a father as the central figure. The child in the picture has admitted hitting the other child when he tried to take the wagon. Picture F also elicits a response from the pictured father when the child interrupts the conversation to say, "Listen to me, now, I want to tell you something." Picture J presents a situation in which the child says, "I don't want to go to bed. He doesn't have to go to bed yet." The father is the central figure here, also. In all three of these pictures the response to the child is to come from the pictured father. Analysis of the Dawe-Jones in a study with

rural parents indicated that fathers consistently respond more negatively than mothers.¹ Both the fathers and the mothers responded more negatively when the father was pictured than when the mother was pictured. (These differences between mothers and fathers in the present study can be noted in Figure 2 b.)

In the seven pictures where only the father was pictured as the central figure, the average number of fathers scoring negatively was 13 and the average number of mothers scoring negatively was 12. There were 10 pictures where the mother was pictured as the central figure, and in this case the average number of fathers scoring negatively was 11 and the average number of mothers scoring negatively was 8.6. The degree of difference between fathers and mothers is much greater on pictures where the mother was the central figure, but the fathers still responded more negatively than mothers in both situations.

Large Differences Between Fathers and Mothers

Picture D had a high percentage difference. In this picture 48% of the fathers responded negatively and 29% of the mothers. The child in the picture says, "Look at the big mudpie I made," and the mother is pictured as the central figure. This is not an unusually high ranking situation negatively, but it seems to involve several factors which could cause varied opinions and result in varied scores. It may be that more fathers expect their little girls to be clean and neat with pretty dresses. A number of fathers expressed dislike in regard to cleaning up the mess. Maybe cleaning up messes is a more common experience for mothers so that it did not arouse as much of an emotional reaction.

¹North Central Regional Research Project NC-21: "Family Influences on Personality Development."

Comparison of High and Low Negative Pictures

The three lowest negative responses for both mothers and fathers were found on pictures E, O, and T. Pictures E and T included the pictured mother's response in answer to, "Come here so I can give you a kiss," and "The other girls won't play with me." Mothers had no negative responses to any of the three pictures. Only 3.2% of the fathers responded negatively to pictures E and O (Don't go out tonight. Stay home with me."). Since a request for affection and reassurance brought such a similar response from both groups it did not serve to differentiate one group from another. Picture T brought a negative response from just 13% of the fathers in answer to, "The other girls won't play with me." Here, as in pictures O and E, the child received less negative responses when asking for help, reassurance, and affection.

More than 50% of the mothers and fathers responded negatively to picture L, where the child says, "I don't want her to have a turn." In this picture 84% of the fathers responded negatively and 68% of the mothers. This was the only picture which elicited negative responses from more than half of the mothers. (Five other pictures brought negative responses from more than half of the fathers.) In picture L the child is expressing his hostility verbally and he is also committing a social error. It may be that this group is more concerned with the social error involved and this tends to make the response less sympathetic toward the pictured child who made the statement.

Picture Analysis of Teachers' Responses

There were seven pictures on which no teacher responded negatively. Two of these pictures, E and O, were the ones on which just one parent re-

sponded negatively. In four additional pictures (B, D, P and T) just one teacher responded negatively, and in each case it was a different teacher. The largest number of teachers responding negatively on any picture was four, and this occurred on picture H where the child says, "Tell her to go home. I don't want to play with her." Picture H was also a high ranking picture in the percentage of negative responses from fathers and mothers. Four other pictures (N, R, I and J) elicited negative responses from three teachers in each case. With such a small sample of teachers adequate comparison between pictures is impossible.

Couple Agreement - Raw Scores

Analysis of husband and wife agreement was computed from Table III a using raw scores. The raw scores are arranged according to the husband's score. Husbands with high negative scores did not necessarily match with wives who were high in their respective group. This can readily be seen in Table III a. Using the Pearsonian formula a low positive correlation of .28 was found to exist. When the "t" test was administered this correlation was found to be of low significance.

This correlation is based on total raw scores and does not indicate how many pictures each couple scored in agreement. Identical raw scores of 10 could be obtained by a husband and wife, but the husband could have responded negatively on 10 of the 20 pictures while the wife's negative responses could have been derived from her response on the other 10 pictures. Further analysis using Table III b gives a clearer picture of agreement through the number of pictures that both husband and wife scored similarly.

Table III a
Couple Agreement - Raw Scores

Couple Number	Husband's Score	Wife's Score
7	13	10
22	13	9
19	11	6
3	10	7
4	10	5
14	10	3
9	9	3
11	9	11
16	9	8
27	9	9
13	8	4
28	8	6
29	8	8
1	7	0
6	7	4
10	7	7
20	7	2
24	7	6
2	6	4
12	6	8
21	6	0
17	6	8
25	6	2
5	5	7
8	5	10
18	5	2
23	4	4
26	4	10
30	4	7
15	3	6
31	2	4

Couple Agreement - Similarity in Scoring Each Picture

Couple agreement is best shown by the number of pictures on which a husband and wife respond similarly, either both respond negatively or neither respond negatively. (See Table III b.) It is read as follows: Couple 7 were in agreement on 15 pictures; on 9 of them both husband and wife responded negatively and on 6 pictures neither husband or wife responded negatively. Couple 22 were in agreement on 12 pictures; they both responded negatively on 7 of these pictures, and neither husband or wife responded negatively on 5 pictures.

Figure 3 graphically represents agreement. The range was from agreement on 10 pictures (couples 12 and 17) to agreement on 17 pictures for couple 18. The median was 13. The couples used in this study tended to have rather high agreement since every couple agreed on at least 10 (50%) or more of the pictures.

In general, the 12 couples reaching the highest level of agreement (above the median of 13) included more husbands and wives who had favorable scores. The mean raw score for these 12 couples was 6.1 on the Dawe-Jones test. There were 10 couples below the median of 13 so that they were in the lowest level of agreement. For these 10 couples the mean raw score was 7.3. The remaining 9 couples were at the median, agreeing on 13 pictures. The mean raw score for these 9 couples was 6.2.

Couples 18 and 23 were in the highest agreement since they responded similarly on 17 and 16 pictures, respectively. Raw scores in the test were quite low for these parents. Husbands scored 5 and 4 in each case and wives scored 2 and 4. For the two couples with lowest agreement (12 and 17) both husbands scored 8 on the test and both wives scored 6.

Table III b
Picture Agreement by Couples

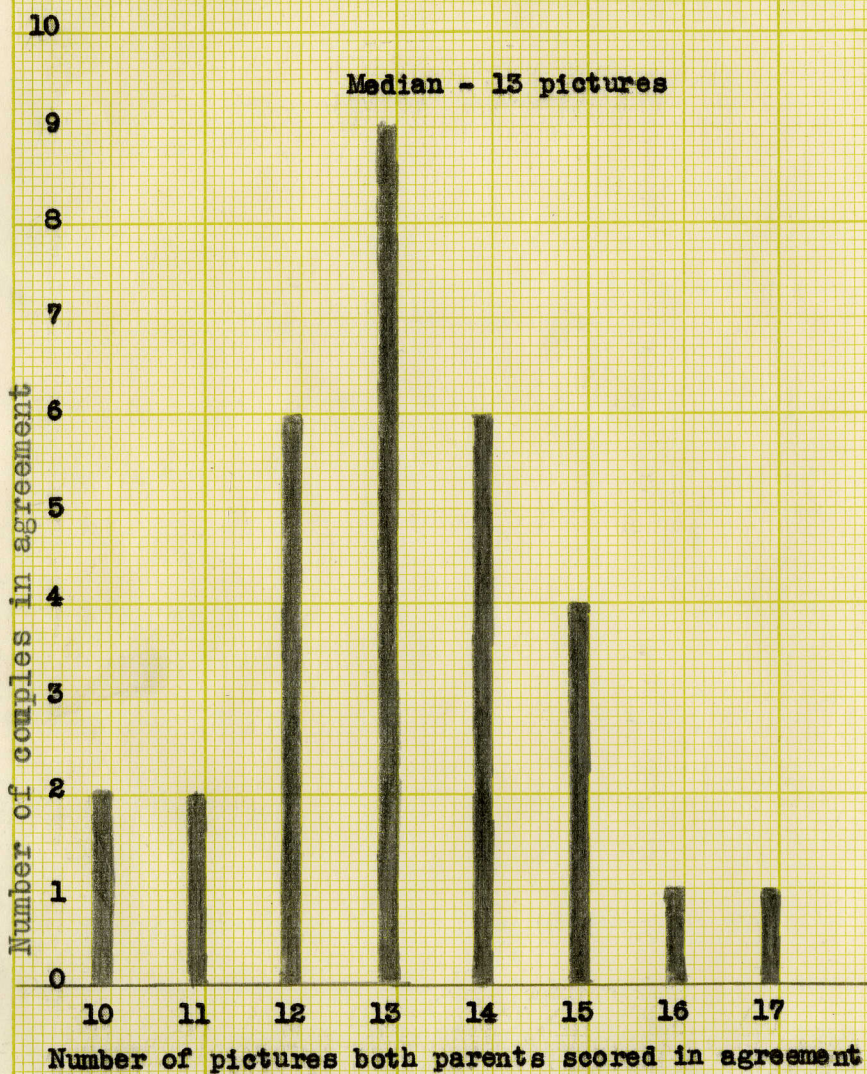
Couple Number	Pictures both scored negatively	Pictures neither scored negatively	Total scored in agreement
7	9	6	15
22	7	5	12
19	5	8	13
3	5	8	13
4	3	8	11
14	2	9	11
9	2	11	13
11	6	6	12
16	5	8	13
27	6	8	14
13	2	10	12
28	3	9	12
29	5	9	14
1	0	13	13
6	2	11	13
10	3	9	12
20	2	13	15
24	4	11	15
2	2	12	14
12	2	8	10
21	0	14	14
17	2	8	10
25	0	12	12
5	3	11	14
8	4	9	13
18	2	15	17
23	2	14	16
26	4	10	14
30	3	12	15
15	1	12	13
31	0	13	13

Range 10 - 17

Median 13

Dawe-Jones Frequency of Couple Agreement

Figure 3



Picture Analysis - Couple Agreement

Table IV and Figure 4 show the picture analysis in order of the percentage of couple agreement per picture. There is a range from 42% on picture H to 97% on pictures E and O.

Pictures E and O resulted in the highest agreement. This was also found true in Evans' (4) analysis with rural parents. In both of these pictures just one couple did not agree. Since all responded similarly, agreement was a high 97%, or 30 out of 31 couples.

Pictures E and O both elicited an appeal for affection or comfort from the parent, and the response from the parents was almost never a negative one. Picture E calls for a response to, "Come here so I can give you a big kiss." This is a positive statement in itself and tends to bring forth a positive response, unless a parent would feel strongly about showing an expression of emotion. In picture O the child gives the request, "Don't go out tonight. Stay home with me." Certainly this appeal would tend to make the parent more sympathetic in explaining to the child than in a situation where the child has done or said something that was obviously contrary to the parents' expectations.

Pictures D and H both brought the highest percentage of disagreement between parents in their responses. However, an agreement of 42% is certainly not a very low agreement. In picture D the child says, "Look at the big mudpie I made." Lower agreement here may have resulted due to varied opinions on cleanliness which often occur. If the child had been dressed in old clothes the responses might have been less negative for some but remained the same for others who object to playing in mud. Picture H is confusing since it shows two children, one of whom is saying,

Table IV

Percentage of Couple Agreement Per Picture

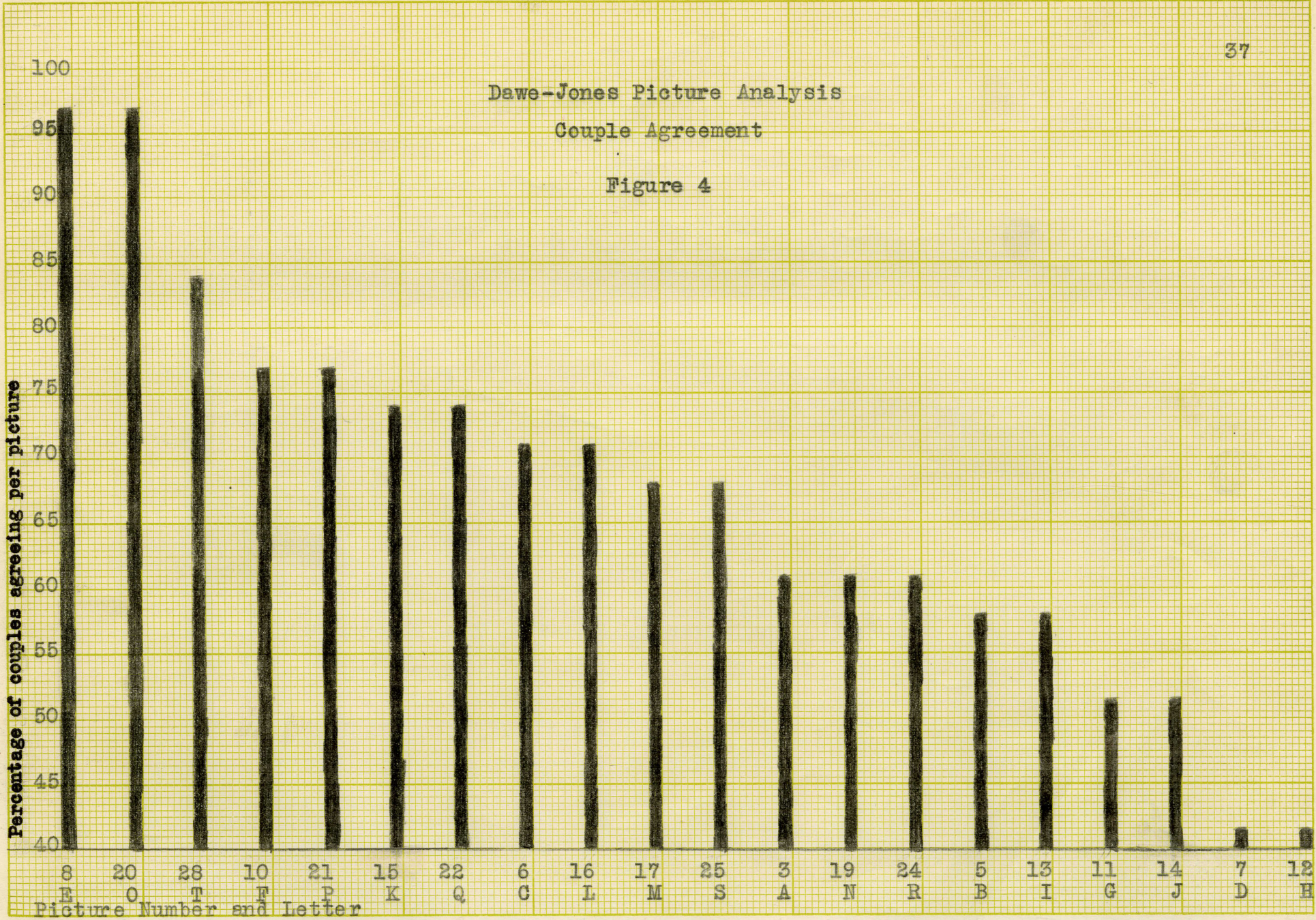
Picture Letter	Number of Couples Agreeing	Percentage of Total Group
E	30	97
O	30	97
T	26	84
F	24	77
P	24	77
K	23	74
Q	23	74
C	22	71
L	22	71
M	21	68
S	21	68
A	19	61
N	19	61
R	19	61
B	18	58
I	18	58
G	16	52
J	16	52
D	13	42
H	13	42

Range 42% - 97%

Median 68%

Dawe-Jones Picture Analysis Couple Agreement

Figure 4



FORM C2

"Tell her to go home. I don't want to play with her." An individual's response in this situation could depend upon the child with whom he would choose to identify. It may be that some subjects assume that the child making the statement had good cause to respond in this manner. The second child in the picture seems to be a child from another family. Maybe this fact was an added stimulus for some parents being a little more stern and less sympathetic toward the child who made this statement.

In general, higher couple agreement seemed to come on pictures where the child is asking for comfort, affection, or reassurance. The response to these pictures results in few negative scores. Lower couple agreement was found in pictures where social factors enter in, where two children are pictured, and where pictures are more confusing in situation.

Summary of Analysis of Data on Dawe-Jones Test

The fathers did tend to have slightly higher (less favorable) raw scores on the Dawe-Jones than mothers. Teachers' scores were considerably lower than either fathers or mothers, but the sample was too small to make a detailed comparison. The fact that all the teachers, except one, were also parents seemed to indicate that their training for teaching may have influenced their responses and this could have resulted in a greater sensitivity as measured by this test.

Only 6 pictures were responded to negatively by more than half the fathers. Just one picture had a negative response by more than 50% of the mothers, and only one picture was responded to negatively by more than 30% of the teachers.

There seemed to be no special significance regarding the pictures on which there were the greatest differences between fathers and mothers. In general, the order of the percentage of negative responses per picture tended to be similar. (A correlation of .84 was found.)

Results for this group were similar to those found in a study with rural parents. Analysis in that study suggested that fathers are consistently more negative in their responses than mothers. Fathers and mothers both responded more negatively when the father is pictured than when the mother is pictured as the central figure. Rural parents were more negative than the respondents in the present study as evidenced by their higher mean scores on the test.

In pictures where the child is asking for affection or reassurance both mothers and fathers have few, if any, negative responses.

Individual couple agreement calculated by the use of raw scores re-

sulted in a low positive correlation of .23 which is not statistically significant. Analysis of the amount of pictures on which a husband and wife responded similarly seemed to be a better measure of couple agreement. The couples used in this study tended to have rather high agreement since every couple agreed on at least 10 (50%) or more of the 20 pictures. Couples who were in the highest agreement tended to be the couples who had lower (more favorable) scores on the Dawe-Jones test.

The two pictures with 97% agreement by couples were in contrast to the two pictures where the 42% level of agreement was the lowest. High couple agreement was found where responses to pictures were least negative. In those pictures the child was shown asking for comfort, affection, or reassurance. Lower agreement resulted in pictures where the situation was less clear cut and more confusing. Often two children were pictured and an individual's response could vary depending upon which child they chose to identify with.

B. Comparison of Fathers, Mothers, and Teachers on the PARI Scales¹

Comparison of Central Tendency, Frequency, and Range

Table V and Figure 5 show the mean scores on the PARI scales for the three groups (fathers, mothers, and teachers). They are listed in order of the mean scores of the fathers for each of the scales. One can readily see from observation that there is only a very small difference between the groups in the mean score of a particular scale. The mothers' mean score was higher than the fathers' mean score on 8 of the 13 negatively stated scales. This is in contrast to the expected tendency of males to be more negative than females. It is the writer's opinion that this was due to more varied interpretations within the group of mothers. Some felt that the age of the child would make a difference; they often questioned some items which seemed to result in a forced choice; many felt qualifying statements were necessary in order to give an individual's own personal opinion; and some questioned whether to indicate their personal opinion or an opinion of the general population (as the item seemed to suggest).

As was expected, the rapport scales had the strongest "Agreement" (highest scores) from all three groups. However, the scale Marital Conflict, measuring the degree to which a parent would expect the marriage relationship to involve a great deal of conflict, was nearly as high as the rapport scale, Encouraging Verbalization, which measures the degree to which a parent would permit or encourage his child to talk about his ideas and feelings. The higher scores on the scale Marital Conflict may have indicated the respondents' knowledge of the existence of these difficulties in many homes, rather than inferring specific problems in the families of the respondents.

¹Complete description of scales can be found in the appendices.

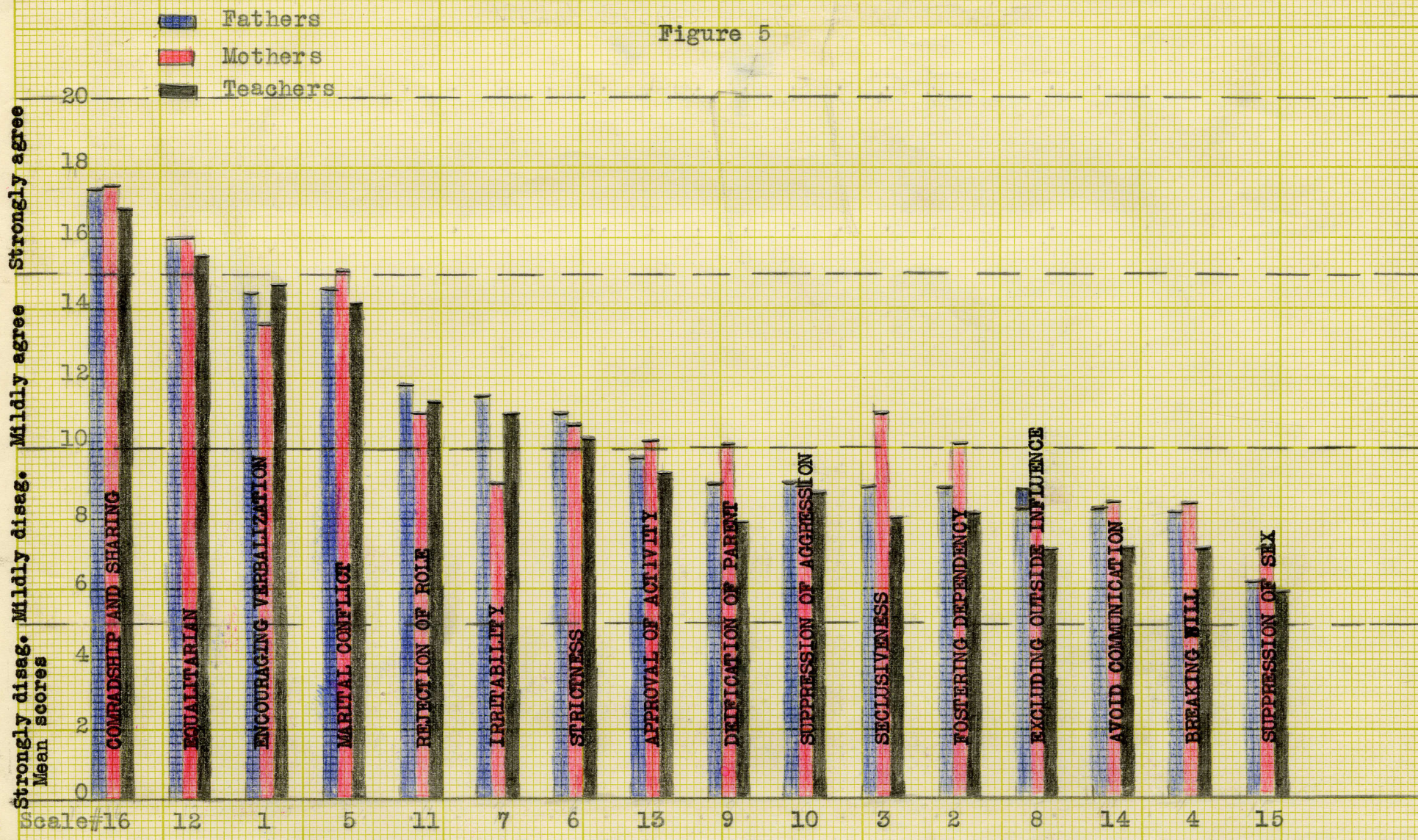
Table V
Mean PARI Scores for Groups of the Respondents

PARI Scales*	Fathers	Mothers	Parents	N.S. Teachers
5. Marital Conflict	14.6	15.1	14.8	14.1
11. Rejection of Role	11.8	11.0	11.4	11.3
7. Irritability	11.5	8.9	10.2	11.1
6. Strictness	11.1	10.8	10.9	10.3
13. Approval of (or Demand) Activity	9.8	10.2	10.0	9.3
9. Deification of Parent	9.1	10.1	9.6	7.9
10. Suppression of Aggression	9.1	9.0	9.0	8.7
3. Seclusiveness	8.9	11.0	9.9	8.0
2. Fostering Dependency	8.9	10.1	9.5	8.2
8. Excluding Outside Influence	8.7	8.3	8.6	7.2
14. Avoid Communication	8.3	8.3	8.4	7.2
4. Breaking Will	8.2	8.5	8.3	7.4
15. Suppression of Sex	6.2	7.1	6.6	5.9
<u>Report Scales:</u>				
16. Comradship and Sharing	17.4	17.6	17.5	16.8
12. Equalitarian	16.0	16.0	16.0	15.5
1. Encouraging Verbalization	14.5	13.7	14.1	14.7

*Listed in order of the fathers' mean score per scale.

Mean Scores Per PARI Scale

Figure 5



Strongly disag. Mildly disag. Mildly agree Strongly agree
Mean scores

Fathers
Mothers
Teachers

Scale 16 12 1 5 11 7 6 13 9 10 3 2 8 14 4 15

In all except the rapport scales the teachers were nearly the same or only slightly less in "Agreement" than mothers and fathers. The fact that all the teachers, with the exception of one, were also parents might have been a factor in the similarity of mean scores.

Schaefer and Bell (16) state that with a higher education level, the respondents tended to Disagree more strongly (have lower scores) with the attitudes expressed in these scales. This was true for this sample on nearly all scales, as indicated by the mean scores. The exception was on the Marital Conflict scale, as mentioned before.

Frequency distribution tables may be found in the appendix. They show that the test did serve to place the respondents on a continuum, ranging from strong "Disagreement" to strong "Agreement" on most of the scales.

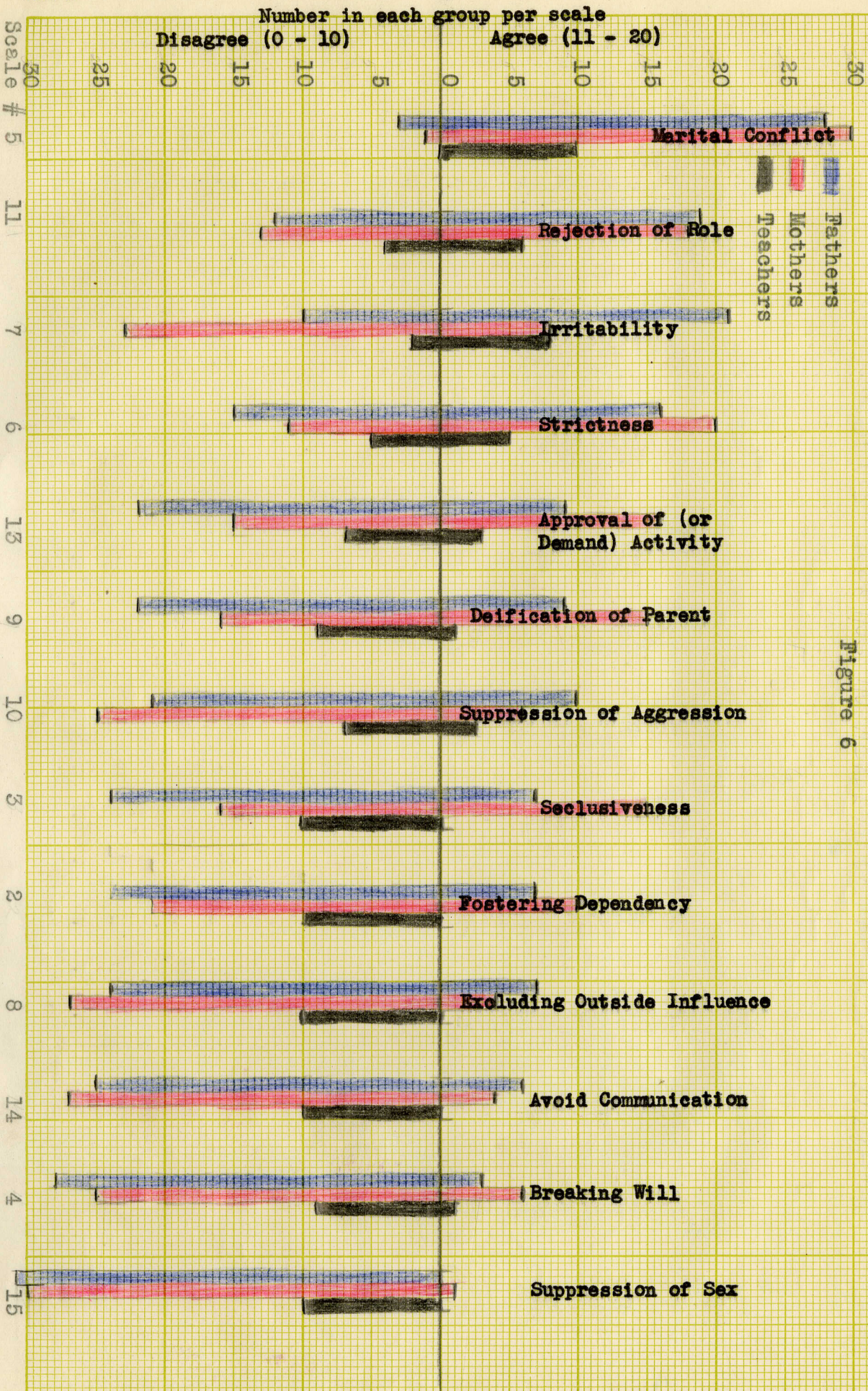
Table VI and Figure 6 show the number of respondents in each group scoring in the "Agreement" (11 through 20) or "Disagreement" (0 through 11) area on scales other than rapport scales. Greater differences between groups can be seen here than are indicated by the mean scores in Table V. Scales on Rejection of Role which measures the degree to which a parent resents the normal restrictions of married life, Marital Conflict, and Irritability, measuring the degree to which a parent would tend to become impatient with children and would overtly express this impatience, were rated in the "Agreement" area by 50% or more of the fathers. There was a very even distribution on the Strictness scale which measures the degree to which a parent would agree with the attitude of strict discipline. At least 50% of the fathers were in the "Disagreement" area on the nine other scales used for analysis. (This was true for teachers but not for the mothers.)

Table VI

Number of Respondents in Each Group Scoring in "Agreement" or
"Disagreement" Area on Scales Other Than Rapport

PARI Scales*	FATHERS		MOTHERS		TEACHERS	
	Agree	Disagree	Agree	Disagree	Agree	Disagree
5. Marital Conflict	28	3	30	1	10	0
11. Rejection of Role	19	12	18	13	6	4
7. Irritability	21	10	8	23	8	2
6. Strictness	16	15	20	11	5	5
13. Approval of (or Demand) Activity	9	22	16	15	3	7
9. Deification of Parent	9	22	15	16	1	9
10. Suppression of Aggression	10	21	6	25	3	7
3. Seclusiveness	7	24	15	16	0	10
2. Fostering Dependency	7	24	10	21	0	10
8. Excluding Outside Influence	7	24	4	27	0	10
14. Avoid Communication	6	25	4	27	0	10
4. Breaking Will	3	28	6	25	1	9
15. Suppression of Sex	0	31	1	30	0	10

*Listed in order of the fathers' mean score per scale.



Respondents Scoring in "Agreement" or "Disagreement" Area

Figure 6

Over 50% of the mothers rated in the "Agreement" area on three scales. Two of the scales, Marital Conflict and Rejection of Role, were also in the "Agreement" area for 50% or more of the fathers. The third scale on which more than half the mothers rated in "Agreement" was the Strictness scale. The following three scales resulted in quite an even distribution for the mothers: Approval of (or Demand) Activity, measuring the degree to which a parent would encourage and reward his child for keeping involved in activity at all times; Deification of Parent, measuring the degree to which a parent would exult the role of authority; and Seclusiveness, measuring the degree to which a parent feels he should have no other interests outside the home. There were seven remaining scales on which 50% or more of the mothers rated in the "Disagreement" area. Of these seven, six were the same as the fathers. More mothers rated in the "Disagreement" area than did fathers on the Irritability scale.

Teachers, as a group, rated nearly all scales in the "Disagreement" area. Strictness was an area of even distribution, as with the fathers. Two scales were rated in the "Agreement" area by more than 50% of the teachers. These scales were Rejection of Role (60%) and Irritability (80%). Both fathers and mothers also had more than half their group rating in the "Agreement" area on the Rejection of Role Scale. Fathers and teachers were similar in that more than half their group also rated in the "Agreement" area on the Irritability scale, but this was not true of the mothers.

On scales dealing with family living, such as Marital Conflict and Rejection of Role, the teachers and many of the parents received higher or less desirable scores. Respondents in the present sample tended to have more desirable, or lower scores on the scales which measured attitudes

toward interaction with children, such as Suppression of Aggression, Fostering Dependency, and Breaking the Will. It seems that there would be more of a chance for variations in interpretation as a result of training on the family living scales than on the latter ones where the lowest and most desirable scores were prevalent.

Husband and Wife Resemblance in Scores

Comparison of Raw Scores - In comparing the scores of husbands and wives on the PARI scales correlations on several scales were significant at the .01 level. The scales where a significant correlation existed between a husband's score and the score of his wife were as follows:

Marital Conflict .50, Seclusiveness .49, Irritability .46, and Fostering Dependency .45.

In Schaefer and Bell's study (16) high correlations between husband and wife were found on only one scale, Marital Conflict. Higher correlations on four scales for this group, shown in Table VII, could be due to the couple's similarity in the level of education which was not true of the sample used in the Schaefer and Bell study. In the analysis of picture agreement on the Dawe-Jones test, used in the present study, agreement on similar pictures for a husband and wife was quite high for this group, also, indicating that this particular group of parents is a much more homogeneous group than a random sample.

Table VII

Comparison of Husbands' and Wives' Raw Scores on the PARI

PARI Scale	Fathers' Mean Score	Mothers' Mean Score	Correlation Between Husband and Wife
5. Marital Conflict	14.6	15.1	.50*
11. Rejection of Role	11.8	11.0	.19
7. Irritability	11.5	8.9	.46*
6. Strictness	11.1	10.8	.23
13. Approval of (or Demand) Activity	9.8	10.2	.13
9. Deification of Parent	9.1	10.1	.11
10. Suppression of Aggression	9.1	9.0	.33
3. Seclusiveness	8.9	11.0	.49*
2. Fostering Dependency	8.9	10.1	.45*
8. Excluding Outside Influence	8.7	8.3	.22
14. Avoid Communication	8.3	8.5	- .00
4. Breaking Will	8.2	8.5	.21
15. Suppression of Sex	6.2	7.1	- .01
<u>Rapport Scales:</u>			
16. Comradship and Sharing	17.4	17.6	.23
12. Equalitarian	16.0	16.0	.02
1. Encouraging Verbalization	14.5	13.7	- .01

*Scales with a significant correlation.

Summary of Analysis of Data on the PARI

A comparison of the mean scores of fathers, mothers and teachers on each of the PARI scales measured indicated that there were only small differences in regard to responses among the three groups. The mothers' mean score on 8 of the 13 negatively stated scales was slightly higher (less desirable) than that of the fathers. As mentioned previously, it is the writer's opinion that this was probably due to interpretation of the items rather than a specific tendency for the mothers to have less desirable attitudes.

Higher "Agreement" (designated by higher scores) on the rapport scales was indicated by respondents in all groups. Results of previous studies have shown that this is to be expected.

The frequency distribution of scores showed that the test did serve to place the respondents on a continuum, ranging from strong "Agreement" to strong "Disagreement" on nearly all of the scales. The number of respondents in each group scoring in the "Agreement" or "Disagreement" area on each scale showed some additional comparisons between fathers, mothers, and teachers. Over 50% of the mothers rated in the "Agreement" area on three scales. Two of these scales, Marital Conflict and Rejection of Role, were also in the "Agreement" area for 50% or more of the fathers and teachers. A very even distribution in both areas was found on the Strictness scale for fathers and teachers, but even distributions for the mothers were found on three different scales.

Higher "Agreement" (less desirable scores) on scales dealing with family living, such as Marital Conflict and Rejection of Role, were more prevalent than on scales involving interaction with children, such as

Suppression of Aggression, and Fostering Dependency. Agreement on these scales may have been a matter of interpretation as a result of training, rather than an indication of problems in the individual's own family.

There was a significant relationship between the scores of a husband and wife on four of the scales. Schaefer and Bell's (16) sample using 31 couples resulted in a finding of a significant relationship on only one scale, Marital Conflict. Scores on three other scales, Seclusiveness, Irritability, and Fostering Dependency also resulted in significant relationships between husband and wife in the present study. Since the education level of the parents used in this study was much higher than Bell and Schaefer's sample more couple agreement may indicate that after a certain level of education is reached husbands and wives tend to be more similar in their attitudes.

It appears that these parents and the nursery school teachers of their children are thinking similarly in relation to attitudes toward child rearing and family life as measured by the PARI.

A more liberal attitude toward Marital Conflict, scale 5, and Irritability, scale 7, may have been a factor which influenced the relatively high (less desirable) scores on these scales. Perhaps this finding is also a reflection of prevailing attitudes toward the marriage relationship in our culture today.

C. Comparison of Fathers, Mothers, and Teachers on Dawe-Jones and PARI

One of the original purposes of this study was to compare the Dawe-Jones Picture Test scores with the scores of a much more widely used test, The Parental Attitude Research Instrument. It was the writer's hypothesis that parents who received the lower scores on the Dawe-Jones (designating the greatest sensitivity toward children) would also receive the lower scores on the negatively stated PARI scales (designating disagreement with negative attitudes). Likewise, it was expected that higher scorers on the Dawe-Jones (lacking sensitivity toward children) would tend to receive higher scores on the PARI scales (designating agreement with unfavorable attitudes).

Comparison of Raw Scores on Both Tests

From the correlations in Table VIII one can note that the relationship between an individual's score on the Dawe-Jones and PARI scales is not consistent or pronounced. It is different for fathers and mothers, and on some scales correlations are negative (in opposite directions) for fathers and mothers which is not in accordance with expectations. There is a significant positive correlation, where low scorers on the Dawe-Jones had low scores and high scorers on the Dawe-Jones had high scores, for fathers on only two scales, Marital Conflict and Irritability. A correlation between the fathers' dawe-Jones scores and the PARI scores on the scale Marital Conflict was .42, and on the scale Irritability the correlation was .47. The only correlation for teachers where a highly significant relationship existed was on the Equalitarian scale, measuring the degree to which a parent would allow his child to share in the planning and control of his family life. The correlation here was .86.

Table VIII

Correlation Between Raw Scores on Dawe-Jones and PARI

PARI Scales	Fathers	Mothers	Teachers
<u>Rapport Scales:</u>			
16. Comradship and Sharing	.08	.06	- .24
12. Equalitarian	.20	- .27	.86*
1. Encouraging Verbalization	.18	- .05	- .24
<u>Other Scales:</u>			
5. Marital Conflict	.42*	- .15	.46
11. Rejection of Role	.23	- .21	- .31
7. Irritability	.47*	.12	.55
6. Strictness	.06	.11	- .23
13. Approval of (or Demand) Activity	.27	.16	- .42
9. Deification of Parent	.19	.16	.36
10. Suppression of Aggression	.22	- .06	.33
3. Seclusiveness	- .11	- .15	- .14
2. Fostering Dependency	.02	.33	.42
8. Excluding Outside Influence	.10	.30	- .00
14. Avoid Communication	.03	- .09	.43
4. Breaking Will	- .12	.13	.16
15. Suppression of Sex	- .09	.08	- .33

*Correlations which are significant at the .01 level.

There was no significant correlation on any of the scales for the mothers. It is the writer's opinion that the varied interpretations of the test items within the group of mothers influenced these results. Some felt that the items requested an individual's general opinion rather than his own attitude.

Teachers are closer in the numerical value of the raw scores on the PARI scales than they were on the Dawe-Jones test. This was probably due to the fact that their common status as parents was a greater influence on responses for the PARI where more attitudes in regard to family life were measured. The lower correlations on the PARI scales were a result, in part, from the fact that the fathers, mothers, and teachers were so homogeneous.

Comparison of High and Low Groups on the Dawe-Jones and Their Respective PARI Scores

Table IX shows the results of comparing high (least sensitive) and low (more sensitive) groups in the Dawe-Jones test with their scores on the PARI scales, other than rapport. Individuals who were at the mean in their respective groups are not included.

The results show a little more similarity between the two tests than is indicated by Table VIII. The fathers in the high group on the Dawe-Jones have a higher mean score on 10 out of 13 of the PARI scales measured than do the fathers in the lower group of scorers on the Dawe-Jones.

The mothers in the high scoring group on the Dawe-Jones had a higher mean score on 7 out of 13 of the PARI scales measured than did the mothers in the group that scored lower on the Dawe-Jones. There were 6 scales on which both fathers and mothers in the high group of scorers on the Dawe-Jones (least sensitive received a higher (less desirable) mean score on

Table IX

Comparison of High and Low Groups on the Dawe-Jones¹ With Their Corresponding Scores on the PARI Scales¹

PARI Scales	<u>Fathers</u>		<u>Mothers</u>		<u>Teachers</u>	
	Above Mean	Below Mean	Above Mean	Below Mean	Above Mean	Below Mean
Dawe-Jones Range =	8-13	0 - 6	7-11	0 - 5	4 - 7	0 - 1
5. Marital Conflict	15.6	13.1*	14.3	14.6	15.0	13.2*
11. Rejection of Role	11.2	11.0*	10.2	11.7	10.5	10.7
7. Irritability	12.7	10.4*	9.1	8.6*	12.2	9.7*
6. Strictness	11.7	10.5*	11.1	10.7*	10.0	11.5
13. Approval of Activity	10.3	9.4*	10.4	10.2*	8.5	8.7
9. Deification	9.5	8.7*	10.5	10.0*	9.0	9.2
10. Suppression of Aggression	9.4	8.8*	9.0	9.2	9.0	7.5*
3. Seclusiveness	8.5	9.4	10.5	11.3	7.7	8.5
2. Fostering Dependency	10.1	8.8*	10.4	9.0*	8.7	7.7*
8. Excluding Outside Influences	8.4	8.1*	9.3	8.2*	8.7	7.5*
14. Avoid Communication	8.8	8.1*	8.4	9.0	8.0	6.5*
4. Breaking Will	7.7	8.3	8.6	8.7	7.5	6.7*
15. Suppression of Sex	6.0	6.1	7.3	7.0*	5.2	5.5

¹The expected tendency is that high scorers on the Dawe-Jones (above mean) who were the least sensitive will also have high scores (less desirable) on the PARI scales, and the low scorers on the Dawe-Jones (below mean) who show the greater sensitivity will also have low scores on the PARI scales stating undesirable attitudes.

*Range groups in which the mean score was in the expected direction.

the PARI scales than fathers and mothers in the low scoring group on the Dawe-Jones.

The teachers' group was too narrow in range for adequate comparison, but on the scales where a larger range occurred, the four teachers in the higher scoring area on the Dawe-Jones (less sensitive) did have a higher mean score on 7 out of 13 scales than the four teachers who received lower scores (indicating greater sensitivity). It should be noted that teachers in the high scoring area (4 - 7) are actually below the mean of the fathers' and mothers' groups. The high scoring group for teachers is more equal in numerical raw scores on the Dawe-Jones to the low scoring group group for mothers and fathers.

Three PARI scales, Irritability, Fostering Dependency, and Excluding Outside Influence, show the expected tendency for all three groups (fathers, mothers and teachers) used in this sample.

Summary of Comparison of All Three Groups on Both Instruments

Correlations between respondents' raw scores on the Dawe-Jones and their raw scores on each of the PARI scales were determined. There was no consistent or pronounced relationship indicated for either fathers or mothers. The fathers' scores did show a significant positive correlation on two scales, Marital Conflict which measured the degree to which a parent would expect the marriage relationship to involve a great deal of conflict, and Irritability which measured the degree to which a parent would tend to become impatient with children and overtly express this impatience.

High groups (above mean) and low scoring groups (below the mean) on the Dawe-Jones were compared in regard to their respective scores on the PARI scales (omitting the rapport scales). This analysis showed a tenden-

cy for fathers' scores to be in the expected direction on 10 of the 13 negatively stated scales. Thus, high scorers who were less sensitive on the Dawe-Jones tended to have higher or less desirable scores on the PARI scales, also. Low scorers on the Dawe-Jones who showed the most sensitivity also tended to receive lower scores on the PARI scales which designated more disagreement with undesirable attitudes. This was also true for the mothers on 7 scales and for the teachers on 7 scales.

There were 6 scales out of 13 on which both high and low groups of fathers and mothers tended to score high and low, respectively, on the Dawe-Jones. This was true for fathers, mothers, and teachers on 3 of the scales.

Although the correlations between raw scores on the Dawe-Jones and raw scores on each PARI scale were not always significant, comparison of high and low groups on the Dawe-Jones with their corresponding scores on the PARI scales were in the expected direction on a majority of the scales. The PARI is designed to measure many different attitudes. The results of the comparisons made in this section do not necessarily indicate a lack of validity in regard to the tests, but they probably do indicate the fact that the PARI measures a wider range of attitudes in some of which an individual's sensitivity to children apparently plays no significant part.

V. A. Summary and Conclusions

The Dawe-Jones picture test, developed to measure an individual's sensitivity to children, and the Parental Attitude Research Instrument, developed to measure parental attitudes toward family life and child rearing, were administered to a select group of 62 parent (31 couples) and 10 nursery school teachers. Some of the conclusions were as follows:

1. Mothers obtained slightly more favorable scores than fathers on the Dawe-Jones test, and teachers obtained considerably more favorable scores than mothers or fathers.
2. There was a significant relationship between a husband's score and the score of his wife on the Dawe-Jones.
3. Fathers had slightly more favorable scores than mothers on 9 of the PARI scales. Mothers scored more favorably than fathers on 6 of the PARI scales and the same as fathers on one scale. Teachers had slightly more favorable scores than fathers or mothers on 11 of the 16 PARI scales which were used in the analysis.
4. A significant relationship existed between a husband's score and the score of his wife on several of the PARI scales.
5. Although there was no significant relationship between raw scores on the two inventories, there was a tendency for high and low scoring groups on the Dawe-Jones test to be in the expected direction (high and low, respectively) on a majority of the PARI scales.

V. B. Limitations of the Study and Suggestions for Further Research

A number of limitations may have influenced the results and affected the conclusions of this study.

There were 31 fathers, 31 mothers, and only 10 teachers in the total group. Thus, the size is somewhat limiting.

The sample in this study was drawn heavily from the middle and upper-middle class levels of occupation and income; the educational level was at the upper end of the scale; and the fact that these parents all had children in a private nursery school put them in a select group.

The paper and pencil type of measuring instrument has many limitations, some of which are: the respondent may feel differently toward the subject being discussed at different times; (For example, if a conflict with a child has occurred previous to his coming to the meeting his usual response may be distorted,) and the respondent may consciously distort the facts for one reason or another. Some persons may not be able to admit their true feelings even to themselves when these feelings are in conflict with social standards.

The ordering of responses on the PARI scales may be obvious, in many cases, to the sophisticated parent. A number of mothers and teachers questioned the statements on items where one might incorrectly infer his own attitude through his response to the statement. This may have been a factor in the varied responses of mothers where no significant relationships existed.

The very length of the PARI test and the arrangement of responses on a four level basis could result in a habit of the respondent to check the same position on a number of items. It would probably have been better

to limit the PARI test in length to just the items that were used for analysis in this study. This might have encouraged more careful reading of the items.

Neither of the instruments used can really measure how an adult applied his attitudes in actual situations. In the writer's opinion the Dawe-Jones seems to come much closer to this than the PARI scales. A number of parents remarked that the Dawe-Jones was "fun" to do and that it "Felt like home." Some remarks concerning the PARI scales indicated that individuals "felt that some of the items were difficult to respond to without any qualifying statement" and that "I would prefer to answer all of the questions for myself, not for my opinion of 'some young mothers' . . . 'people' . . . etc.". Several felt that the age of the child would influence an individual's opinion in many cases. A free response type test seems to be a better type of instrument for a highly educated group, such as the one in the present study, since there is more chance for an individual to give his own opinion rather than feel he must make a forced choice. If time allowed it would be interesting to validate adult scores with direct observation of parents and their interaction with children in the home.

All of the teachers were married, with the exception of one. This did not allow for any comparisons with teachers who were not parents. One teacher questioned whether she should respond as a parent or as a teacher. Another said she would respond the same way in either case. Further research could be made in which the responses of a group of nursery school teachers who are parents are compared with a group of nursery school teachers, having similar years of training and experience, but unmarried.

BIBLIOGRAPHY

1. Bishop, B. M., "Mother Child Interaction and the Social Behavior of Children," Psychological Monographs, 54, 1951.
2. Block, J., "Personality Characteristics Associated with Fathers' Attitudes Toward Child Rearing," Child Development, 26, 41-48, 1955.
3. Champney, H., "The Measurement of Parent Behavior," Child Development, 12, 131-166, 1941.
4. Evans, F. Marie, Relationships Between Selected Measures of Nursery School Teachers at Beginning and End of Student Teaching Experience, University of Wisconsin unpublished M. S. thesis, 1957.
5. Harris, D. B., Gough, H. B., and Martin, W. E., "Children's Ethnic Attitudes: II. Relationship to Parental Beliefs Concerning Child Rearing," Child Development, 21, 169-181, 1950.
6. Jones, Betty J., Development of a Projective Test of Adult Empathy for Young Children, University of Wisconsin unpublished M. A. thesis, 1954.
7. Lafore, G. G., "Practices of Parents in Dealing with Pre-school Children," Child Development Monographs, No. 31, New York: Bureau of Publications, Teachers' College, Columbia University, 1945.
8. Landreth, Catherine, Psychology of Early Childhood, Ch. 12, 357-388, Alfred A. Knopf, New York, 1953.
9. Porter, Blaine M., "Measurement of Parental Acceptance of Children," Journal of Home Economics, 46: 176-182, March, 1954.
10. Radke, Marian J., "The Relation of Parental Authority to Children's Behavior and Attitudes," University of Minn. Inst. Child Welfare Monographs Service, 22, 1946.
11. Reith, Anita O., A Pilot Study of a Word Association Test for the Pre-service Selection of Teachers, University of Wisconsin unpublished M. S. thesis, 1956.
12. Schaefer, E. S., and Bell, R. Q., Parental Attitude Research Instrument (PARI). Normative data. Unpublished manuscript. Library, National Institutes of Health, Bethesda, Maryland, 1955.
13. Schaefer, E. S., and Bell, R. Q., "Structure of Attitudes Toward Child-rearing and the Family," Journal of Abnormal Social Psychology, 54, 391-395, 1957.

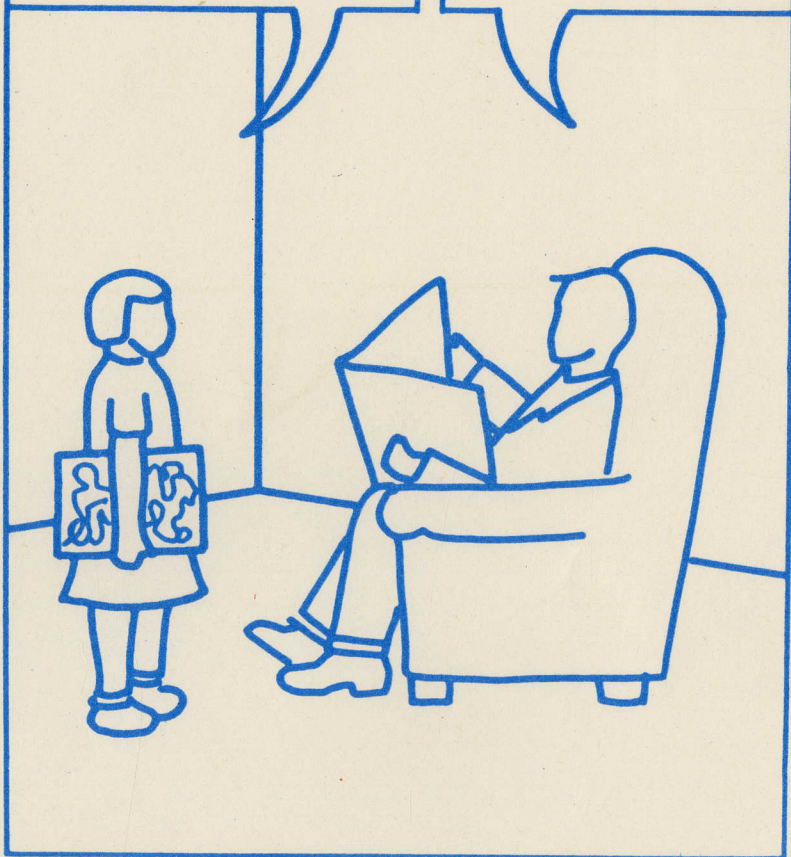
14. Schaefer, E. S., and Bell, R. Q., "Retrospective Attitude Studies of Parent-Child Relations," Child Development, 29, 323-339, 1958.
15. Schaefer, E. S., and Bell, R. Q., "Development of a Parental Attitude Research Instrument," Child Development, 29, 339-361, 1958.
16. Sears, R. R., Maccoby, E. E., and Levin, Harry, Patterns of Child Rearing, Row, Peterson and Company, 1957.
17. Shapiro, M. B., "Some Correlates of Opinions on the Upbringing of Children," British Journal of Psychology, 43, 141-149, 1952.
18. Shaw, Nancy M., Adult Sensitivity for Young Children: Comparison Between Observed Behavior and a Projective Test, University of Wisconsin unpublished M. S. thesis, 1955.
19. Shoben, J. R., Jr., "The Assessment of Parental Attitudes in Relation to Child Adjustment," Genetic Psychology Monographs, 39, 101-148, 1949.
20. Watson, June H., Effects of Instruction in Child Development on Adult Sensitivity for Young Children, University of Wisconsin unpublished M. S. thesis, 1958.
21. Zuckerman, M., and Ribback, B., Monashkin, I., and Norton, J. A., Jr., "Normative Data and Factor Analysis on the Parental Attitude Research Instrument," Journal of Consulting Psychology, 22, 165-171, 1958.
22. Zuckerman, M., and Oltean, M., "Some Relationships Between Maternal Attitude Factors and Authoritarianism, etc." Child Development, 30, 27-36, 1959.

APPENDIX A: The Dawe-Jones Picture Test
and
Scoring Manual

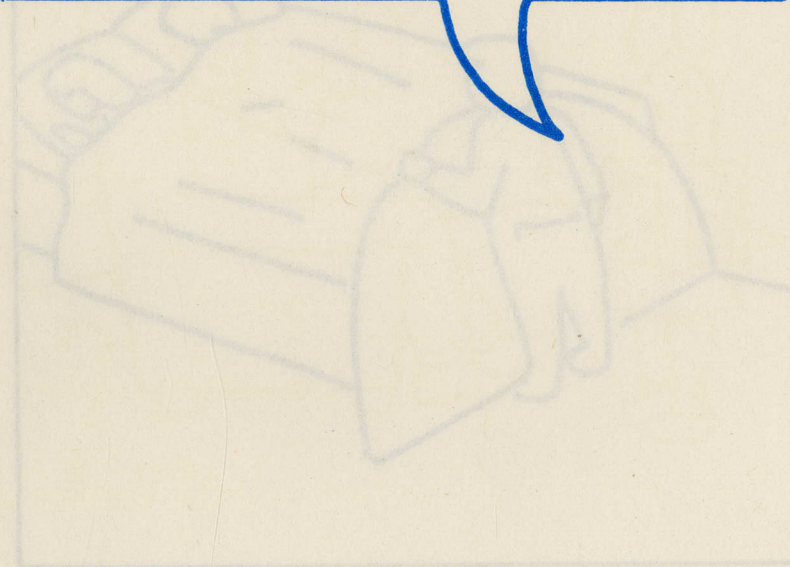
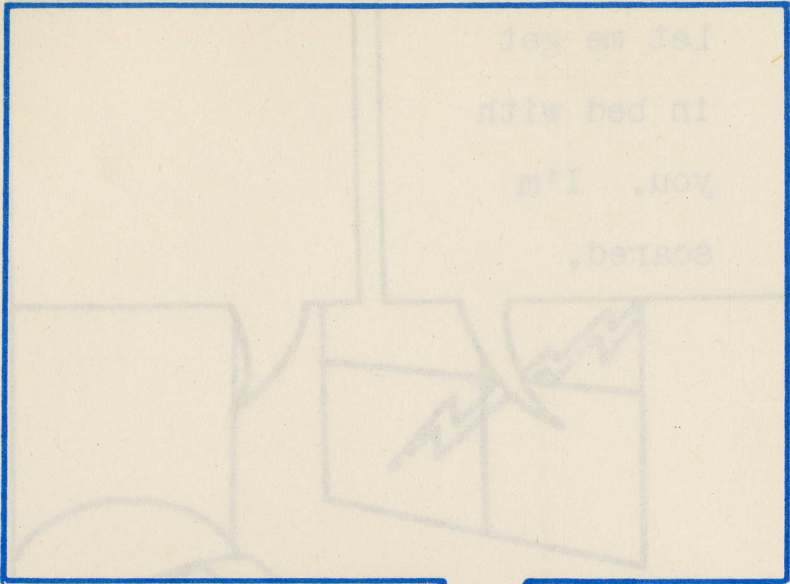
Deleted

1

Will you
play a game
with me?



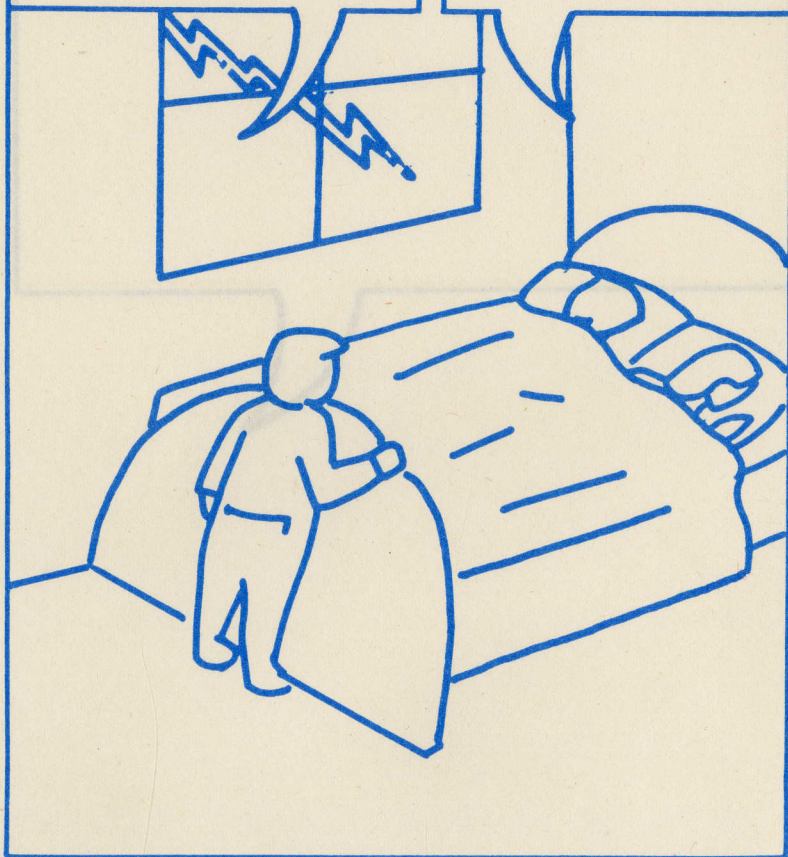
1.

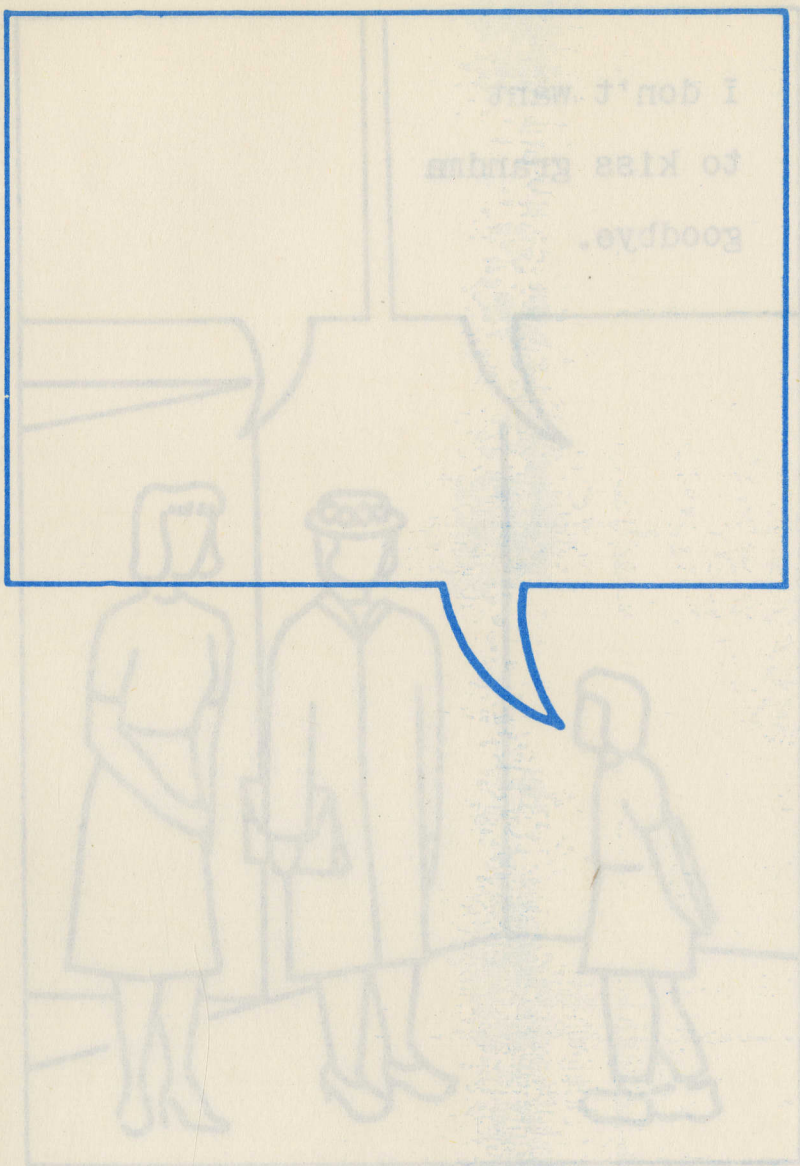


Deleted

2

Let me get
in bed with
you. I'm
scared.

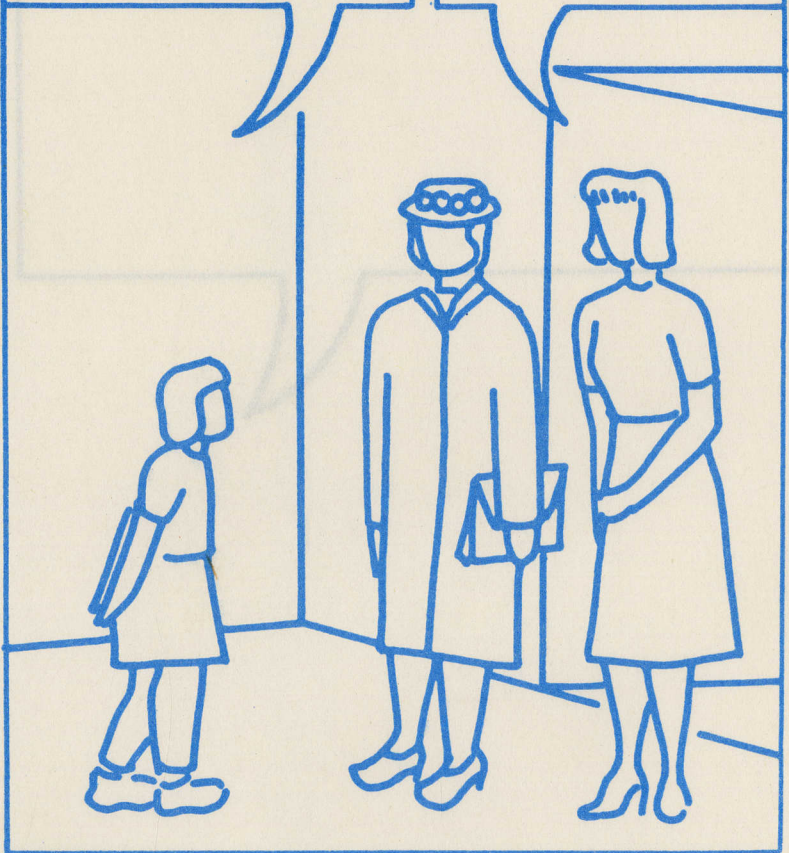




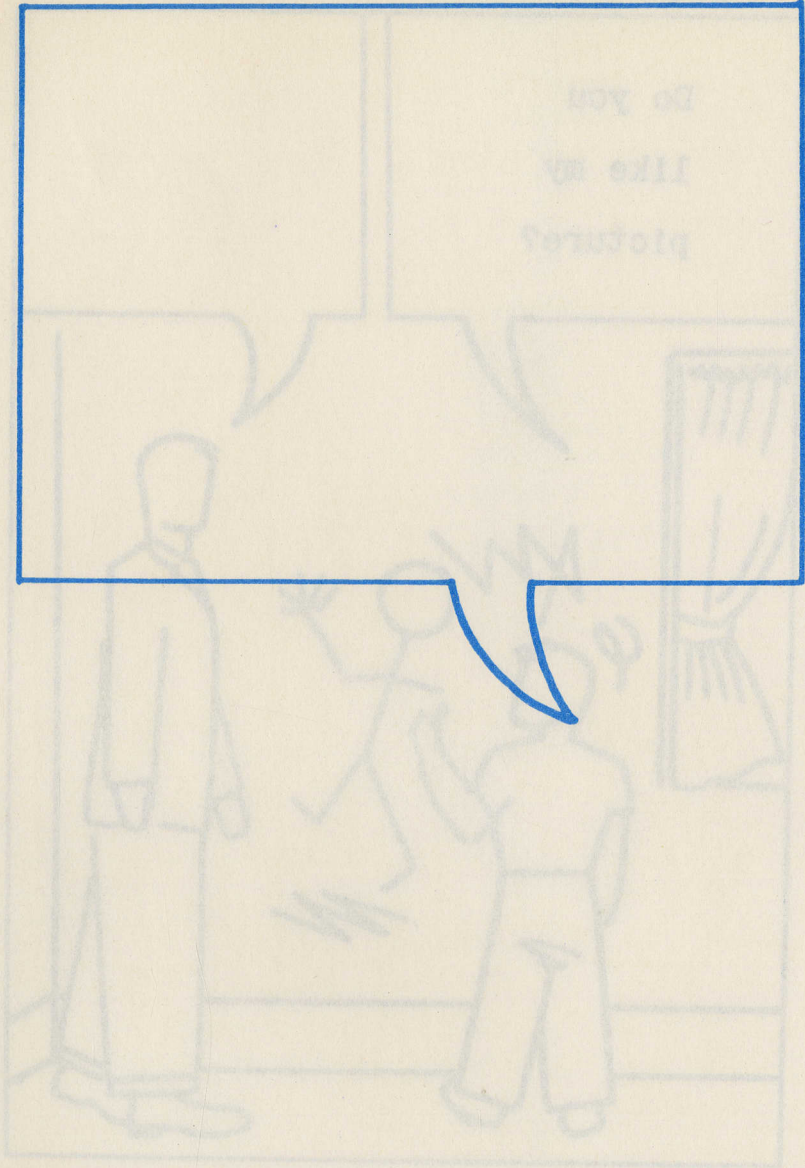
A

3

I don't want
to kiss grandma
goodbye.



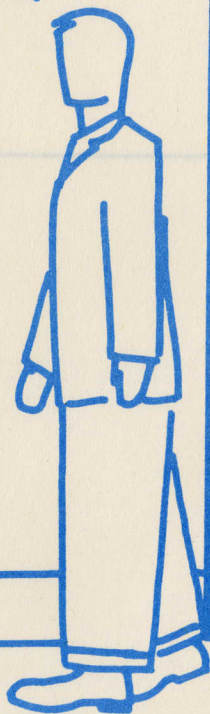
3 A

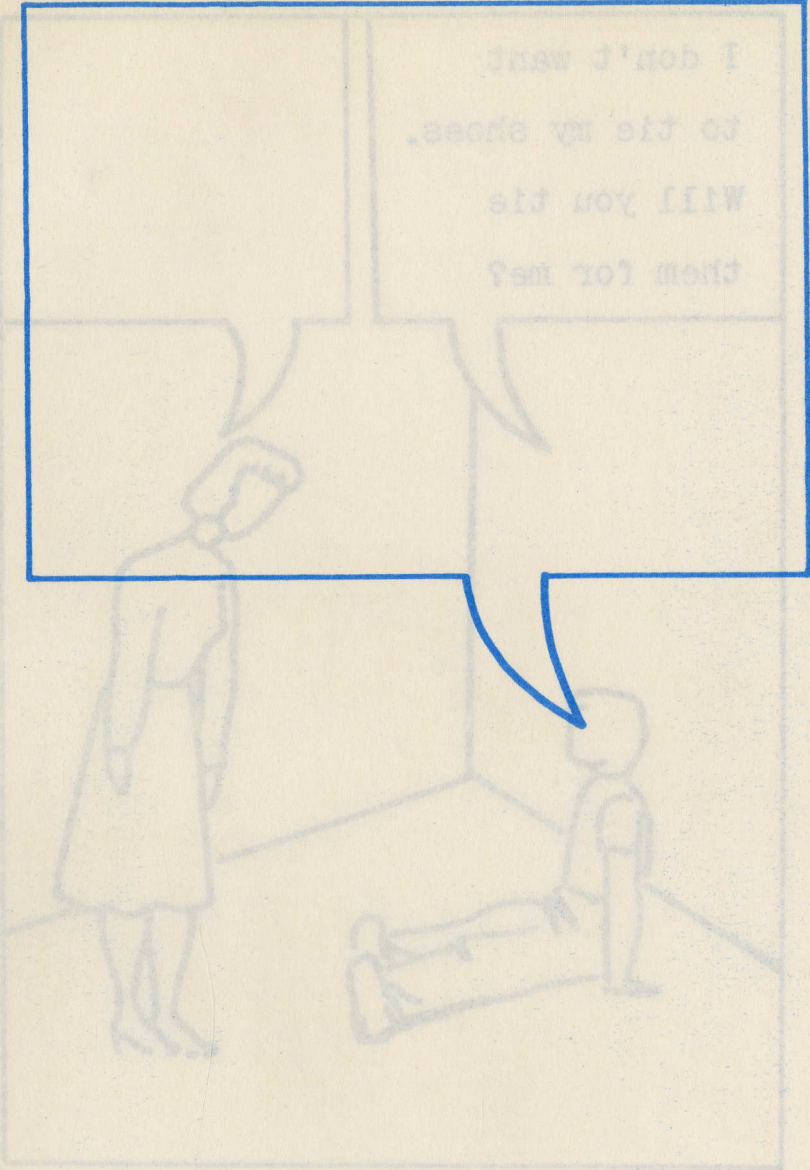


Deleted

4

Do you
like my
picture?

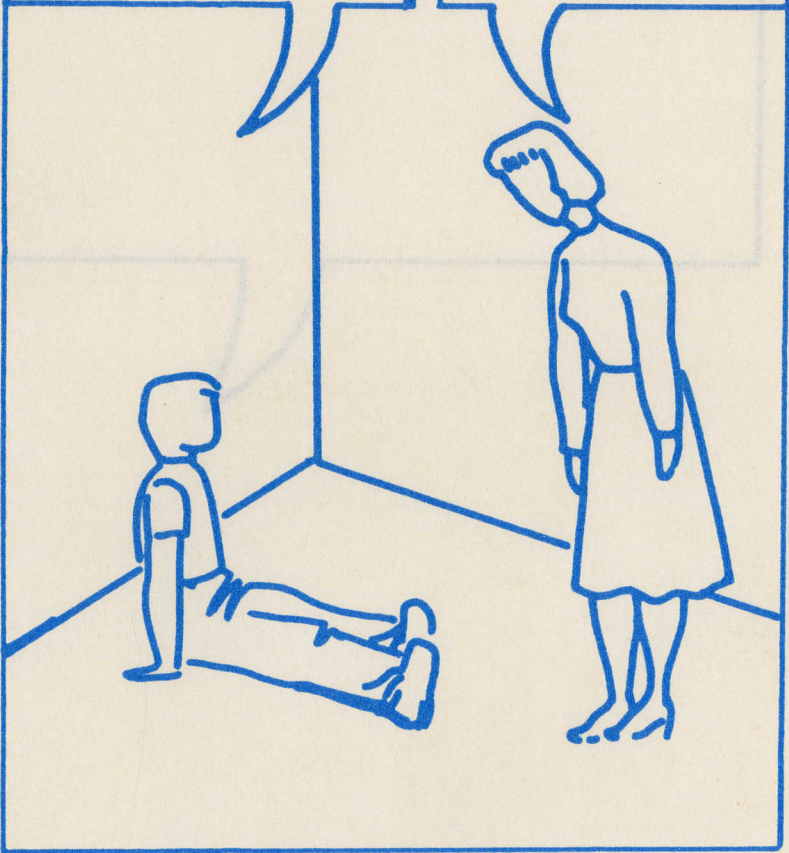


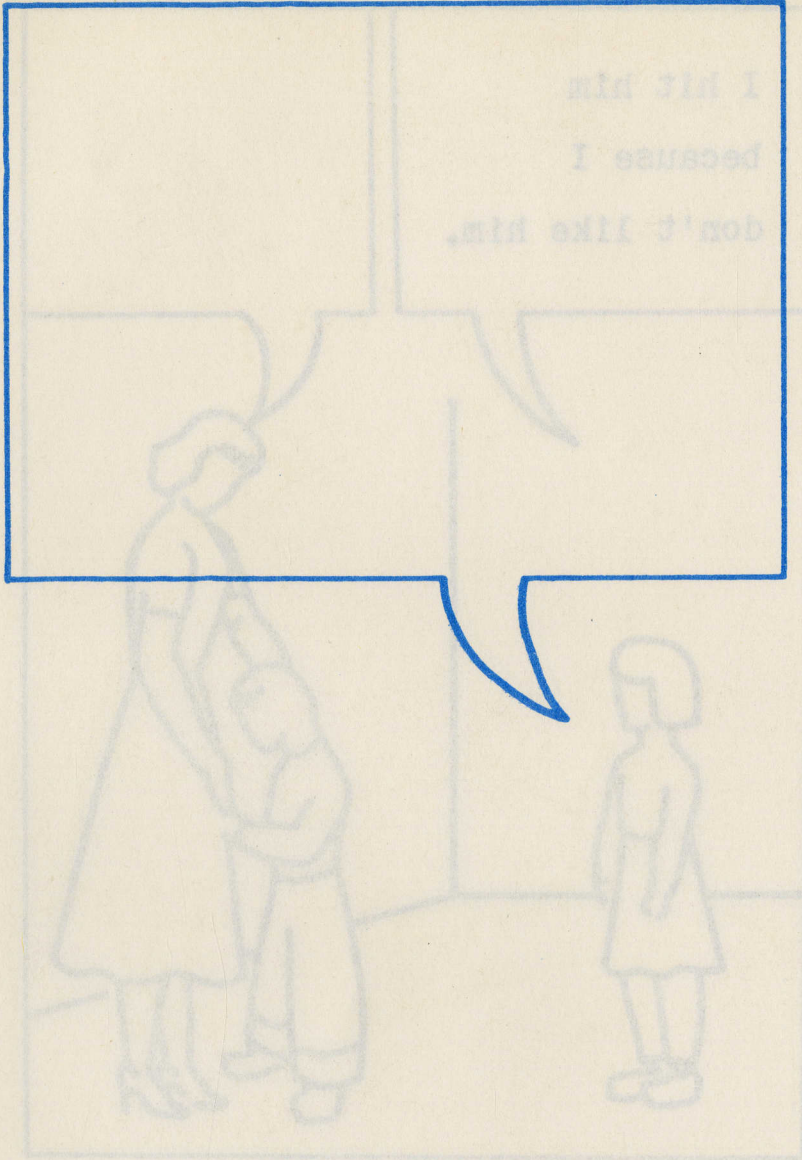


B

5

I don't want
to tie my shoes.
Will you tie
them for me?

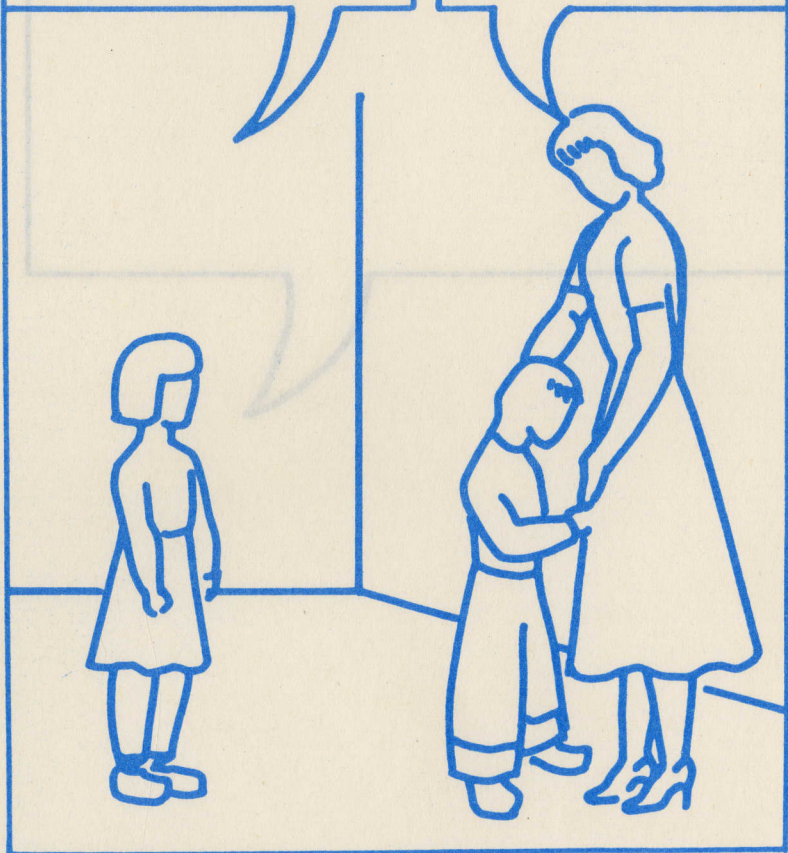




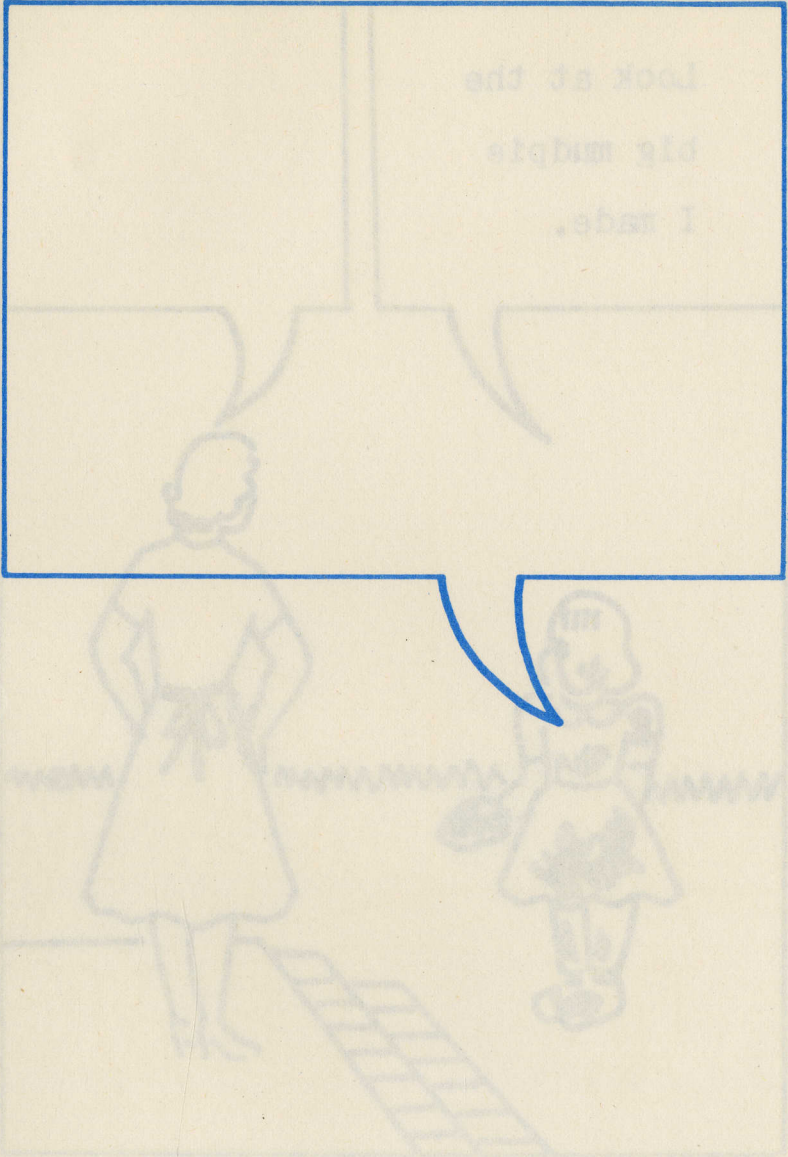
c

6

I hit him
because I
don't like him.



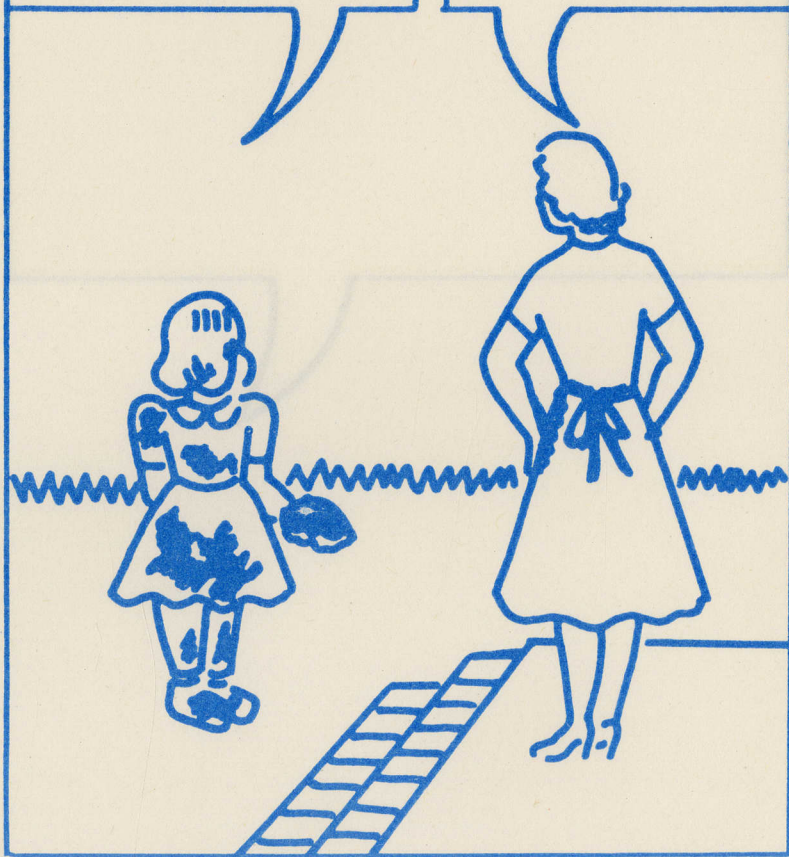
Look at the
big middle
I made.



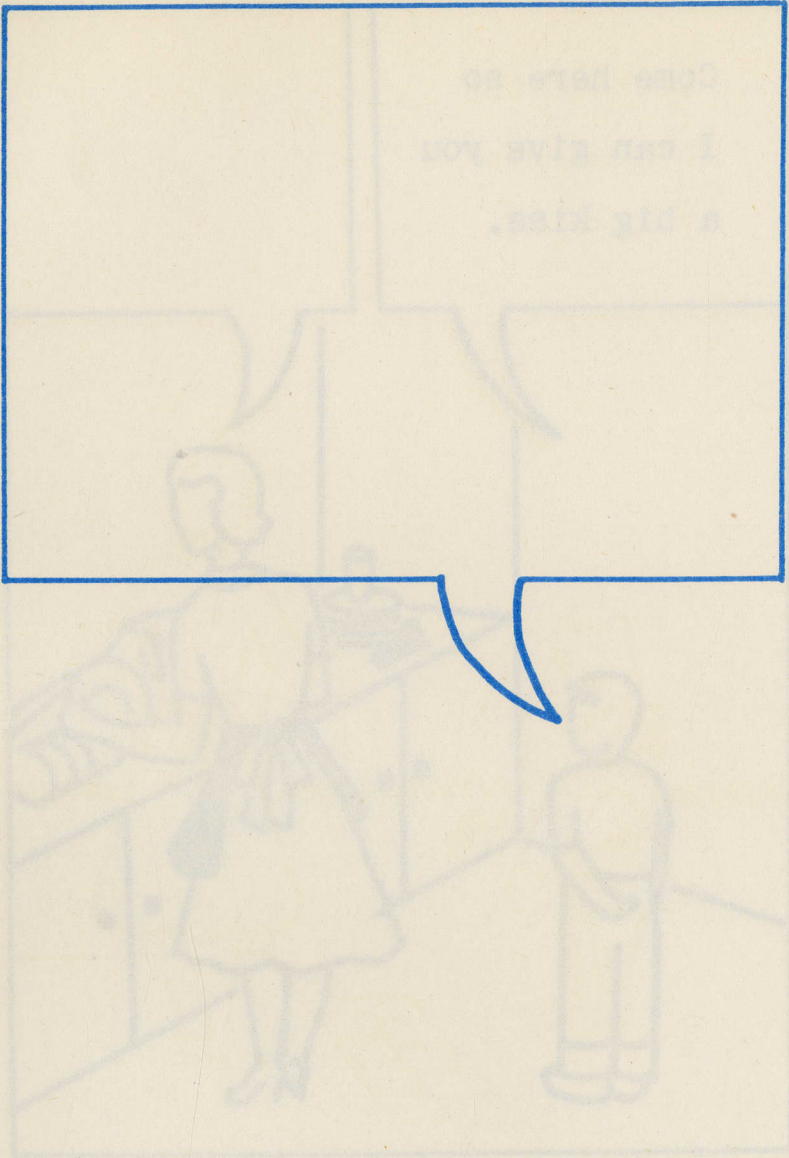
D

7

Look at the
big mudpie
I made.

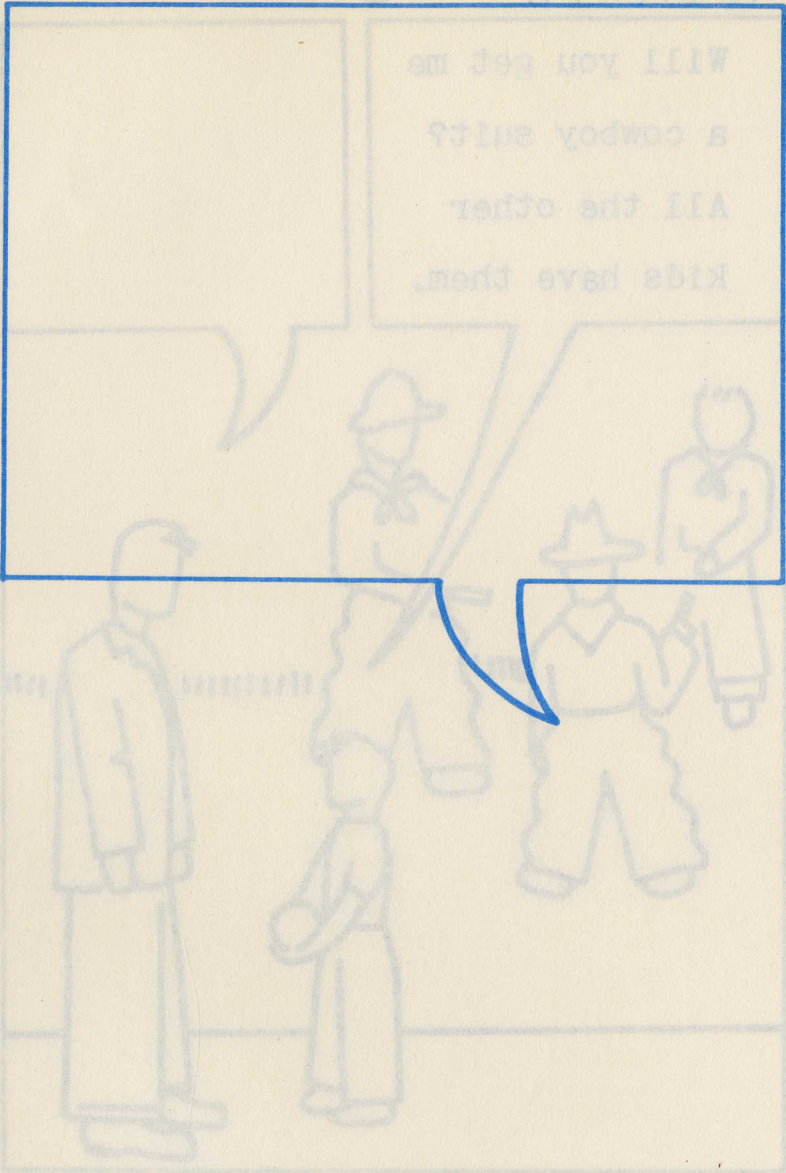


7 D



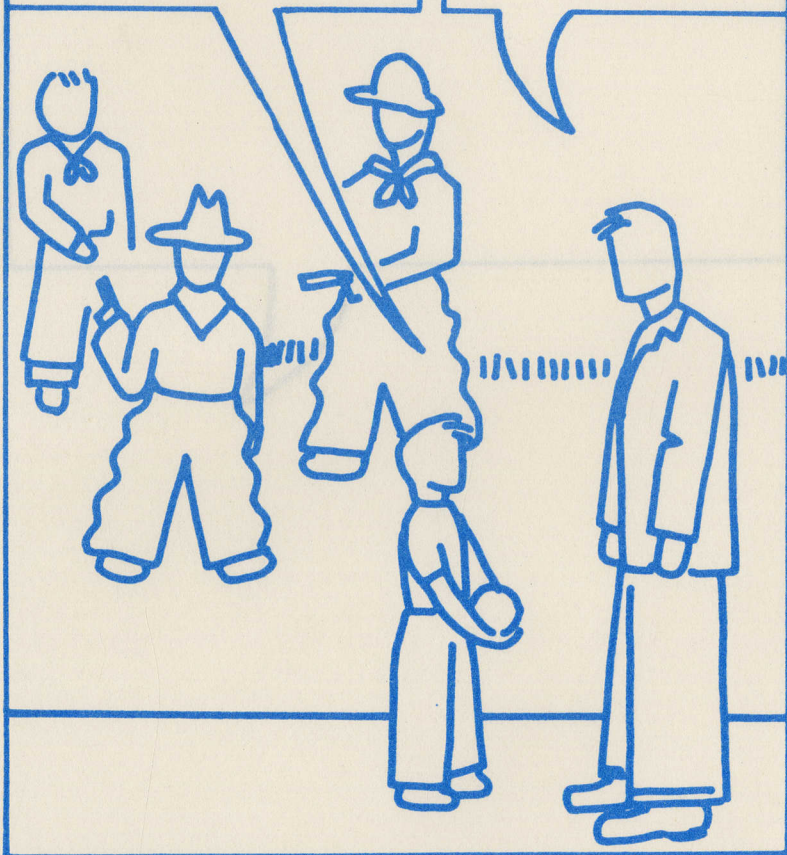
Come here so
I can give you
a big kiss.

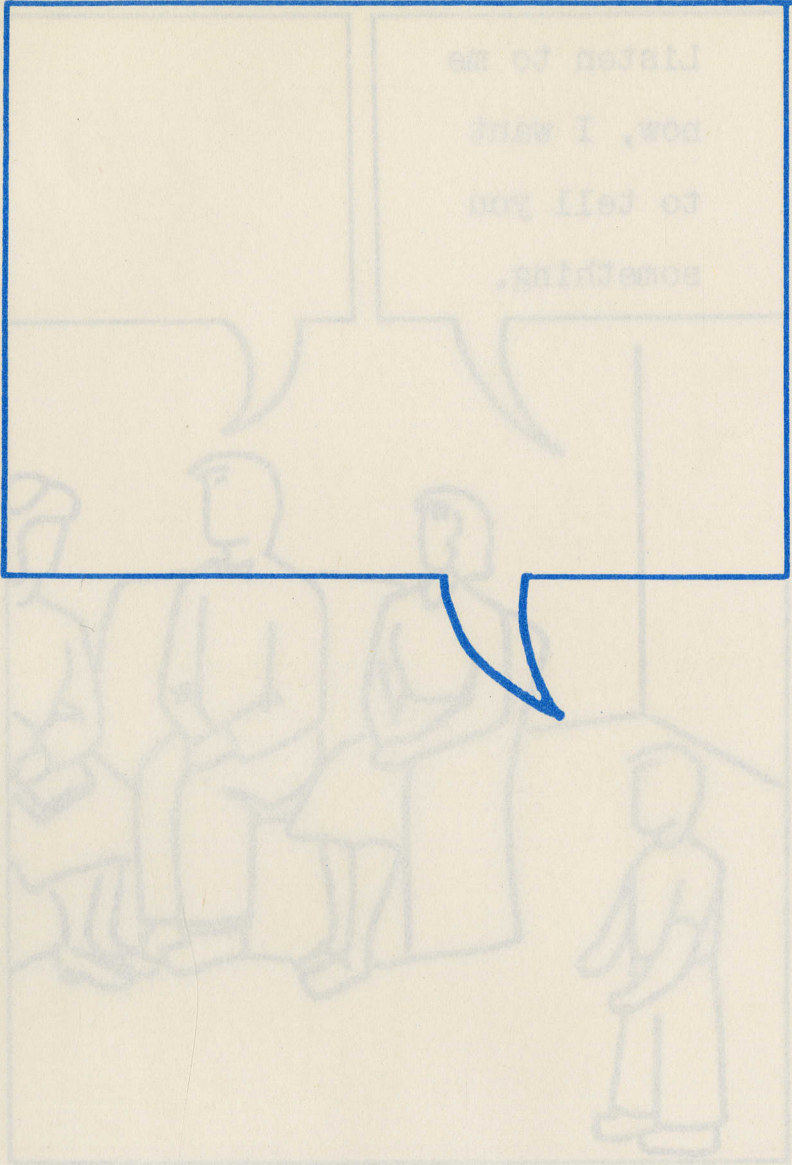




Deleted 9

Will you get me
a cowboy suit?
All the other
kids have them.

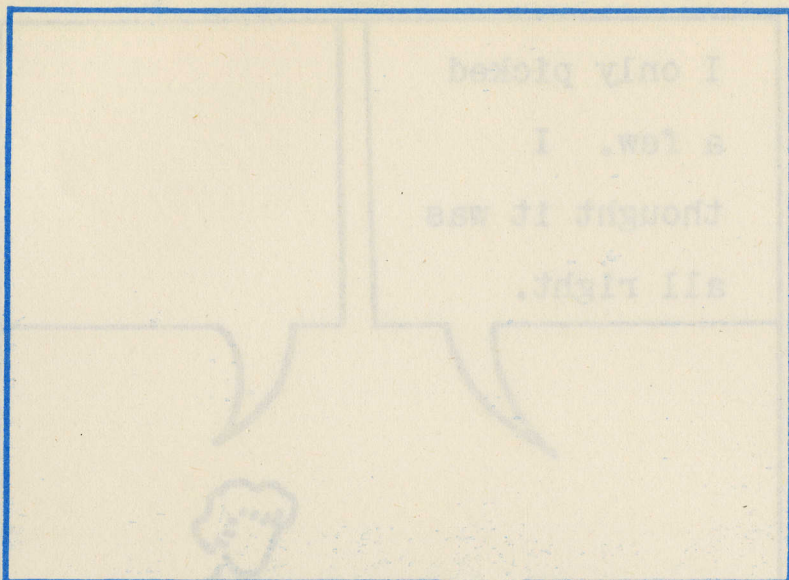




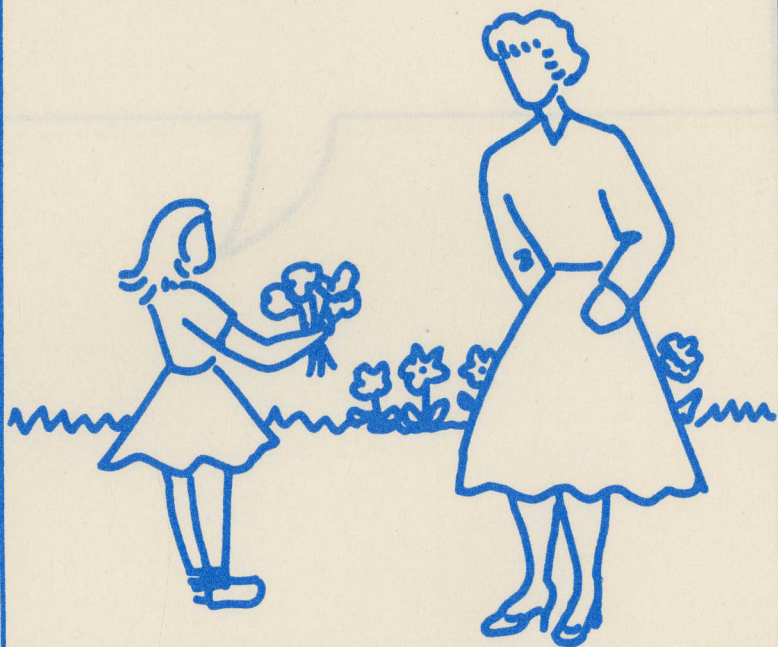
F

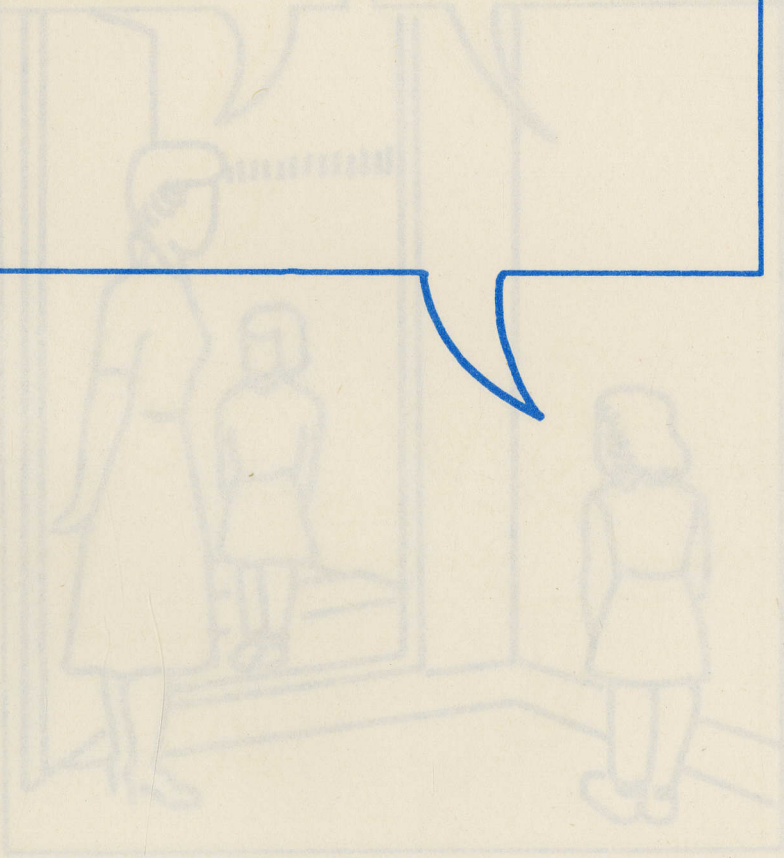
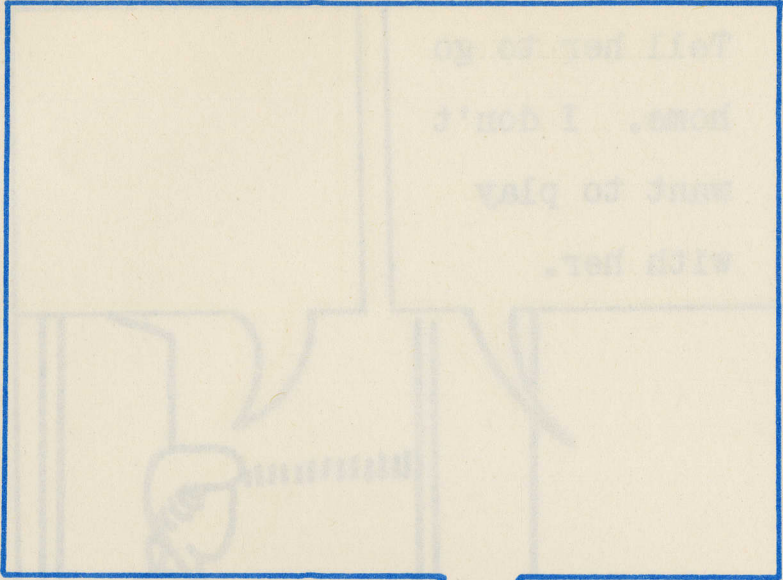
Listen to me
now, I want
to tell you
something.





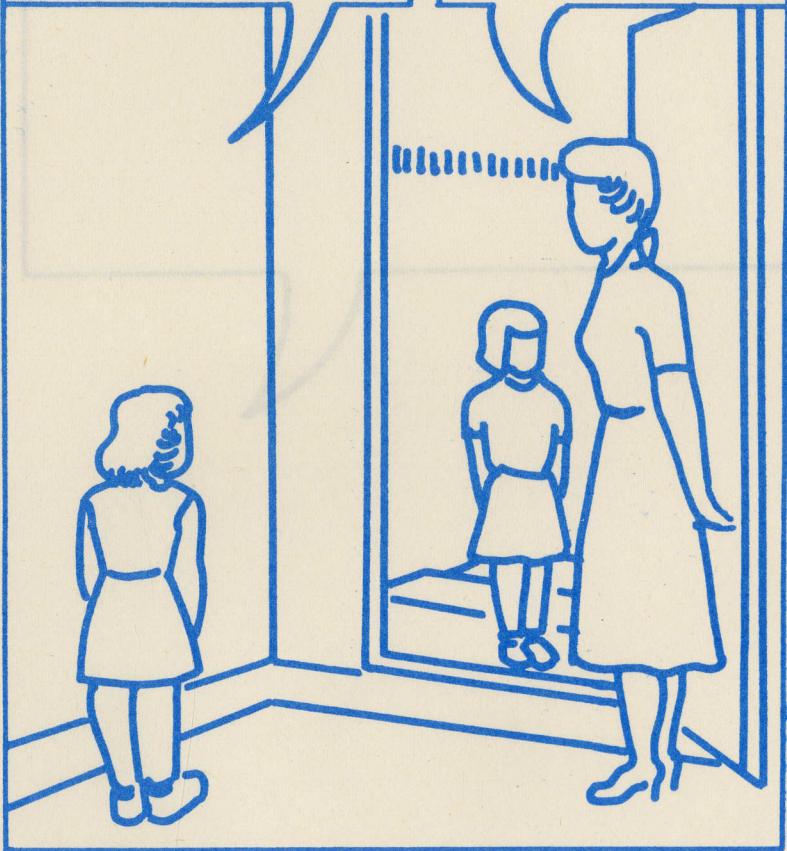
I only picked
a few. I
thought it was
all right.

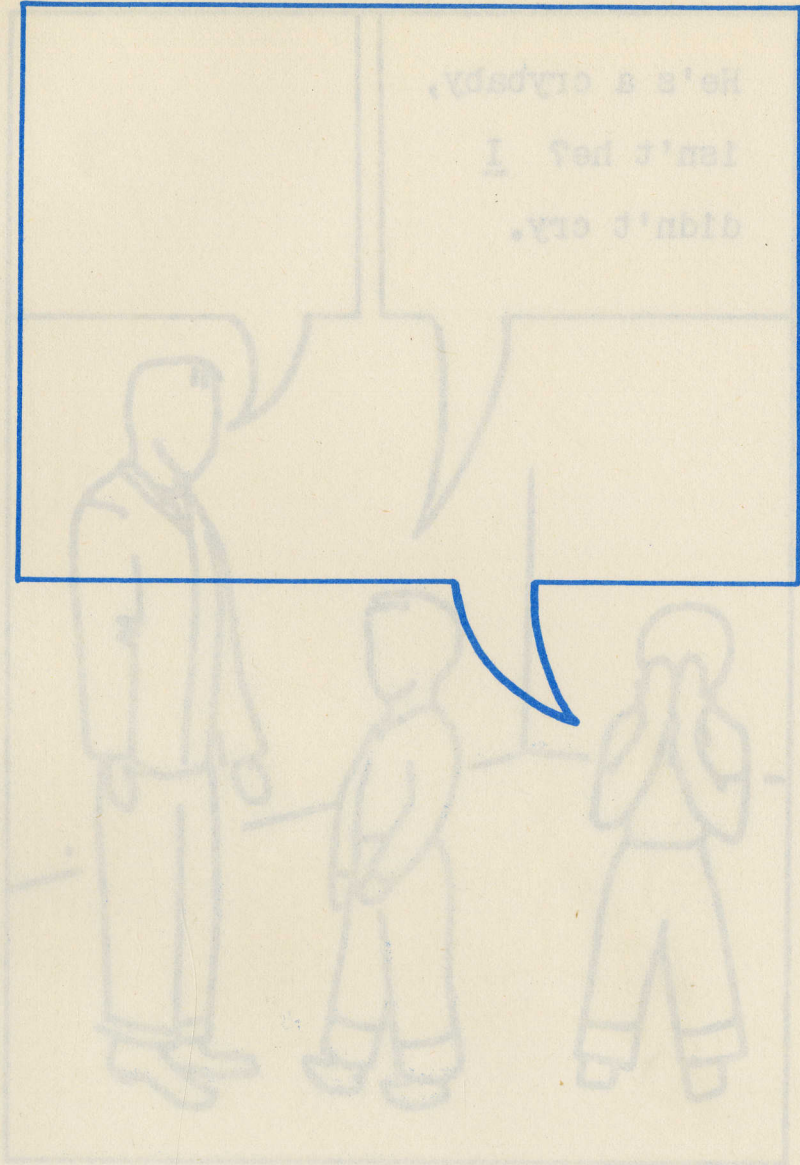




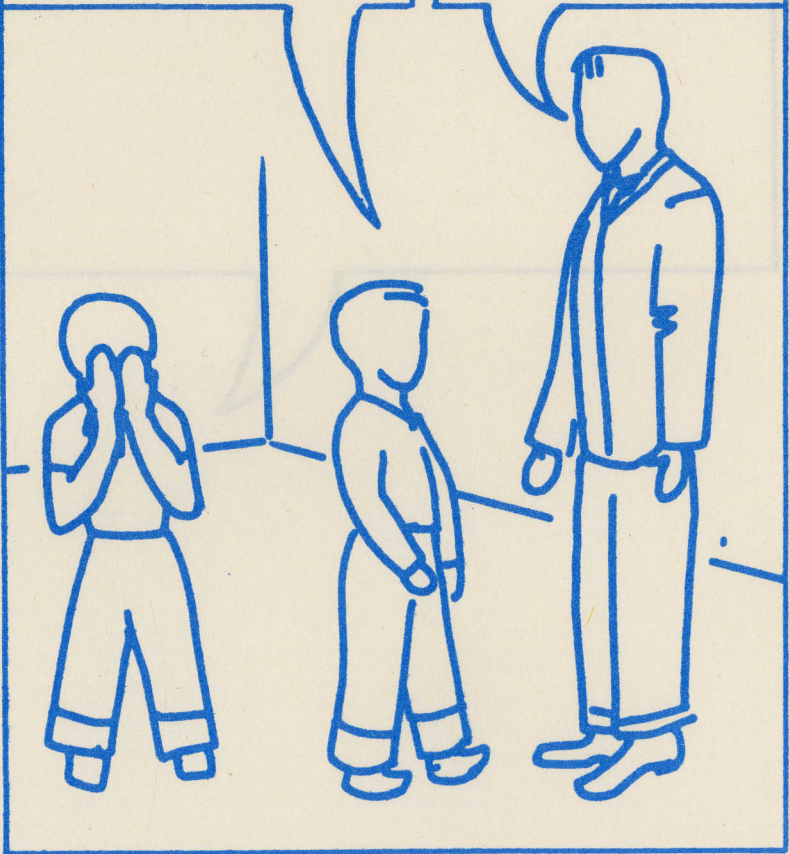
H

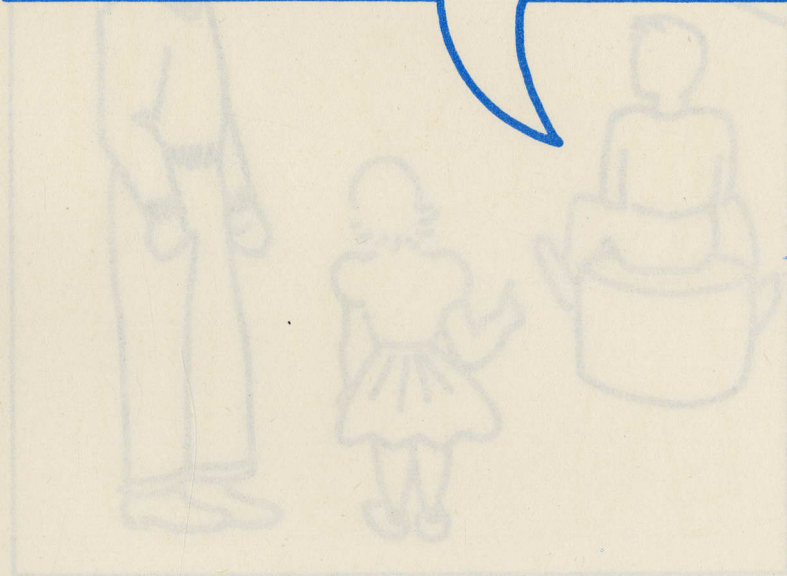
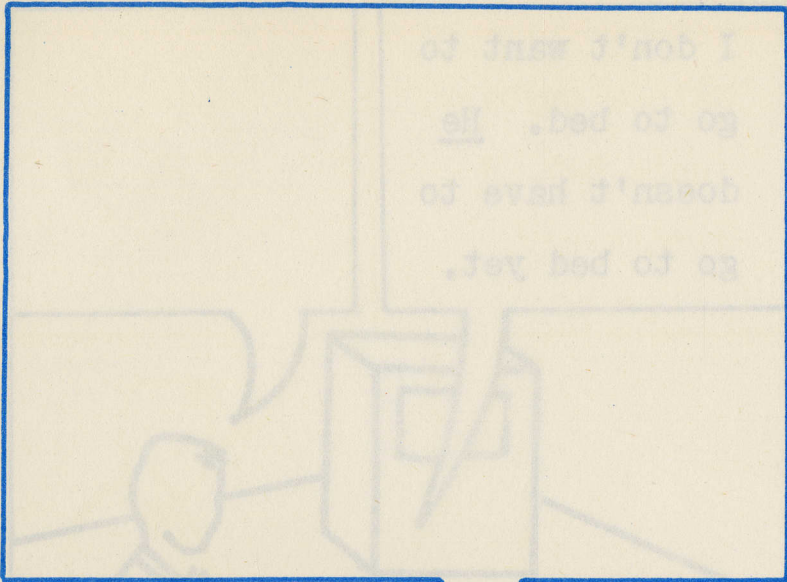
Tell her to go home. I don't want to play with her.





He's a crybaby,
isn't he? I
didn't cry.



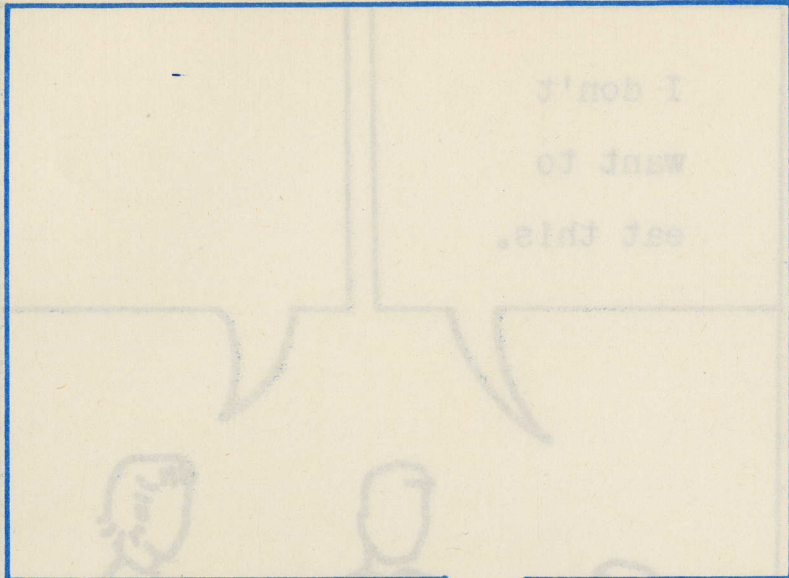


J

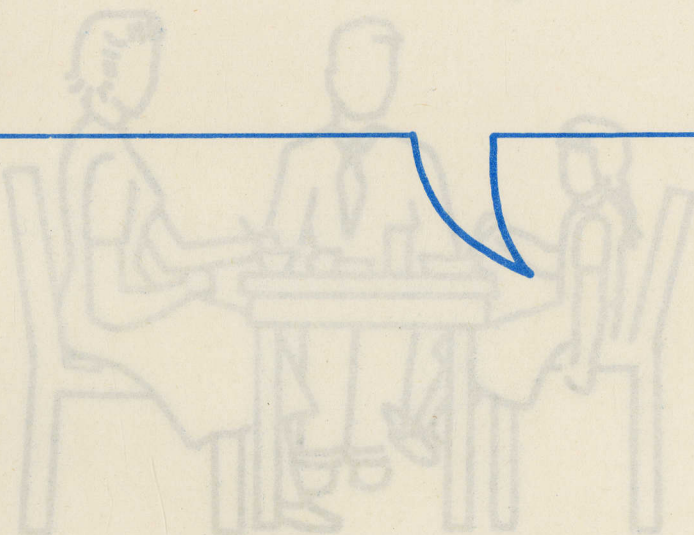
I don't want to
go to bed. He
doesn't have to
go to bed yet.



J



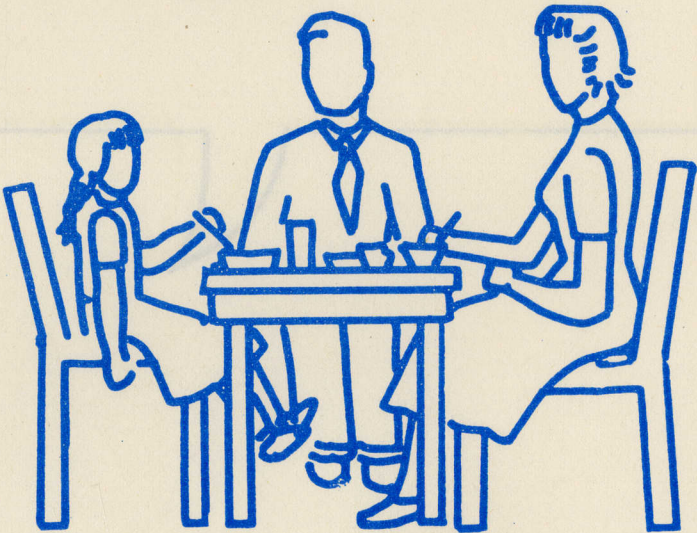
I don't
want to
eat this.

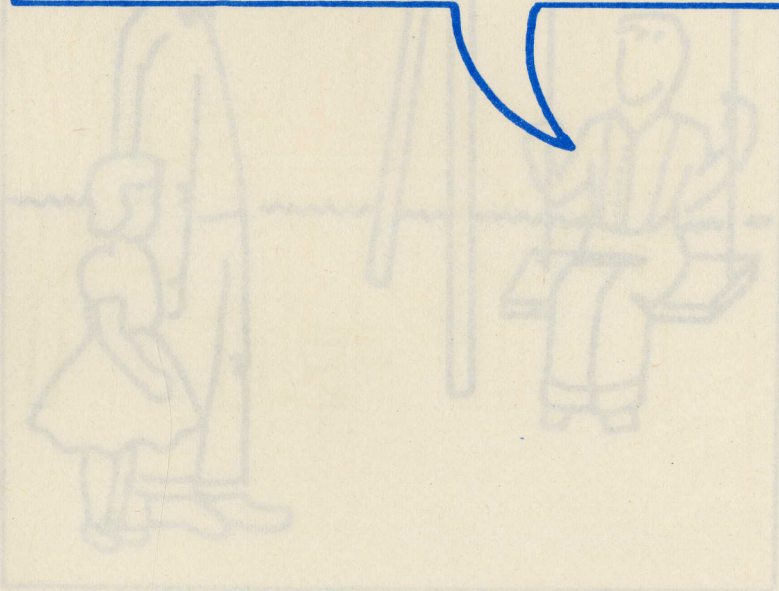
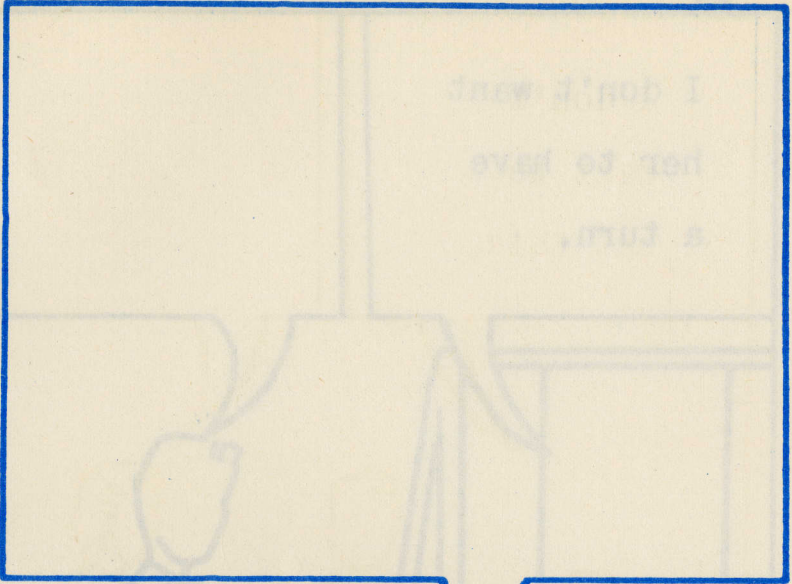


K

15

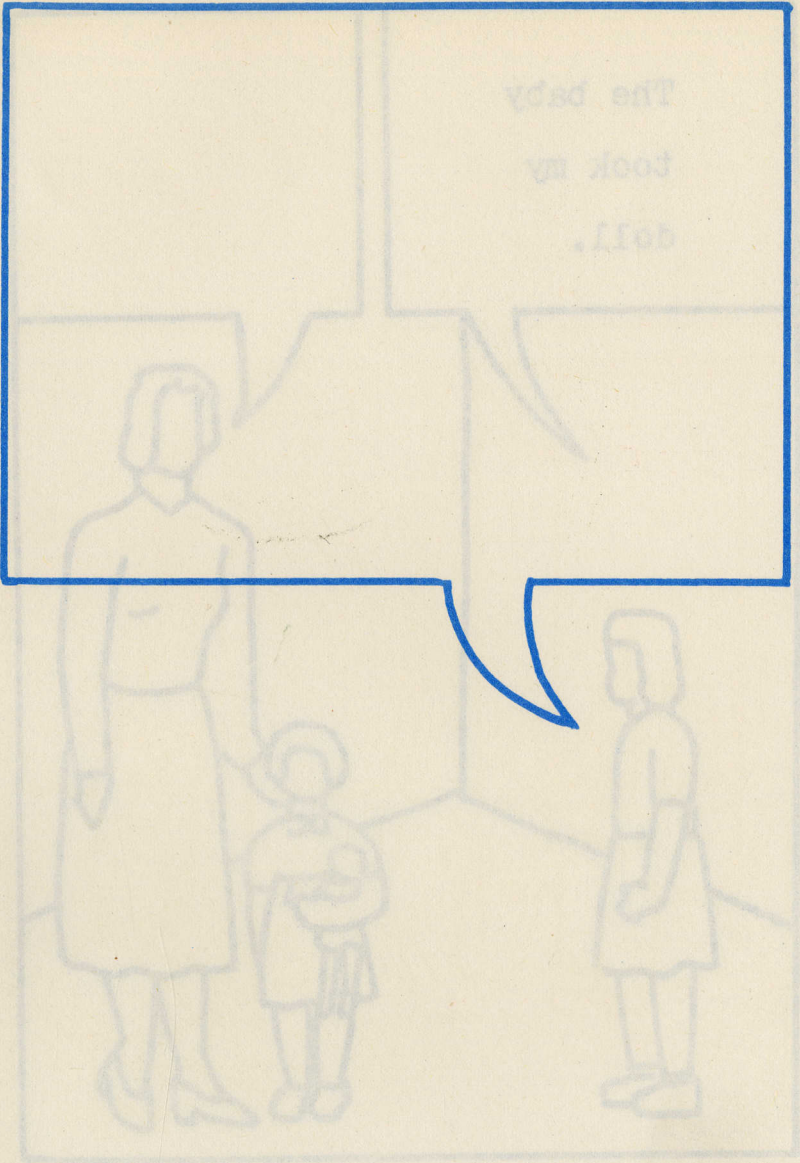
I don't
want to
eat this.





I don't want
her to have
a turn.





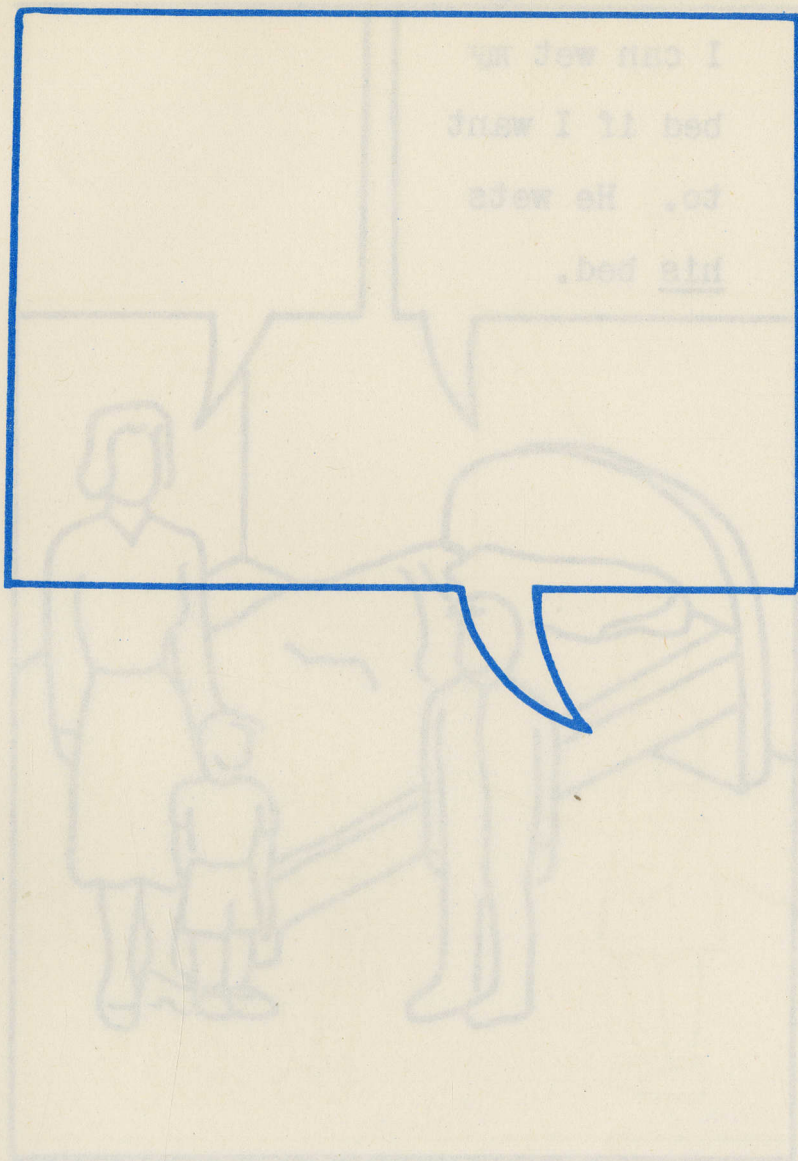
M

17

The baby
took my
doll.



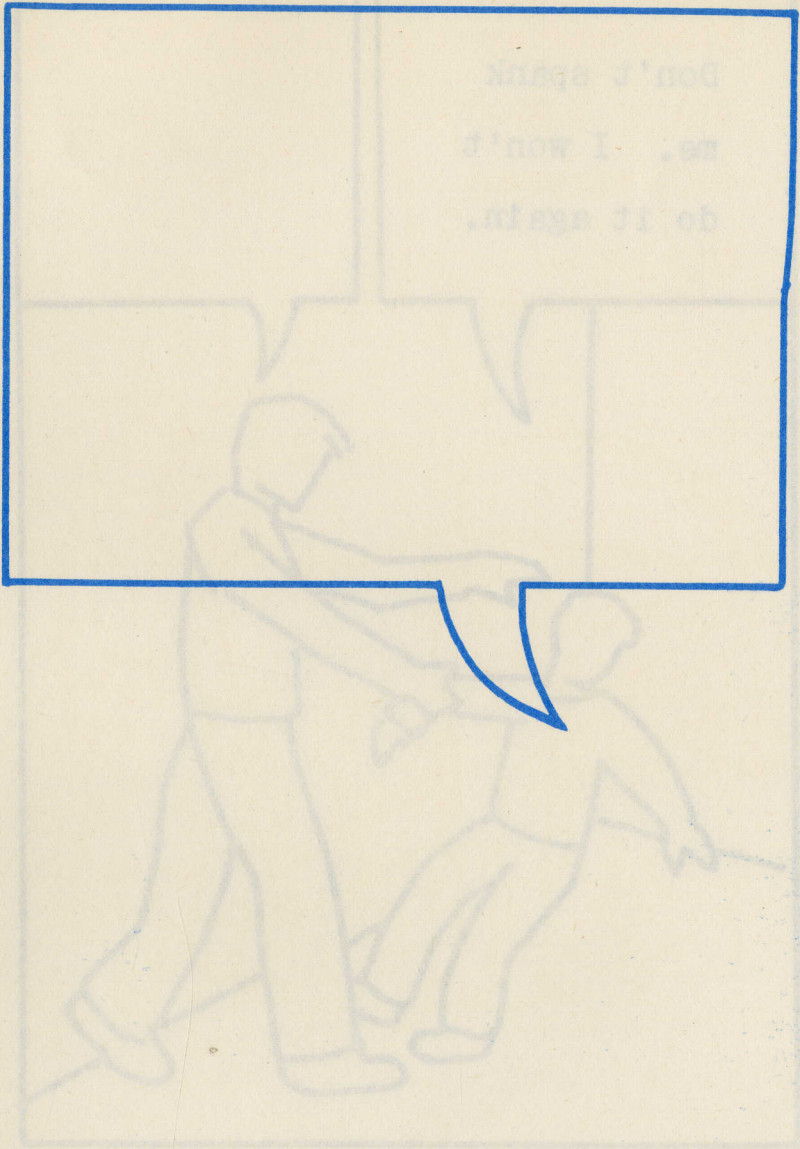
17 M



Deleted 18

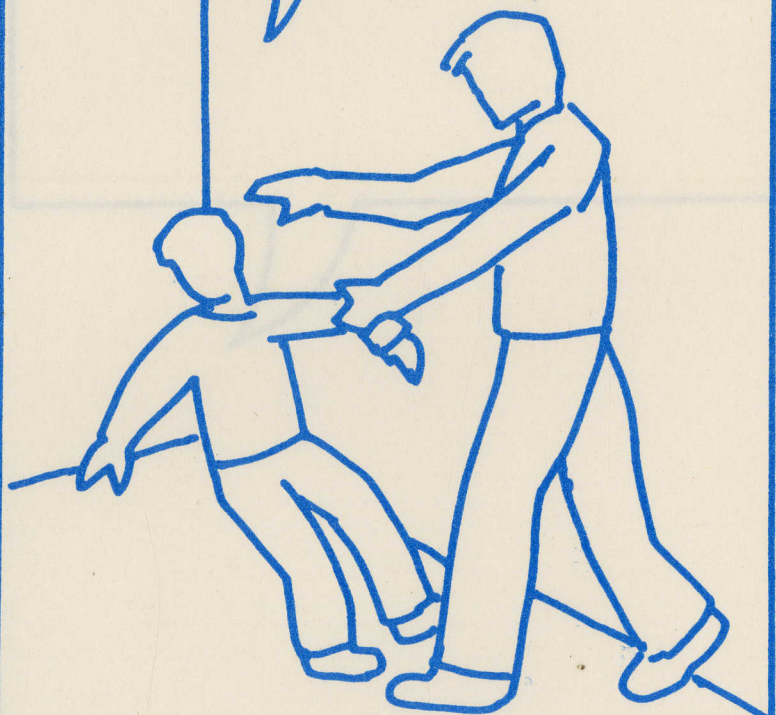
I can wet my
bed if I want
to. He wets
his bed.

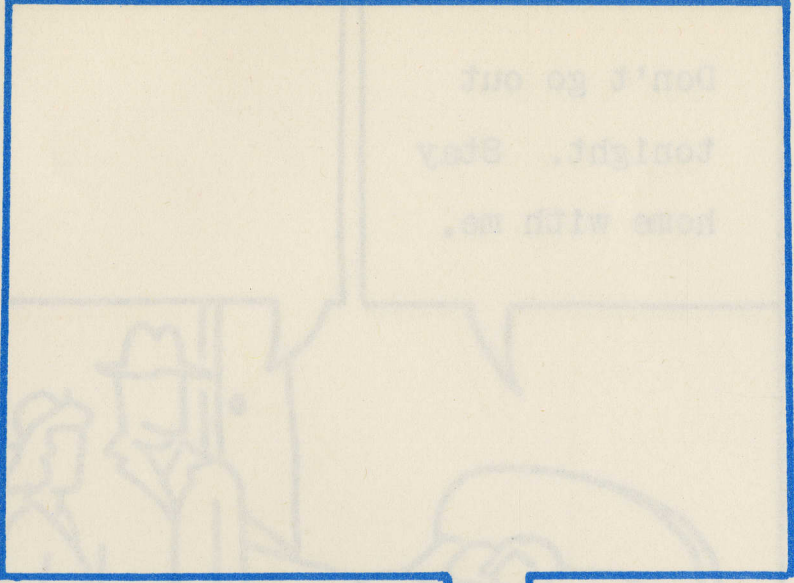




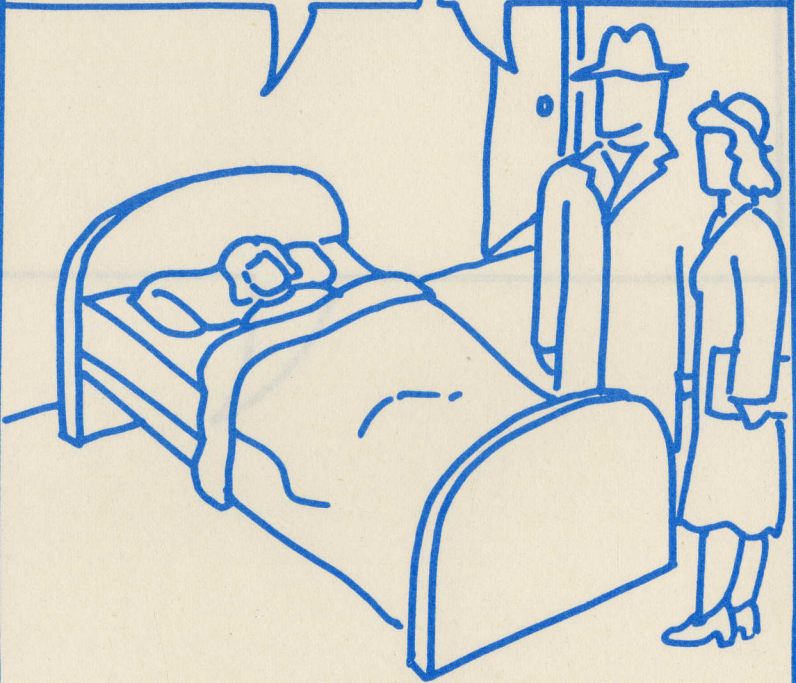
Don't speak
me. I won't
do it again.

Don't spank
me. I won't
do it again.



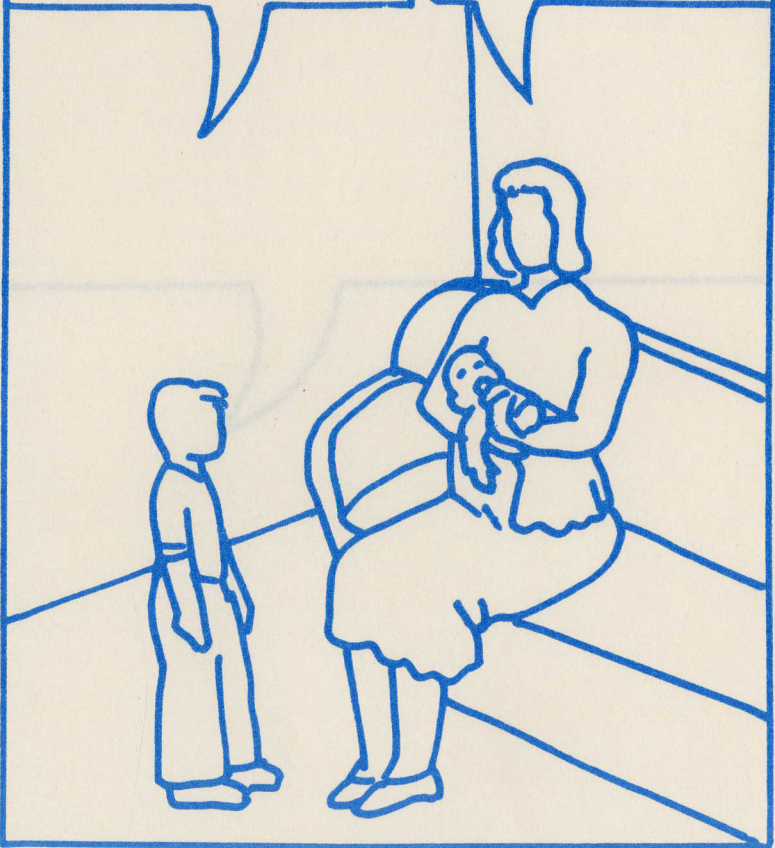


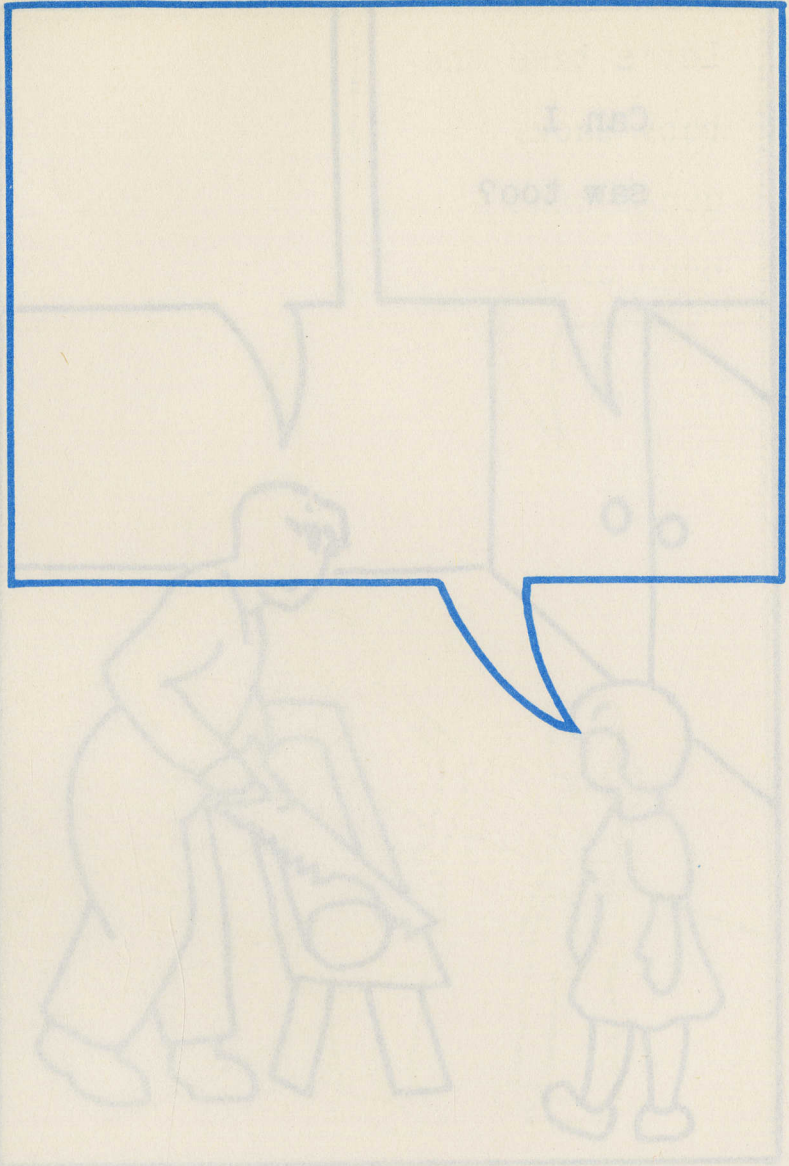
Don't go out
tonight. Stay
home with me.





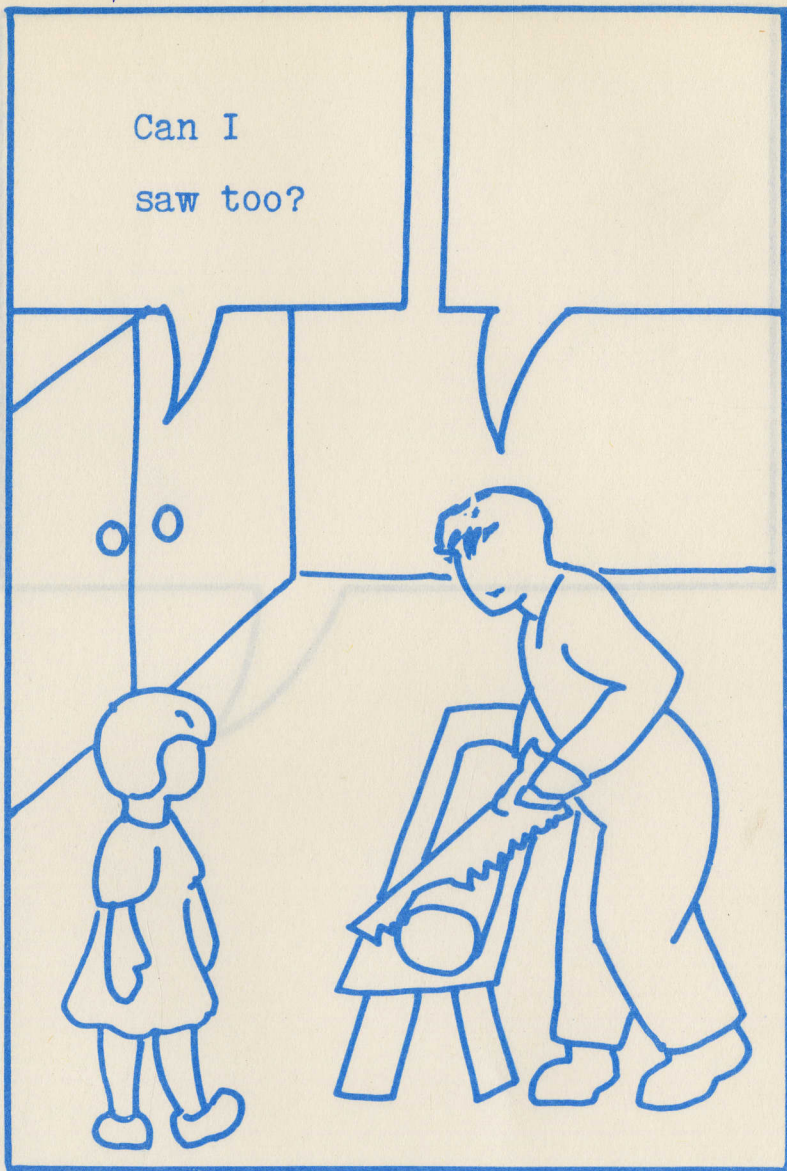
Let's take the
baby back. I
don't want a new
baby sister.

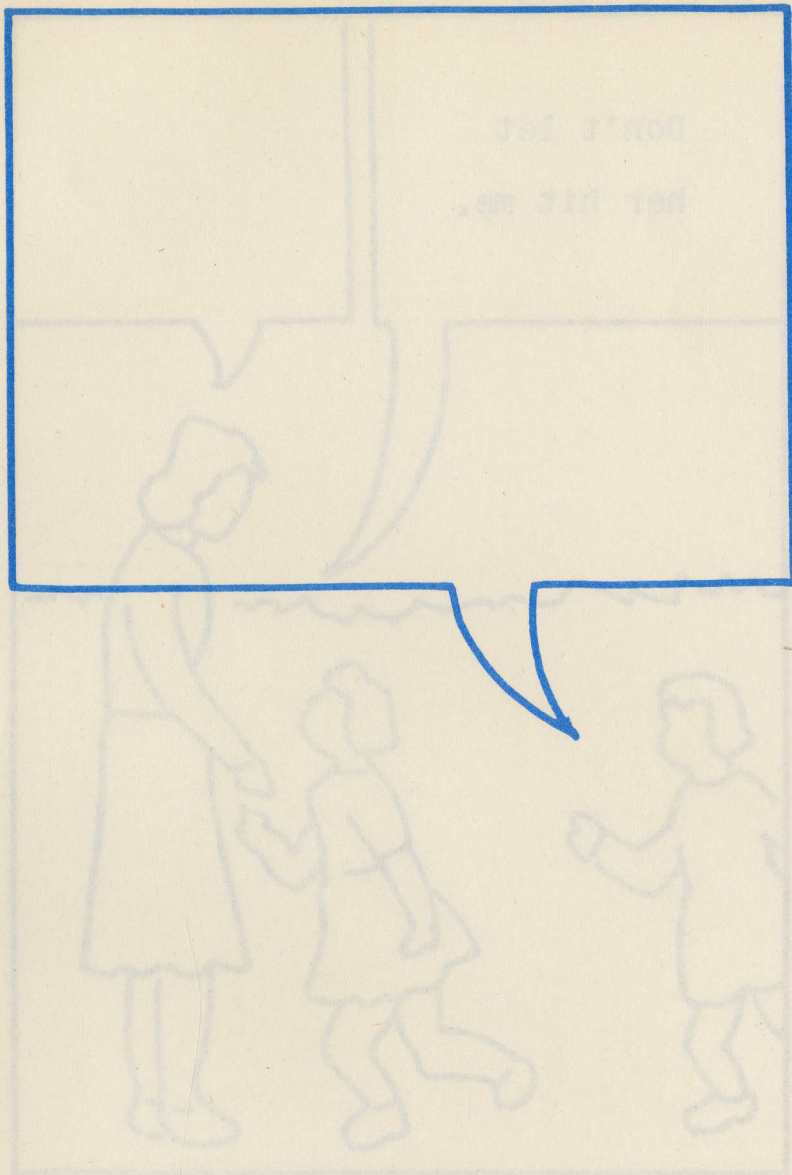




Q

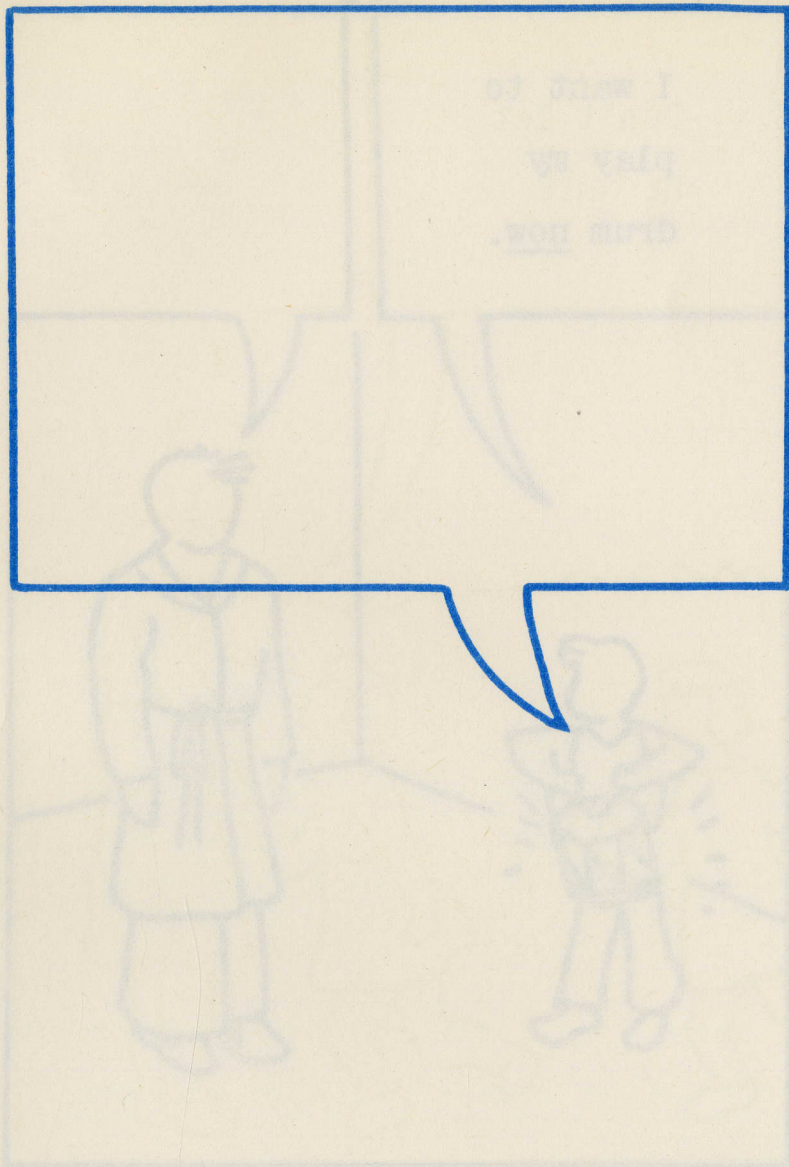
Can I
saw too?





Don't let
her hit me.

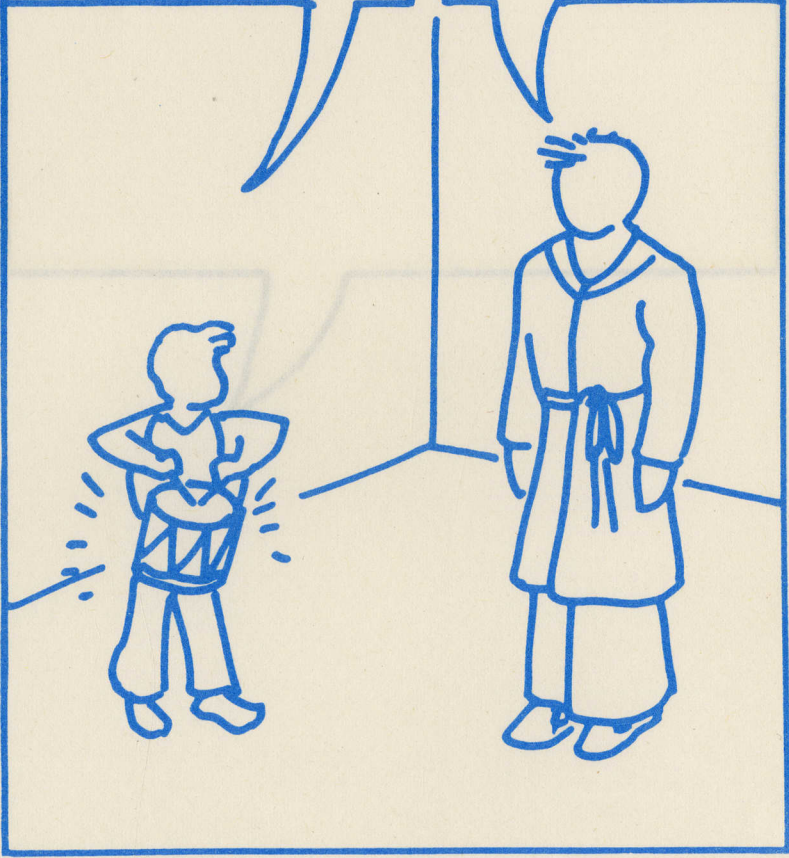


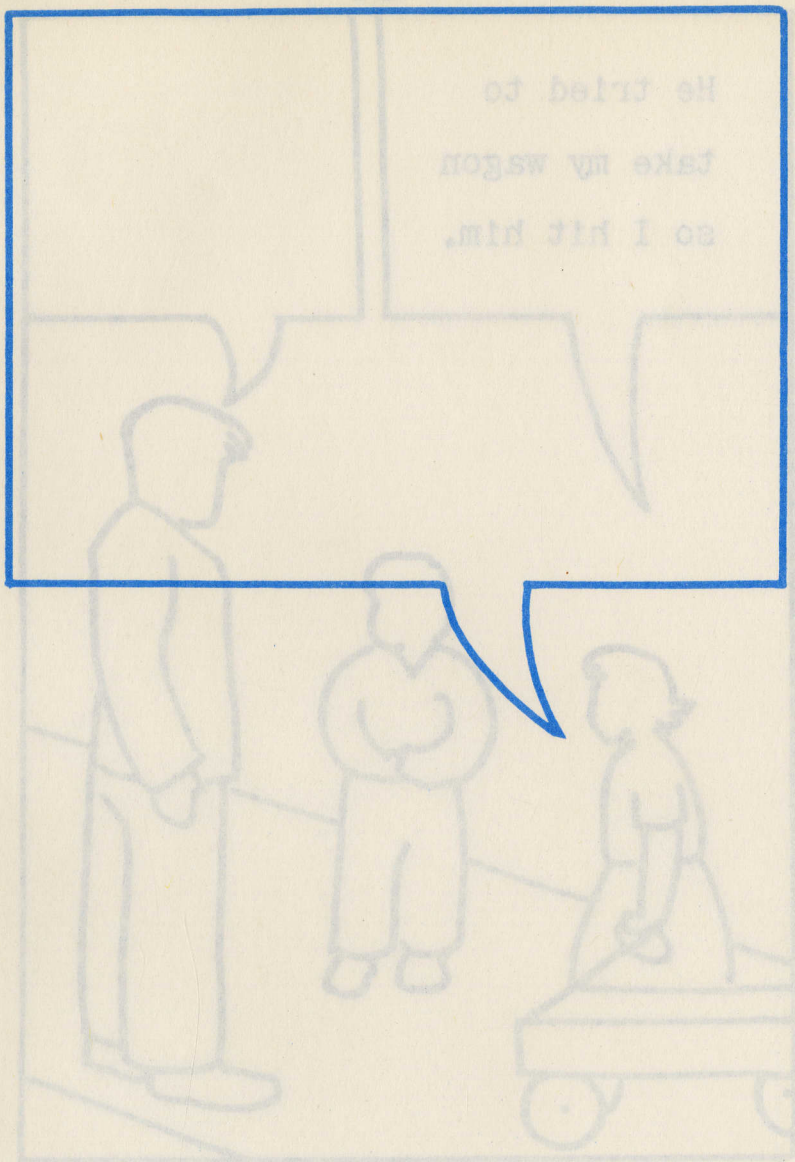


R

24

I want to
play my
drum now.

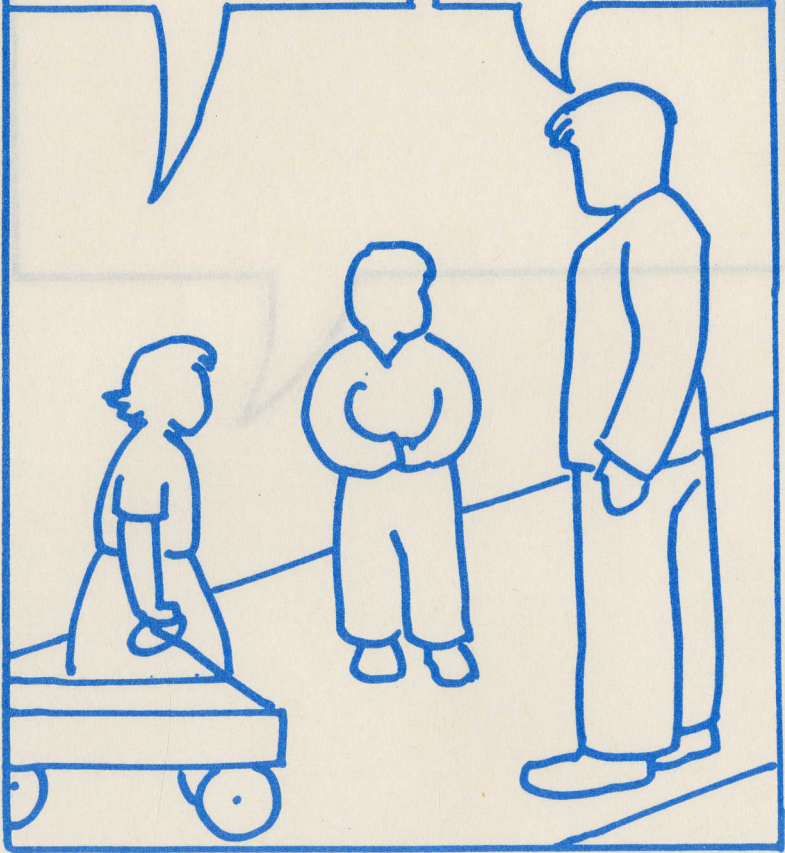


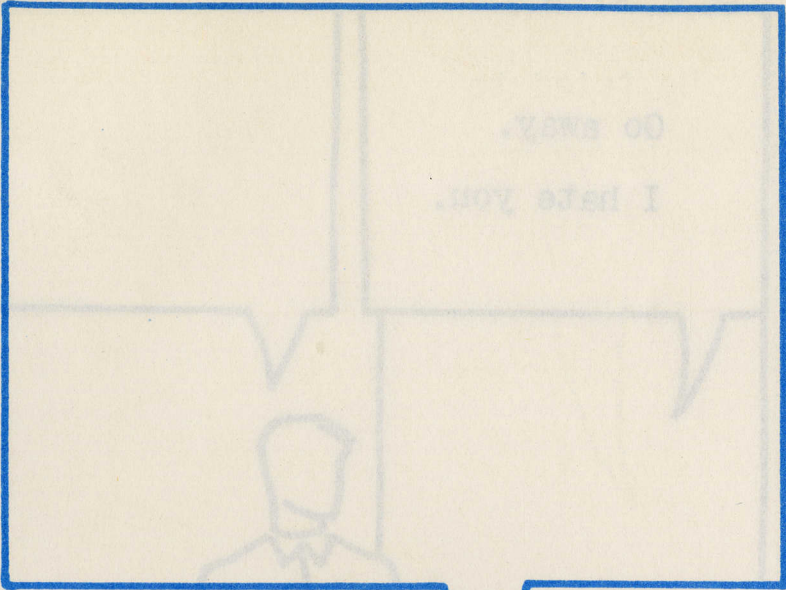


5

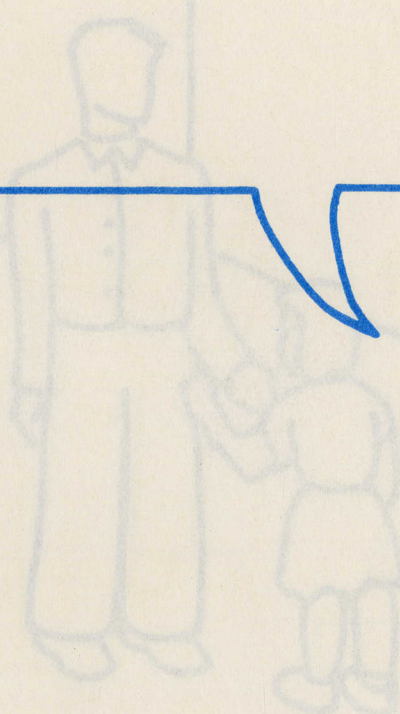
25

He tried to
take my wagon
so I hit him.



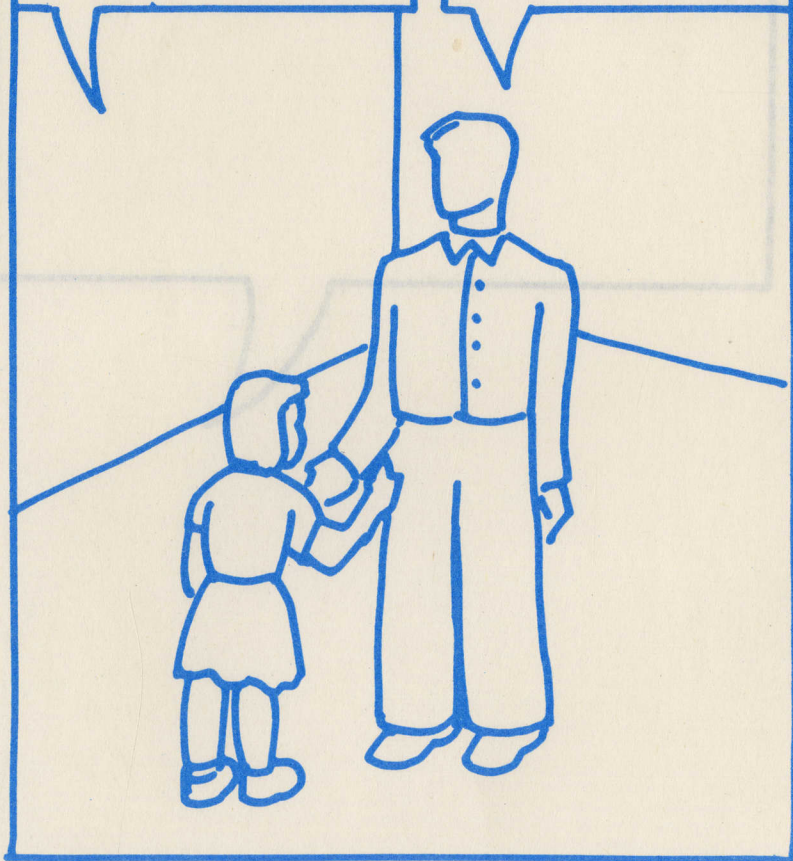


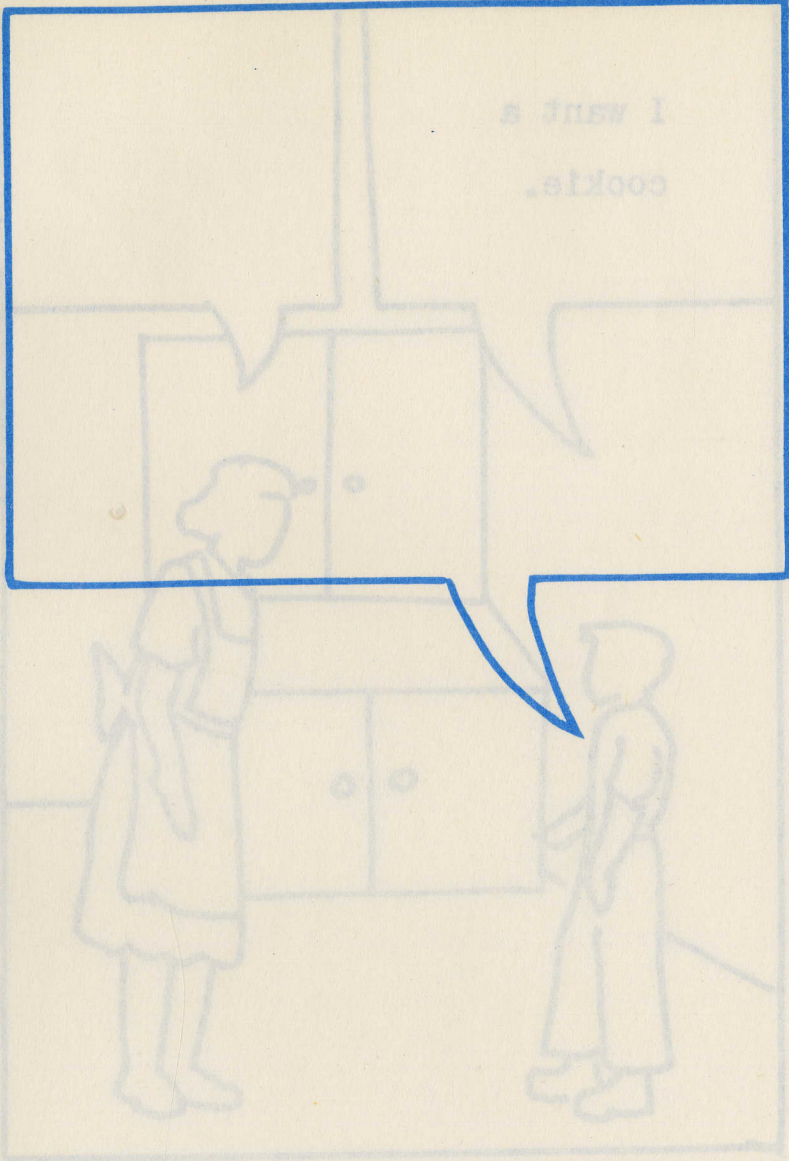
Go away.
I hate you.



Go away.

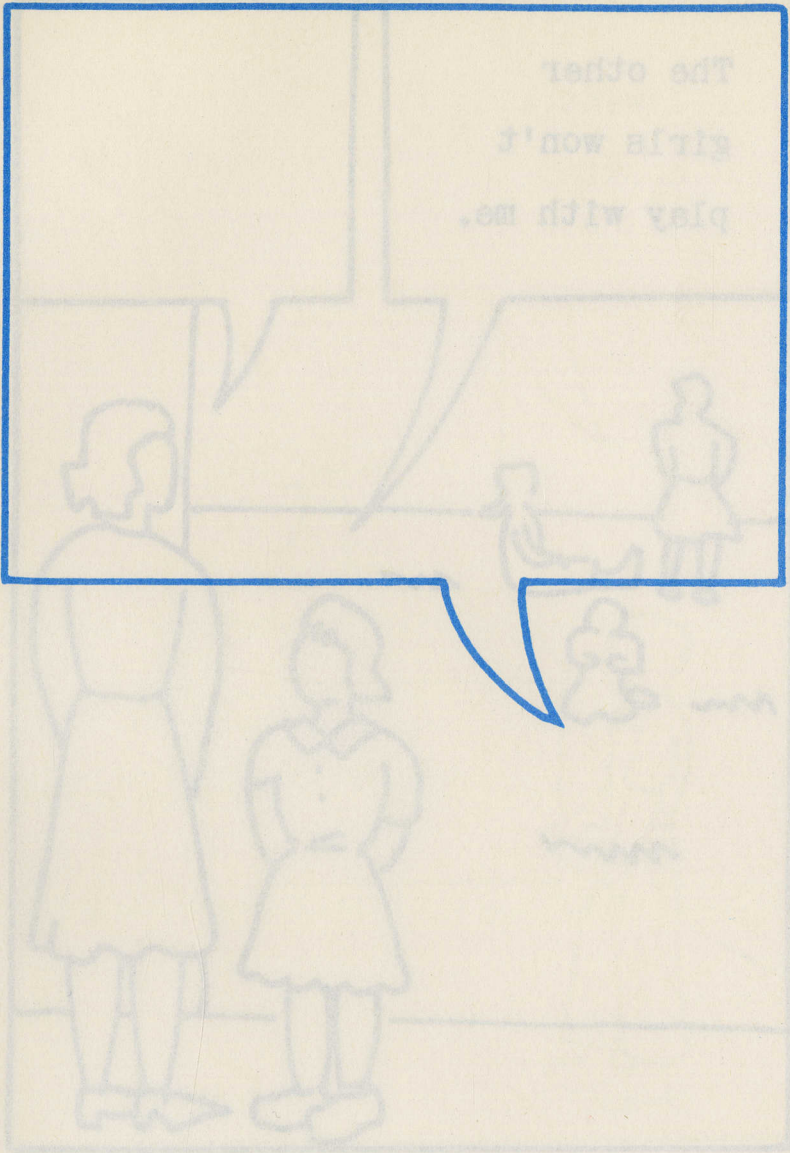
I hate you.





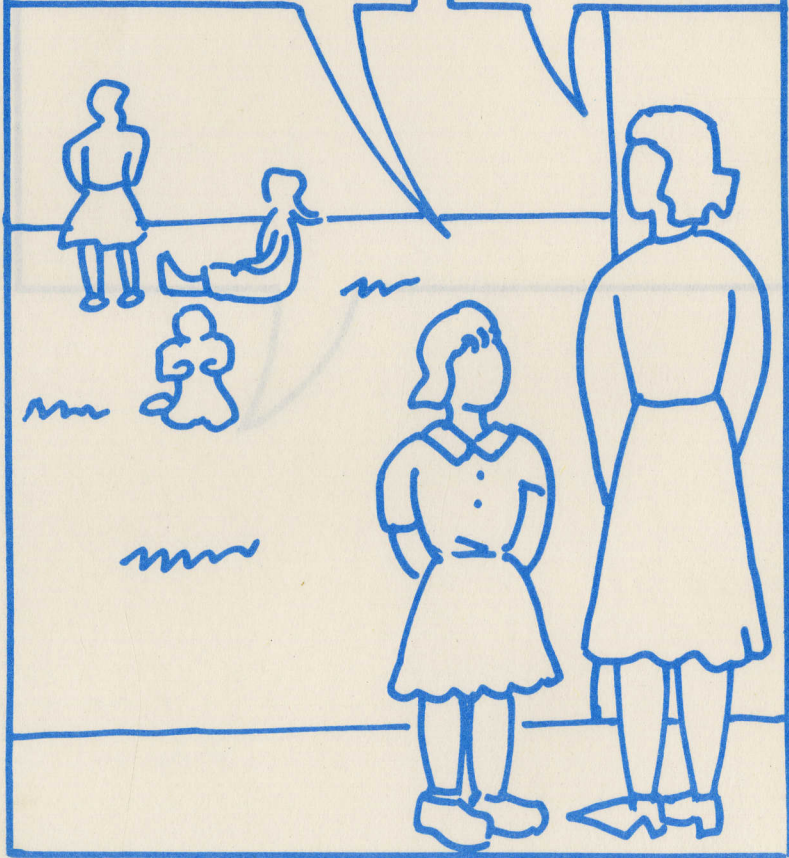
I want a
cookie.

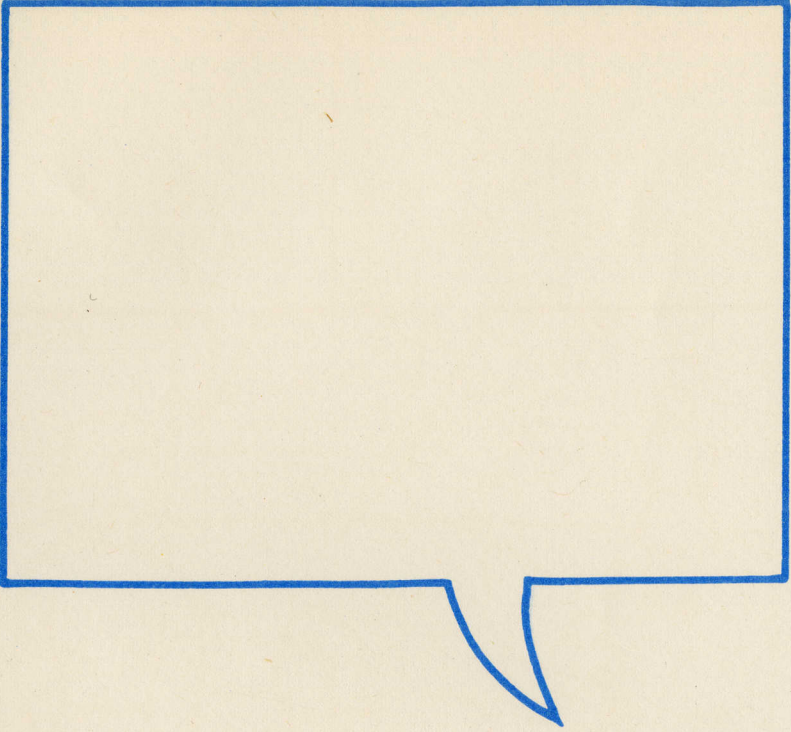




T

The other
girls won't
play with me.





SCHOOL OF HOME ECONOMICS
UNIVERSITY OF WISCONSIN

General Definition of Categories

In scoring keep in mind the degree to which the adult shows empathy towards the child concerned. The empathic individual "will respond to a child's expression of needs by quickly recognizing and accepting the child's feelings in the situation." He will take appropriate action to meet the child's needs, show warmth and sympathy towards the child, and will see the child's reaction in terms of causes.

In scoring each situation both the needs of the child and how the answer would appear to the child should be kept in mind. If the child would feel that his needs and feelings were accepted, use +. If he would feel that they were primarily unaccepted or rejected, use -. If in the statement of the adult there are elements of both + and -, use ±. If the child or the recorder would be (or is) confused or unsure of the adult's response, use ? .

In situations where more than one child is involved, consider primarily the child who initiated the contact (or the first child talked to in a teacher initiated contact in the laboratory situation).

+ An empathic, understanding response by an adult

1. Feelings of the child are accepted or agreed with (this acceptance may be implied), (some requests may be ignored if feelings are accepted), (may suggest in addition that feelings will change).

Child

"I hate you. Go away."
"Let's take the baby back."

Adult

"I can see why you hate me."
"I know that you must dislike the baby for taking so much of my time."

2. Request granted or statement agreed with (agreement may be implied), (compliance may be temporary).

Child

"Will you tie my shoe."
"Stay home with me."

Adult

"Sure."
"I will for five more minutes."

3. Request, action or statement which is not logical, reasonable or possible for adult to accept or one which concerns an anti-social action may be pleasantly and sympathetically denied or mildly criticized if the adult shows empathy toward the child.

Child

"I want to play outside."
"Do you like my picture?"
(picture is on the wall)
"I hit him because he took my wagon."

Adult

"I am very sorry, but it is raining so we have to play inside today."
"Yes, I like it very much. However, the wall is not the best place to draw - here is some paper."
"I can see why you are mad at him, but it might be better to use words instead of hitting."

4. A reasonable substitute may be made for the child's convenience or for the child's sake. (Must be worded positively)

Child

"I want a cowboy suit."

Adult

"Let's go into the house and get your cowboy hat and my scarf."

5. Postponement to a definite time if postponement is very reasonable or for the child's sake. (must be worded positively) (not postponed for personal need of adult).

Child	Adult
"Give me a kiss."	"I will just as soon as I dry my hands."
"I want a cowboy suit."	"I will buy you one when I go downtown tomorrow."

6. Needs of the child are met by adult (does not deny feelings and statement is worded positively) (request may also be ignored).

Child	Adult
"Let's take the baby back."	"While I finish feeding the baby would you like to get your new game out so that we could play it together."

7. If two children are involved, the needs of both children are clearly met or recognized and the feelings of both are accepted.

Child	Adult
"Don't let her hit me."	"Why don't we all go in the house and get some cookies and milk."

8. Offers praise, affection, approval, sympathy, comfort, friendship, assurance, information or help; or the spirit of the contact seems to indicate an accepting, empathic, and understanding adult.

+ A statement which has some elements of + in it and some elements of - in it.

1. Accepts feelings or actions but in addition either:

- a. proposes alternate way, place or time
- or b. urges conformity or coaxes
- or c. grants request

2. Denies, or in a mild degree either belittles, criticizes or rejects but in addition either

- a. tries to meet the child's needs
- or b. accepts feelings
- or c. grants request

3. Postpones to a fairly definite time in order to satisfy adult convenience.

4. Gives a conditional promise (e.g. I will if you etc.)

5. Ignores child's feelings (in a way which might be belittling to a child) and suggests cooperative play.

6. When two children are involved a solution is suggested which would entail some compromise for each child (e.g. suggests sharing).

- Feelings, actions, request, or statement of the child are denied, belittled, rejected, disagreed with, ridiculed, etc. (doesn't meet the exceptions stated above under +)

1. Orders, threatens, criticizes, moralizes to, disapproves of or ignores

Child (if very strong, it would be in this category even if request is granted, etc.)

Child	Adult
"I don't want her to have a turn."	"If you don't, I will spank you."
"Go away. I hate you."	"Of course you don't hate me."
"Let me get in bed with you. I'm scared."	"Don't be such a baby and go back to bed." or "Get in you big baby. You should be ashamed."

2. Postpones to an indefinite time or structures picture in such a way that postponement or denial is necessary.

Child	Adult
"Will you play a game with me?"	"Some other time." or "Later."
"I want a cookie now."	"It is too close to dinner. You can have one afterwards."
"Look at the big mudpie I made."	"But you are wearing your very best dress!"

3. Assures future modification of feelings (implying that they are not reasonable or desirable).

Child	Adult
"Let's take the baby back."	"You will like her later."

4. If the spirit of the contact is not friendly and understanding.

?

1. When the meaning of a written statement would depend upon tone of voice. In scoring, guard against assuming a particular tone of voice.
2. When the meaning of a response (or the intention of the adult) would probably be confusing to the child.
3. When the meaning of the response (or the intention of the adult) is confusing to the recorder.
4. When the adult changes the subjects or avoids the issue.
5. When an oral response is not heard clearly.

Child	Adult
"I'm scared."	"What is the matter?"
"I don't want to kiss grandma."	"Why?"
"I want a cowboy suit."	"Maybe."
"Don't spank me."	"That was a dangerous thing you did and I want you to be careful."

SCORING OF RESPONSES TO PICTURES

#1. Will you play a game with me?

Father is reading and child requests attention and companionship, suggesting specific play situation which requires father to stop reading.

- + Meets this need for companionship immediately.
- + Promises to meet this need at some fairly definite time in near future.
- Denies request or postpones request to an indefinite time. Criticizes child.

Examples

- + Sure.
What shall we play?
Since you have the game with you I will. I will finish reading later.
- + Yes, as soon as I finish reading.
- I will in a few minutes.
No, I'm busy reading. Wait until I finish this page.
Wait until I finish reading my paper.
- I'm busy now. Wait until later.
Some other time I will.
I'm busy reading the paper now.
No, I won't
I've told you not to interrupt me while I'm reading.

#2. Let me get in bed with you. I'm scared.

Frightened child needs adult presence and support.

+ Grants request (may indicate that compliance is temporary).
Offers presence (an alternate way to meet need).

+ Accepts child's feelings but does not offer presence.
- Denies request but also tries to meet child's needs.
Complies to request but rejects feelings.

- Rejects or criticizes child's feelings.
Denies request.

Examples

+ Climb in between us.
All right; but I'll tell you about the storm so it won't frighten you.
You can sit on the bed until the storm is over.
You may come for a few minutes. We'll talk about it and then I'll
take you back to your room.
I'll come back and sleep in your room tonight.

+ The thunder can be frightening, but it can't really hurt us. I'll put
- a light in your room so it won't be so dark.
Go back to bed. I'll come with you.
There's nothing to be afraid of, but you can climb in.
I'll come back and tuck you in, but it's silly to be scared.

- Lightning won't hurt you.
There's nothing to be afraid of.
No, we're too tired.
Don't be silly, it's only a storm.

? What are you afraid of? (tone of voice)
What's the matter?

#3. I don't want to kiss Grandma goodby.

Child is rebelling against social demands, perhaps expressing shyness or wanting independence.

✓ Recognizes child's right to decide for himself (may mention a possible change in feelings at some future date).
Is pleasant and acceptant about child's remark although no verbal answer is given.

± Accepts child's feelings but proposes alternate way of saying goodby.
Accepts child's feelings but tries in some way to have child comply (coaxes, mild criticism etc.).

- Orders the child to comply.
Rejects or denies feelings or threatens punishment.

Examples

✓ All right, you don't have to.
All right. Maybe you'll want to next time.
All right. Grandma just thought you would like to.
(Says nothing, looks pleasant).

✓ You don't need to. Maybe you'd rather wave from the window
- when she leaves.
All right; say goodby any way you want.
I think Grandma would like it very much if you did, but you don't have to.

- Now dear, Grandma came over just to see you.
That will hurt her feelings.
Be a good girl and kiss her.
Oh, you really want to.
O.K., but then you'll have to play indoors all afternoon.

? We won't see her for awhile; I thought you would like to say goodby.
Why not?

#4. Do you like my picture?

Child is asking approval of a creative effort (which is anti-socially located.)

- / Gives approval of picture (may give mild criticism or suggestion concerning its location).
- / Ignores child's request, but proposes a definite alternate place to draw (and may also disapprove of the location of the picture).
- Does not like the picture (may be due to its location). Disapproves of the location.

Examples

- / Yes, I do.
It's a nice one, but let's find some paper to draw on.
Pictures are fine, but there are better places to draw.
I like your picture, but I don't want you to draw on the wall.
- / The wall isn't the place to draw. We'll get you a blackboard.
- I'd like it better on a sheet of paper.
- Well, all I can see is that it's on the wall.
No, not on the wall.
The wall is not the place to draw pictures.
No, now remove that immediately.
What are you doing drawing on the wall?
You ought to be spanked!
- ? Next time use paper for your picture.
I can't tell whether I like it or not.
What is it?

#5. I don't want to tie my shoes. Will you tie them for me?

Child is expressing dependency needs, showing a desire to be temporarily babied.

+ Tries to meet the child's dependency needs and complies (may non-critically interpret child's feelings).

+ Complies but makes it clear that no help will be given next time.

- Complies (or agrees to comply if necessary) but compliance is grudging or critical or belittling, or coaxes the child to do it himself.

- Refuses request (may offer adult presence).
Belittles the child.

Examples

+ All right, I will.
I guess you'd like some help this time. I'll do them for you.
All right, I will today because you're tired.

+ I'll help a little bit.
- You do one and I'll do the other.
O.K., but I know you can do it yourself.
No, I won't tie them for you -- but I'll help you do it.
You're big enough to do it yourself, but I will this once.
Next time you'll have to do it.
No, you can do it yourself. I'll stay here in case you can't

- You're big enough to do it alone. I'll watch you.
Show me how well you can tie them yourself.
No, you can tie your own shoes.
Don't be such a baby.

#6. I hit him because I don't like him.

Child justifies anti-social action by explaining his feelings.

- + Accepts child's expressed feelings and/or actions. (May also make mild criticism of hitting or suggest alternate technique). Needs of both children are clearly met or recognized and the feelings of both are accepted.
- + Ignores feelings, and suggests either that children should play together or an alternate technique.
- Rejects or denies feeling or criticizes action. Orders child to be cooperative.

Examples

- + I guess you were pretty mad at him.
I know, sometimes you're tired and everything seems disagreeable.
(to other child) Maybe she was trying to tell you to stop doing that.
Did he do something to make you mad?
You don't like him because he broke your doll, but he didn't mean to do it.
If you don't like him that's all right. Tell him, though.
- + We don't hit people we don't like though. (Initial criticism)
- Talk to him instead.
- Perhaps you can find a way to work things out together.
- Hitting hurts him, though.
We don't hit people. We wouldn't like it if someone hit us.
It wasn't nice to hit him.
You don't dislike him; why are you mad at him?
We don't hit people at any time.
Tell him you are sorry.
Of course you like him.
- ? Why don't you like him?
That's o.k., Johnny, you aren't really hurt.
What's the matter here?

#7. Look at the big mudpie I made.

Child requests approval for creative effort (dress has become dirty in the process).

- / Offers praise or recognition of child's creative effort.
- / - Offers praise or recognition of child's creative effort, but also makes a comment relating to dirtyness or suggests that it is time for a new activity or says that blue jeans should be put on first, etc.
- Ignores child's request for praise.
Is critical or disapproving.

Examples

- / It certainly is a big one.
Are we going to have a party?
- / - It's a fine mudpie. Now let's go in and put you in the tub.
That's nice. Don't you think you should leave it in the sandbox now?
Mudpies are fine to make, but next time you'll need to put on overalls first.
- Now that the mudpie is made, come in and wash for dinner.
You're all dirty. You should have changed your clothes first.
But you've gotten your dress all dirty.
- ? My goodness, looks as if you got pretty muddy in the process.
(tone of voice)
Looks like you have been very busy -- they are all over you.
(tone of voice)

#8. Come here so I can give you a big kiss.

Child requests affection and brief attention while Mother is doing dishes.

- + Complies with child's request (may postpone until hands are dry or until dish is put down.)
- + Postpones request to a fairly definite time in near future.
 - Welcomes child's feelings but denies request.
- Postpones child's request to an indefinite time.
 - Denies or ignores child's request (may suggest another activity for child.)

Examples

- + Of course!
 - (No comment; accepts kiss.)
 - All right, and then I'll finish the dishes.
 - Surely, as soon as I dry my hands.
- + O.K., just a minute.
 - Not now. I will as soon as I finish the dishes.
 - Wait until I finish the dishes.
 - I'd like to have a kiss, but I'm doing the dishes.
- Later, I'm doing the dishes now.
 - I'm busy now. Wait till later.
 - I'm busy now. Would you like to help me?
 - Not now.
 - Can't you see I'm busy?

#9. Will you get me a cowboy suit? All of the other kids have them.

Child expressed desire to be like the other children, indicating specific means.

- / Takes or promises positive action to get child a suit or part of one (may suggest makeshift suit or part of one which could be had immediately.)
- / Suggests a substitute way for child to gain acceptance by group.
- Initially objects because of expense, but takes immediate action (or makes definite promise) to get part of a suit. Accepts child's feelings, but denies request. Makes a conditional promise.
- Rejects or criticizes child's feelings. Denies request.

Examples

- / Of course I will.
I'll buy you one next time I'm downtown.
We'll get you a gun and a big hat.
Maybe you can find a scarf in the house to wear.
It would be fun to have one, wouldn't it? We'll see.
- / We'll see. Right now you have a bat and ball, maybe the others would like to play with you.
- Cowboy suits are too expensive, but there's a bandana in the house and we'll get a gun.
We can't afford to buy one but we'll fix one up for you.
I know you'd like one, but we can't afford it.
We'll get one if they're not too expensive.
- I know lots of boys have them, but let's us wait for a while.
Maybe someday, but not just now.
No, you don't need one.
Just because they do doesn't mean you have to.
- ? We'll see what we can do about getting you one.
Perhaps mother can buy you one tomorrow.
Maybe.
Do you think you need one?

#10. Listen to me now, I want to tell you something.

Child wishes attention or to be heard. Adults are talking to each other.

/ Complies with child's request.

/ Postpones request to fairly definite time (may be an initial
- mention of adult busyness or disapproval of interrupting.)
Welcome child, but makes child's needs secondary to that of adults.

- Postpones request indefinitely (doesn't show welcoming attitude).
Denies request.
Criticizes child.

Examples

/ All right, what is it?
Come here and tell me quietly.

/ Tell us in just a minute, when Daddy is through talking.
- Not right now; when Mrs. Brown is through talking you can tell us.
Don't interrupt. We will gladly listen if you will wait.

- Wait till later to tell us.
Not now, grownups are talking. Tell us some other time.
We're talking right now.
Don't interrupt while we're talking.
Don't interrupt and use that tone of voice! We will listen
in a minute.
Don't mind Junior, he loves to talk.

? I think it's your bedtime. Come with mother like a good boy.

#11. I only picked a few. I thought it was all right.

Child has picked desired flowers, expresses concern about rightness of action.

/ Accepts child's feelings and/or actions.

/ Accepts child's feelings or actions but structures situation
- to make denial necessary.

Offers alternate place to pick flowers.

Limits the number or kind of flowers to be picked.

Accepts feelings but says that permission should be asked first or that no more should be picked.

Explains how they should be enjoyed in the garden.

- Says that flowers shouldn't be picked (may give very grudging permission to keep those which have been picked.)
Criticizes the child.

Examples

/ Of course it's all right.

/ The flowers are very pretty, but we shouldn't pick them.

- They aren't ours.

Those are the neighbors' flowers; you can pick the ones in our garden.

Yes, it's all right, but only certain ones. I'll show you the ones you can pick.

Flowers die quickly when they are picked. If we leave them in the garden we can enjoy them for a long time.

It really is all right, but some I don't want picked, so will you ask me next time?

This time is excused; but please ask me next time.

That's o.k. this time, but don't pick any more.

- No dear, it isn't all right; they aren't ours. You can pick the ones in our garden.

Those belong to someone else and you have to ask if you can pick them.

It would be better to ask if it's all right.

No, I've been saving those. After this ask me.

Those aren't our flowers and you shouldn't pick them.

Those shouldn't be picked. But since you did we'll keep them.

You picked them with the stems too short.

Go tell Mrs. Bryan you're sorry.

#12. Tell her to go home. I don't want to play with her.

Child expresses hostile feelings, and asks for adult support.

✓ Recognizes child's right to have hostile feelings and to make the decision (may show consideration for other child as long as no criticism of speaker is implied), or (may suggest that she may feel like playing later).

Needs of both children are met or recognized and the feelings of both are accepted.

✓
- Grants request, but offers another interpretation of the feelings or says that they are temporary.

Accepts feeling but denies request (may provide activity for other child).

Suggests an activity for both children.

- Urges or insists that the children play together.
Criticizes child or denies his feelings.

Examples

✓ You don't need to play with her. (to other child:) Maybe you'd better go home now; come back later.
(to other child:) Mary would rather play by herself today. She'll come get you when she wants to play.
Susan hasn't had her nap yet. After a while she can come out to play.
O.K., maybe you'll feel more like playing later. It was so nice of Patty to come over.

✓
- Jane is feeling cross and doesn't want to play now. She'll want to play later, though.

If you don't want to play with her you'll need to tell her that.

She made the trip to see you. I'll find something for her to do and if you want to play later you can.

- Let's all play together.
She just wanted to know if you'd like to play with her in her wagon.

That isn't a nice thing to say.

Of course you want to play with her.

? (to other child) How are you today, Janie?

Why don't you want to?

Have you been fighting about something?

#13. He's a crybaby, isn't he? I didn't cry.

Child expresses importance of fact that he didn't cry, comparing himself favorably with other child.

+ Shows recognition of or praises fact that child didn't cry
(May also explain that crying is all right sometimes) or
(may suggest helping other child) or (may also explain
noncritically why other child is crying).

+ Accepts child's feelings in part but also denies them in
part (may do this by recognizing child's accomplishment
but also stating that he is not always so good or superior.
Ignores bid for approval but also give sympathetic explanation
that crying is all right at times or that people differ
in their response.

- Disagrees with child or belittles or criticizes him or
blames him for the other child's crying.

Examples

+ You didn't cry, did you?
He must learn not to cry, like you.
That's right, you didn't. Sometimes people do, though, and
that's all right too.
No, you didn't cry. But he feels bad and needs to cry a little.
That's fine, but now let's do something so he'll stop crying.

+ No, you didn't cry. That is good, but you cry at times too.
- Yes, you were a brave boy, but he's not really a crybaby.
Some people cry easier than others. We all cry sometimes
when we're hurt.
We all cry when we feel bad, but that isn't being a crybaby.
It's all right to cry. Sometimes people need to cry when
they're hurt.

- You weren't hurt as much as he was.
You cried when you were hurt too.
He's not a crybaby.
Sometimes you're a crybaby too.

? Maybe he's crying because he's hurt.
Why is he crying? Did he hurt himself?

#14. I don't want to go to bed. He doesn't have to go to bed yet.

Child expresses rebellion against rules, justifying it by comparison with other child, or, child expresses sibling jealousy.

/ Grants request (may also indicate that compliance is for limited time).
Accepts feelings (may also explain that request is impossible to grant).
Offers compensatory attention to make bedtime more attractive or difference between children less noticeable.
Minimizes difference between children in a way that is sympathetic to speaker.

/ Adult denies request, but accepts feelings in a matter-of-fact way.
Promises future fulfillment but in terms that mildly belittles.
Explains difference in treatment of children without belittling speaker.

- Ignores feelings, makes factual explanation that increased age results in increased efficiency or in less need for sleep in a way that belittles younger child.
Rejects or criticizes child's feelings.

Examples

/ All right, five more minutes.
Just five more minutes then. He needs less sleep than you do.
He'll be going to bed in a few minutes.
He goes to bed a little later. I'll tell you a story as soon as you're ready for bed.

/ No, it's bedtime for you now. When you're a little older you'll be able to stay up later.
I know you'd like to stay up, but it is bedtime now. He's older and goes to bed a little later.
When you are as big as he is you can stay up later too.

- He takes less time to get ready, so he doesn't need to start as early.
He's older and needs less sleep than you do.
Eight o'clock is your bedtime and nine is his. It's now eight o'clock.
Stop fussing and go to bed.

? If he were your age he would be (tone of voice)

#15. I don't want to eat this.

Child expresses dislike of food and/or rebellion and desire for independence.

- / Adult grants request (acceptance may take the form of offering alternative food.)
- / Encourages child to eat some (either accepts or makes no mention of feelings.)
- Accepts child's feelings, but urges compliance.
- Rejects, denies or criticizes child's feelings (may explain why.)

Examples

- / O.K., you don't need to eat it.
If you are finished, you may leave the table and play.
(ignore and don't urge.)
Would you like some vegetable soup?
- / You can taste it to see if you like it.
- I guess you're not very hungry. You could just eat part of it.
Eat what you can and leave the rest.
You don't have to, but I think you'd like it if you tried it.
O.K., you don't have to. We like it, though.
Taste it; I'm sure you'll like it too.
But it's so good for you -- leave it alone then.
But you like that food. Well, you can leave it this time.
- That food is good for you and you need to eat it.
Eat that immediately.
Of course you do.
If you don't finish your dinner you can't have any dessert.

#16. I don't want her to have a turn.

Child expresses a desire for use of play equipment, rebelling against rules of sharing.

✓ Accepts feelings (may also explain that turns are desirable) or (may also indicate that child's use of swing is temporary).
Tries to meet needs of both children without criticism, without belittling child, or without ordering child to share.

✓ States (or orders) that other child is to be given a turn, but gives the speaker a little longer to swing, or promises him another turn in the near future.
Suggests a solution which would involve some compromise on each child's part (may do this by suggesting sharing).

- Ignores feelings and orders sharing.
Moralizes about sharing in a way that belittles the child.
Rejects, denies or criticizes child's feelings.

Examples

✓ All right, you swing as long as you want.
O.K., call her when you're through swinging.
I know you don't. Suppose you swing a little longer and finish your turn.
If you let her swing now, I think she'll push you later.
If you let her swing for a little while, then we'll take a walk.

✓ It's her turn now, though. I'll give you one big push first.
- We always take turns. You may have another turn when she is through.
Maybe you could push her for a while.

- Well, we have to take turns. There's only one swing.
We have to share the swing.
We should give her a turn after she came to visit you.
Don't talk like that.
Get off that swing this instant.
If you can't take turns, you can't play here any more.

#17. The baby took my doll.

Child protests infringement of property rights, requests adult support (by implication).

- +/ Promises or implies return of the doll immediately or in a very short time (postponement is brief and in order to satisfy both children).
Suggests a way for child to get doll back (with or without adult aid).
Tells baby to give doll back.
- / Tries to satisfy both children's needs by suggesting sharing (but not ordered, or moralized about; does not belittle child).
Promises return later.
- Rejects child's feelings.
Demands, moralizes about or belittles child while talking about sharing.
Criticizes child.

Examples

- +/ She'll give it right back.
Let's find her a doll and you can both play.
You get her doll and then I'll help you get yours back.
(to baby:) Give Sally back her doll.
Find her something else to play with and she'll give it back to you.
She just wants to hold it a little and then she'll give it back to you.
She'll give it back after she's played with it a little.
Maybe you can both play with the doll.
You let her have it a few minutes, she'll give it right back.
- / She likes the doll very much, just as you do.
She just wants to hold it for awhile.
She's too young to know it's yours.
- Is there something wrong with that?
Let her have it. She won't hurt it.
She'd like to play with it; if you aren't playing with it we'll let her use it.
It will be nice for you to share with your sister.
- ? Didn't you want her to?

#18. I can wet my bed if I want to. He wets his bed.

Child implies desire for attention and support (dependency needs) and/or sibling jealousy.

- + Agrees with child (may add that he does not have to).
Non-critically offers an opportunity for some babying (may add a statement about the younger child not being able to help it).
- + Initially agrees with child yet adds a somewhat belittling comment.
- Ignores feelings and gives factual explanation about age difference.
Rejects child's dependency needs by talking about what a big boy he is in a way that implies criticism.
Encourages or coaxes child not to.
Rejects, criticizes, denies child's feelings.
Threatens punishment.
Excuses other child.

Examples

- + Yes, it's all right if you want to.
Well, you've learned not to. I know sometimes you might forget, though.
You can if you want, but you don't need to. He's littler and can't help it.
It's not really a matter of wanting to; he can't help it. But there are things you can do like he does; I can dress you and take care of you sometimes, when you want me to.
He just hasn't learned not to yet. Come let me tuck you in bed and tell you a story.
- + You can if you want to, but it wouldn't be a very good idea.
You can if you want to, but you are older and should know better.
- You're a big boy now, and when he is big like you he won't need to wet his bed any more. He'd really like to be able not to, like you.
Your body has grown enough to stop wetting the bed; his hasn't.
He wets his bed because he's so little.
He is younger and hasn't learned, but you are older and should know better.
You're too big to do such a thing.
Just because he wets his bed is no reason for you to.
Then we'll have to treat you like a little boy too. If that's what you want, go ahead and do it.
- ? Would you like to help me change the sheets?

#19. Don't spank me. I won't do it again.

Child expresses fear and tries to avoid corporal punishment.

- / Reassures child (says or implies that she won't spank him).
(may add non-critical explanation attempting to modify child's behavior).
- / - Reassures child conditionally, with promise or implication of future spanking if it happens again.
- Ignores child's feelings, and promises or implies future spanking.

Examples

- / What you did doesn't deserve a spanking. I'm glad to hear you won't do it again.
I won't spank you.
All right, I won't. But try to remember not to do that again.
I just want to talk to you a minute.
All right then. Let's see if you can be good.
You try very hard not to do it again, then.
- / - I won't spank you this time, but if it happens again I'll have to.
I won't this time, but don't let it happen again.
- You always say that, but you never mean it.
I have to spank you. I warned you.
- ? That was a dangerous thing you did and I want you to be careful. (tone of voice).
Come here and let's talk about it.
Be sure it doesn't happen again.
You're sure you won't?

#20. Don't go out tonight. Stay home with me.

Child requests adult attention and/or reassurance.

- + Complies with child's request (may be for limited time only).
Accepts child's feeling by promising future parental attention, or assuring parents' return or affection, or by assuring child that parents will be available if needed (may explain why or that they have to go out).
- + Gives reassurance in the form of someone other than the parents (babysitter, grandmother, etc.) (may state that they have to go out).
- Criticizes or denies child's feelings (not severe) but promises future parental attention etc. or gives child reassurance in some other way (babysitter, etc.).
- Rejects, denies or criticizes child's actions or feelings.

Examples

- + All right, we'll stay home tonight.
I'll read you a story before we leave.
I know you'd like us to stay -- we'll be back soon.
We love you, but we have to go now. We'll be back as soon as you're asleep.
We're going next door and Grandma is staying with you. When you wake up we'll be home again.
We won't be gone long, and if you go to sleep now we'll have lots of fun together tomorrow.
We have to go out, but we'll leave our phone number and you can call us if you really need us.
We'll be back soon.
- + We have to go out; the baby sitter will be downstairs.
- The sitter will read you a story as soon as we go.
Don't act that way now; we won't be gone long, and Grandma is here with you.
You know you don't mind staying here alone; we'll be back soon and we'll stay home with you tomorrow night.
- Don't act that way; we're just going to the movies.
Go to sleep and don't be a baby.
You're not afraid to be here without us.

#21. Let's take the baby back. I don't want a new baby sister.

Child expresses jealousy, hostility towards baby (desire for adult love and attention.)

† Accepts child's feelings (may suggest possibility of future modification of feelings) (acceptance of child's feelings may be implied.)

Assures child of parental affection, or assures child that he used to be a loved baby.

Promises child some attention all to himself.

† States that the baby can't be taken back or that she loves the baby, but also tries to show some consideration of child's feelings.

Offers supportive explanation or attention although it is primarily centered in terms of the baby.

- Assures future modification of feelings and implies that they are unreasonable.

Implies undesirability of child's feelings by suggesting desirability of the feelings held by others.

Rejects child's request or criticizes or denies child's feelings.

Examples

† I know you don't like her.

It isn't much fun having a baby that takes all of Mommy's time is it?

She isn't much fun now, is she? You can help me take care of her and before long she'll be old enough to play with you.

Well, after we get used to her we might like her quite a bit.

We love you too, dear, and in a while you can help me with her.

Come sit by me and help me hold the bottle. Did you know you were just that small once, and you ate that way?

In a minute I'll put the baby down and then I want to see that house you're building.

† We can't take her back. When she gets bigger you'll be able to play with her. Would you like to hold her?

Come sit by me and help me with her.

We can't take her back. Why don't you want a new baby sister?

We all love our baby and since you're her big brother I bet you can really help take care of her. Come help me feed her the bottle.

- She's really very nice and you will like her soon.

We all like her very much, and I think she would like to stay here with all of us.

Baby sister likes you. She's happy to have a brother.

We can't take the baby back; she belongs to us.

What an awful thing to say!

? You can help dress her and feed her and help mother a lot.

I don't think you've held the baby yet, have you?

#22. Can I saw too?

Child expresses wish to do what Daddy is doing and to be with him.

+ Complies with child's request (may provide another saw)
(may show child how first).

Tries to meet the needs of the child by suggesting another activity which clearly offers participation with adult (by helping adult, hammering, etc.)

+ Denies child's request, but adds promise of compliance some other time or provision of alternative activity.

Postpones request to fairly definite time in order to satisfy adult convenience.

Suggest an alternate activity which does not offer participation with the adult.

- Postpones child's request indefinitely.

Denies request.

Examples

+ All right, you can help me do this.

Let's get your little saw and some wood for you.

Yes, I'll show you how I do it now and then we'll let you try it.

This saw is too big, but maybe we can find a small one for you.

This wood is too hard for you to saw, but I'll fix some for you to hammer.

This saw is too big, but I'll need to have you help me carry the wood.

Let's get your hammer and nails, and you can help me that way.

+ You can as soon as I finish sawing this log.

Only grownups can use this saw -- where's your saw?

No, I don't have a saw you can use; I'll buy you one next time I'm in town.

This wood is too hard for you to saw. Wait till I have finished this and I'll see what I can find for you.

Let me finish doing this first.

Why don't you get a doll to play with?

- Later.

You just watch, otherwise you might hurt yourself.

No, I'm sorry.

You're too little.

#23. Don't let her hit me.

Child expresses fear, desire for adult protection in situation of immediate danger.

/ Needs of both children are clearly met or recognized and feelings of both are accepted.
Complies with child's desire (may be implied) (may do this by criticism of the other child).
Reassures child.

/ Adult implicitly denies request but suggests technique for child to use as a defense.
Offers conditional reassurance to child.
Suggests that the two play nicely together.

- Implies or states that the speaker is at fault.
Denies or criticizes child's request.

Examples

/ I won't let her.
(to other child) We don't hit people!
She isn't going to hit you.
I don't think she will.
She won't; why don't you talk to her and find out what's wrong?

/ Hit her back.
Tell her not to hit you.
I don't think she will unless you've made her very angry.
Why don't you both play nicely and stop hitting each other?

- What did you do to her?
Did you hit her first?
Look out for yourself.
Oh, don't be such a baby.

? Let's find out what's wrong.
Why does she want to hit you?
Tell me what happened.

#24. I want to play my drum now.

Child expresses desire to continue activity, implying rebellion or desire for attention.

/ Accepts child's feelings and request.
Suggests a very appealing substitute.

/ Accepts child's feelings but denies request.
Postpones activity to a fairly definite time and denies request (implied or stated).
Proposes an alternate location for activity.
Denies request but non-critically suggest another activity which includes adult attention and/or which is made appealing to child.

- Postpones request indefinitely.
Denies request (may insist on another activity, but denial based strongly on adult's need).

Examples

/ O.K., go ahead.
Shall we have a parade?
Let's read the funnies together.

/ I know you do, but we're still sleeping.
That drum is fun to play with, but it's bedtime for all of us now.
We're sleeping now; after breakfast we'll all have a parade.
You can play outside if you like.
I'm tired and want to sleep now. Why don't you play with your blocks and after breakfast we'll have a parade.
You need to think of others when playing a drum. You can plan it when everyone is awake.

- I need to sleep and I can't with all that noise. Find a book to read.
We're sleeping now; you'll need to wait till later.
I have a headache and wish you wouldn't.
No, not now; we're sleeping.
If you don't stop it, I'll have to take the drum away from you.

#25. He tried to take my wagon so I hit him.

Child asserts property rights to justify anti-social action.

/ Recognizes child's rights or feelings (may do this by speaking to other child, supporting the action).
Suggests activity which should be very appealing to both children.
Accepts or recognizes feelings or rights but also proposes alternate way of expressing them or mildly criticizes hitting.

/ Ignores child's feelings or rights and suggests cooperative play.

- Suggests that child give the wagon up or rewards the victim.
Rejects, criticizes or denies child's feelings or actions.

Examples

/ I guess you didn't want him to do that.
He made you mad, didn't he?
You were right in hitting him.
That's Sue's wagon and she doesn't want you to take it.
Find something else to play with, Mick.
I see why you are mad but could you have told him some other way.

/ We don't hit people even if we don't like what they do.
Let's see if we can find him another wagon.
Why don't you both play with it?
He only wanted to see how yours works. I'll get his and you can both ride your wagons.

- You might let him have the wagon if you are through with it.
I guess he wants to play with it for a while.
Hitting's not nice. Why don't you take turns?
That wasn't nice of you.
We mustn't hit other children.

? Jimmy, ask for the wagon instead of grabbing.

#26. Go away. I hate you.

Child expresses hostility towards adult.

- / Accepts child's feelings (may also suggest that feelings are temporary), (may also ignore child's request). Grants child's request.
- / Grants request (or accepts feelings, but also adds some mildly critical or belittling comment.
- Denies or criticizes child's feelings (may do this by redefinition of feelings), (may also try to appease child).
- ? Avoids issue (maybe by appeasement).

Examples

- / I guess you're pretty mad at me.
I know many times a person feels that way.
I guess you're pretty mad now. You'll feel better later on.
I guess what I did made you mad. Shall we go to the zoo this afternoon?
That's all right. I'm going for a walk now, though, and you may come if you like.
(Walks away, says nothing).
All right, I'll go away.
- / I know you get mad sometimes, but we all need to do things we don't like to do at times.
All right, I'll go away. You come to me when you feel differently.
- You're mad at me, but you don't really hate me.
I don't think you really mean that. Let's see if we can find a book to read.
It isn't nice to say you hate people. I guess I made you mad, though.
Of course you don't.
What a thing to say to me!
- ? Let's go for a walk and get an ice cream cone.
Why?
I don't hate you, though. (Tone of voice)
No honey, I won't hurt you.

#27. I want a cookie

Child requests specific food.

- / Grants request (may also suggest a reasonable limit).
Proposes immediate alternative to satisfy hunger (doesn't structure picture to make denial necessary).
- / Grants request conditionally (e.g. if child says "please").
Grants request, but compliance is grudging in some way.
Structures picture to make denial necessary yet agrees to satisfy request soon or offers substitute.
- Structures situation to make denial necessary.
Denies request.
Postpones indefinitely (may structure situation to make this necessary).

Examples

- / Certainly.
They're in that jar - but only three.
Here is a carrot.
- / It's too close to dinner. Would you like a carrot?
We haven't any, but we can make some.
O.K., but only one. It's too close to dinner.
Yes, if you say please.
It's almost dinnertime. You'll have to wait till then.
After dinner you can have one.
- Not now. Later you can.
It'd spoil your appetite.
We don't have any cookies.
No, you can't have a cookie
You know perfectly well we don't eat cookies just before dinner.

#28. The other girls won't play with me.

Child desires companionship of peer group and implies a request for adult support.

✓ Accepts child's feelings by suggesting a way or offering to help child get in group or by suggesting other children to play with.

Offers sympathy to the child.

✓ Suggests substitute activity which does not clearly include peer companionship.

Suggest a way to help child get in group but implies or states (not severely) that child is at fault.

Criticizes the group's attitude, but ignores child's need.

Offers explanation of group's behavior which does not criticize child.

- Implies (or states) that child is at fault.

Rejects or criticizes child's feelings.

Examples

✓ And you'd like them to, wouldn't you? I'm very sorry.
Well, let's find out why. I'll come with you while you ask them.
Let's go out and see what they are playing.

Why don't you show them your new game?

You go tell them I said they should play with you.

Bobby and Pat are playing next door and I'm sure they'll play with you.

I'm sure there's some game you can all play together. Let's wait till they're finished with this one.

✓ Let's us play something together.

Maybe if you'll go and play what they're playing now they'll come and play what you want to play another time.

They should be ashamed of themselves.

Could you play something else?

I guess they're playing a game for just three people.

- Did you do something they didn't like?

Maybe they don't like the way you play. I think they'd like to have you help them build blocks when they come in.

Don't come whining to me. It's not my fault.

? Why not?

APPENDIX B: The Parental Attitude Research Instrument

INVENTORY OF ATTITUDES ON FAMILY LIFE AND CHILDREN

Read each of the statements below and then rate them as follows:

A	a	d	D
strongly agree	mildly agree	mildly disagree	strongly disagree

Indicate your opinion by drawing a circle around the "A" if you strongly agree, around the "a" if you mildly agree, around the "d" if you mildly disagree, and around the "D" if you strongly disagree.

There are no right or wrong answers, so answer according to your own opinion. It is very important to the study that all questions be answered. Many of the statements will seem alike but all are necessary to show slight differences of opinion.

- | | <u>Agree</u> | <u>Disagree</u> | | |
|---------------------------------------------------------------------------------------------------------------|--------------|-----------------|---|---|
| 1. Children should be allowed to disagree with their parents if they feel their own ideas are better. | A | a | d | D |
| 2. A good mother should shelter her child from life's little difficulties. | A | a | d | D |
| 3. The home is the only thing that matters to a good mother. | A | a | d | D |
| 4. Some children are just so bad they must be taught to fear adults for their own good. | A | a | d | D |
| 5. Children should realize how much parents have to give up for them. | A | a | d | D |
| 6. You must always keep tight hold of baby during his bath for in a careless moment he might slip. | A | a | d | D |
| 7. People who think they can get along in marriage without arguments just don't know the facts. | A | a | d | D |
| 8. A child will be grateful later on for strict training. | A | a | d | D |
| 9. Children will get on any woman's nerves if she has to be with them all day. | A | a | d | D |
| 10. It's best for the child if he never gets started wondering whether his mother's views are right. | A | a | d | D |
| 11. More parents should teach their children to have unquestioning loyalty to them. | A | a | d | D |
| 12. A child should be taught to avoid fighting no matter what happens. | A | a | d | D |
| 13. One of the worst things about taking care of a home is a woman feels that she can't get out. | A | a | d | D |

14. Parents should adjust to the children some rather than always expecting the children to adjust to the parents. A a d D
15. There are so many things a child has to learn in life there is no excuse for him sitting around with time on his hands. A a d D
16. If you let children talk about their troubles they end up complaining even more. A a d D
17. Mothers would do their job better with the children if fathers were more kind. A a d D
18. A young child should be protected from hearing about sex. A a d D
19. If a mother doesn't go ahead and make rules for the home the children and husband will get into troubles they don't need to. A a d D
- ~~20.~~ A mother should make it her business to know everything her children are thinking. A a d D
21. Children would be happier and better behaved if parents would show an interest in their affairs. A a d D
- ~~22.~~ Most children are toilet trained by 15 months of age. A a d D
- ~~23.~~ There is nothing worse for a young mother than being alone while going through her first experience with a baby. A a d D
24. Children should be encouraged to tell their parents about it whenever they feel family rules are unreasonable. A a d D
25. A mother should do her best to avoid any disappointment for her child. A a d D
26. The woman who wants lots of parties seldom make good mothers. A a d D
27. It is frequently necessary to drive the mischief out of a child before he will behave. A a d D
- ~~28.~~ A mother must expect to give up her own happiness for that of her child. A a d D
- ~~29.~~ All young mothers are afraid of their awkwardness in handling and holding the baby. A a d D
30. Sometimes it's necessary for a wife to tell off her husband in order to get her rights. A a d D
31. Strict discipline develops a fine strong character. A a d D

- | | | | | | |
|----------------|-------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| 32. | Mothers very often feel that they can't stand their children a moment longer. | A | a | d | D |
| 33. | A parent should never be made to look wrong in a child's eyes. | A | a | d | D |
| 34. | The child should be taught to revere his parents above all other grown-ups. | A | a | d | D |
| 35. | A child should be taught to always come to his parents or teachers rather than fight when he is in trouble. | A | a | d | D |
| 36. | Having to be with children all the time gives a woman the feeling her wings have been clipped. | A | a | d | D |
| 37. | Parents must earn the respect of their children by the way they act. | A | a | d | D |
| 38. | Children who don't try hard for success will feel they have missed out on things later on. | A | a | d | D |
| 39. | Parents who start a child talking about his worries don't realize that sometimes it's better to just leave well enough alone. | A | a | d | D |
| 40. | Husbands could do their part if they were less selfish. | A | a | d | D |
| 41. | It is very important that young boys and girls not be allowed to see each other completely undressed. | A | a | d | D |
| 42. | Children and husbands do better when the mother is strong enough to settle most of the problems. | A | a | d | D |
| 43. | A child should never keep a secret from his parents. | A | a | d | D |
| 44. | Laughing at children's jokes and telling children jokes makes things go more smoothly. | A | a | d | D |
| 45. | The sooner a child learns to walk the better he's trained. | A | a | d | D |
| 46. | It isn't fair that a woman has to bear just about all the burden of raising children by herself. | A | a | d | D |
| 47. | A child has a right to his own point of view and ought to be allowed to express it. | A | a | d | D |
| 48. | A child should be protected from jobs which might be too tiring or hard for him. | A | a | d | D |
| 49. | A woman has to choose between having a well run home and hobnobbing around with neighbors and friends. | A | a | d | D |

- | | | | | | |
|----------------|----------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| 50. | A wise parent will teach a child early just who is boss. | A | a | d | D |
| 51. | Few women get the gratitide they deserve for all they have done for their children. | A | a | d | D |
| 52. | Mothers never stop blaming themselves if their babies are injured in accidents. | A | a | d | D |
| 53. | No matter how well a married couple love one another, there are always differences which cause irritation and lead to arguments. | A | a | d | D |
| 54. | Children who are held to firm rules grow up to be the best adults. | A | a | d | D |
| 55. | It's a rare mother who can be sweet and even tempered with her children all day. | A | a | d | D |
| 56. | Children should never learn things outside the home which make them doubt their parent's ideas. | A | a | d | D |
| 57. | A child soon learns that there is no greater wisdom than that of his parents. | A | a | d | D |
| 58. | There is no good excuse for a child hitting another child. | A | a | d | D |
| 59. | Most young mothers are bothered more by the feeling of being shut up in the home than by anything else. | A | a | d | D |
| 60. | Children are too often asked to do all the compromis- ing and adjustment and that is not fair. | A | a | d | D |
| 61. | Parents should teach their children that the way to get ahead is to keep busy and not waste time. | A | a | d | D |
| 62. | Children pester you with all their little upsets if you aren't careful from the first. | A | a | d | D |
| 63. | When a mother doesn't do a good job with children it's probably because the father doesn't do his part around the home. | A | a | d | D |
| 64. | Children who take part in sex play become sex criminals when they grow up. | A | a | d | D |
| 65. | A mother has to do the planning because she is the one who knows what's going on in the home. | A | a | d | D |
| 66. | An alert parent should try to learn all her child's thoughts. | A | a | d | D |
| 67. | Parents who are interested in hearing about their children's parties, dates, and fun help them grow up right. | A | a | d | D |

- | | | | | | |
|----------------|------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| 68. | The earlier a child is weaned from its emotional ties to its parents the better it will handle its own problems. | A | a | d | D |
| 69. | A wise woman will do anything to avoid being by herself before and after a new baby. | A | a | d | D |
| 70. | A child's ideas should be seriously considered in making family decisions. | A | a | d | D |
| 71. | Parents should know better than to allow their children to be exposed to difficult situations. | A | a | d | D |
| 72. | Too many women forget that a mother's place is in the home. | A | a | d | D |
| 73. | Children need some of the natural meanness taken out of them. | A | a | d | D |
| 74. | Children should be more considerate of their mothers since their mothers suffer so much for them. | A | a | d | D |
| 75. | Most mothers are fearful that they may hurt their babies in handling them. | A | a | d | D |
| 76. | There are some things which just can't be settled by a mild discussion. | A | a | d | D |
| 77. | Most children should have more discipline than they get. | A | a | d | D |
| 78. | Raising children is a nerve-wracking job. | A | a | d | D |
| 79. | The child should not question the thinking of his parents. | A | a | d | D |
| 80. | Parents deserve the highest esteem and regard of their children. | A | a | d | D |
| 81. | Children should not be encouraged to box or wrestle because it often leads to trouble or injury. | A | a | d | D |
| 82. | One of the bad things about raising children is that you aren't free enough of the time to do just as you like. | A | a | d | D |
| 83. | As much as is reasonable a parent should try to treat a child as an equal. | A | a | d | D |
| 84. | A child who is "on the go" all the time will most likely be happy. | A | a | d | D |
| 85. | If a child has upset feelings it is best to leave him alone and not make it look serious. | A | a | d | D |

- | | | | | | |
|----------------|---------------------------------------------------------------------------------------------------------|---|---|---|---|
| 86. | If mothers could get their wishes they would most often ask that the husband be more understanding. | A | a | d | D |
| 87. | Sex is one of the greatest problems to be contended with in children. | A | a | d | D |
| 88. | The whole family does fine if the mother puts her shoulders to the wheel and takes charge of things. | A | a | d | D |
| 89. | A mother has a right to know everything going on in her child's life because her child is part of her. | A | a | d | D |
| 90. | If parents would have fun with their children, the children would be more apt to take their advice. | A | a | d | D |
| 91. | A mother should make an effort to get her child toilet trained at the earliest possible time. | A | a | d | D |
| 92. | Most women need more time than they are given to rest up in the home after going through childbirth. | A | a | d | D |
| 93. | When a child is in trouble he ought to know he won't be punished for talking about it with his parents. | A | a | d | D |
| 94. | Children should be kept away from all hard jobs which might be discouraging. | A | a | d | D |
| 95. | A good mother will find enough social life within the family. | A | a | d | D |
| 96. | It is sometimes necessary for the parents to break the child's will. | A | a | d | D |
| 97. | Mothers sacrifice almost all their own fun for their children. | A | a | d | D |
| 98. | A mother's greatest fear is that in a forgetful moment she might let something bad happen to the baby. | A | a | d | D |
| 99. | It's natural to have quarrels when two people who both have minds of their own get married. | A | a | d | D |
| 100. | Children are actually happier under strict training. | A | a | d | D |
| 101. | It's natural for a mother to "blow her top" when children are selfish and demanding. | A | a | d | D |
| 102. | There is nothing worse than letting a child hear criticisms of his mother. | A | a | d | D |
| 103. | Loyalty to parents comes before anything else. | A | a | d | D |

- | | | | | | |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| 104. | Most parents prefer a quiet child to a "scrappy" one. | A | a | d | D |
| 105. | A young mother feels "held down" because there are lots of things she wants to do while she is young. | A | a | d | D |
| 106. | There is no reason parents should have their own way all the time, any more than that children should have their own way all the time. | A | a | d | D |
| 107. | The sooner a child learns that a wasted minute is lost forever the better off he will be. | A | a | d | D |
| 108. | The trouble with giving attention to children's problems is they usually just make up a lot of stories to keep you interested. | A | a | d | D |
| 109. | Few men realize that a mother needs some fun in life too. | A | a | d | D |
| 110. | There is usually something wrong with a child who asks a lot of questions about sex. | A | a | d | D |
| 111. | A married woman knows that she will have to take the lead in family matters. | A | a | d | D |
| 112. | It is a mother's duty to make sure she knows her child's innermost thoughts. | A | a | d | D |
| 113. | When you do things together, children feel close to you and can talk easier. | A | a | d | D |
| 114. | A child should be weaned away from the bottle or breast as soon as possible. | A | a | d | D |
| 115. | Taking care of a small baby is something that no woman should be expected to do all by herself. | A | a | d | D |

INVENTORY OF ATTITUDES ON FAMILY LIFE AND CHILDREN

Read each of the statements below and then rate them as follows:

A	a	d	D
strongly agree	mildly agree	mildly disagree	strongly disagree

Indicate your opinion by drawing a circle around the "A" if you strongly agree, around the "a" if you mildly agree, around the "d" if you mildly disagree, and around the "D" if you strongly disagree.

There are no right or wrong answers, so answer according to your own opinion. It is very important to the study that all questions be answered. Many of the statements will seem alike but all are necessary to show slight differences of opinion.

- | | Agree | | Disagr |
|---------------------------------------------------------------------------------------------------------------------------------|-------|---|--------|
| 1. Children should be allowed to gripe about rules which their parents make. | A | a | d D |
| 2. A good father should shelter his child from life's little difficulties. | A | a | d D |
| 3. The home is the only thing that matters to a good father. | A | a | d D |
| 4. Some children are just so bad they must be taught to fear adults for their own good. | A | a | d D |
| 5. Slapping a child immediately for getting into mischief is the best way to stop it. | A | a | d D |
| 6. Deceiving a child is very often necessary for his own good. | A | a | d D |
| 7. People who think they can get along in marriage without arguments just don't know the facts. | A | a | d D |
| 8. Parents should adjust to the children some rather than always expecting the children to adjust to the parents. | A | a | d D |
| 9. Children who are troublemakers have most likely been spanked too much. | A | a | d D |
| 10. There are so many things a child has to learn in life there is no excuse for their sitting around with time on their hands. | A | a | d D |
| 11. Plenty of love gets you further than anything else in raising children. | A | a | d D |
| 12. A young father feels "held down" because there are lots of things he wants to do while he is young. | A | a | d D |
| 13. A child should be taught to avoid fighting no matter what happens. | A | a | d D |

- | | Agree | a | d | Disagree |
|-----------------------------------------------------------------------------------------------------------------------------------|-------|---|---|----------|
| 14. More parents should teach their children to have unquestioning loyalty to them. | A | a | d | D |
| 15. Children shouldn't be confused by letting them learn things which differ from what their parents told them. | A | a | d | D |
| 16. The things wives and children ask of a man after his hard day's work are enough to make anyone lose his temper. | A | a | d | D |
| 17. A child will be grateful later on for strict training. | A | a | d | D |
| 18. A young child should be protected from hearing about sex. | A | a | d | D |
| 19. A wife won't respect a husband unless he acts like the boss. | A | a | d | D |
| 20. Children would be happier and better behaved if parents would show an interest in their affairs. | A | a | d | D |
| 21. It's bad for a wife to get so busy and interested in her home that she doesn't give her husband the attention he deserves. | A | a | d | D |
| 22. It's natural for children to shy away from a parent who shows a great deal of love and tenderness. | A | a | d | D |
| 23. Let sleeping dogs lie is the best rule to follow with children's worries. | A | a | d | D |
| 24. Working alone and without help is often a very satisfying experience for a child. | A | a | d | D |
| 25. Children who from the start learn to do their very best at all times get along better in life. | A | a | d | D |
| 26. When a wife gets the idea she has to outdo the husband, the whole family is in for it. | A | a | d | D |
| 27. A child who can keep calm on the surface no matter what happens will do well in life. | A | a | d | D |
| 28. Children should be taught to enjoy just what they happen to have and not expect to get ^{much} more. | A | a | d | D |
| 29. Children must often be taught to do certain things by just being left on their own. | A | a | d | D |
| 30. A child can get along quite well even if he isn't taught all about his grandparents and past family history. | A | a | d | D |
| 31. Parents should ask for and take into account the opinions of children when something which directly concerns them is decided. | A | a | d | D |

- | | Agree | a | d | Disagree |
|---------------------------------------------------------------------------------------------------------------------|-------|---|---|----------|
| 32. A father should do his best to avoid any disappointment for his child. | A | a | d | D |
| 33. The men who want lots of parties seldom make good fathers. | A | a | d | D |
| 34. It is frequently necessary to drive the mischief out of a child before he will behave. | A | a | d | D |
| 35. If small children refuse to obey parents should whip them for it. | A | a | d | D |
| 36. It's better to trick a child into doing something he doesn't want to rather than having to argue with him. | A | a | d | D |
| 37. Sometimes it's necessary for a husband to tell off his wife in order to get his rights. | A | a | d | D |
| 38. Parents must earn the respect of their children by the way they act. | A | a | d | D |
| 39. Physical punishment makes a child fear adults and that is the worst thing that can happen to a child. | A | a | d | D |
| 40. Children who don't try hard for success will feel that they have missed out on things later on. | A | a | d | D |
| 41. In most things that a child does he should feel that his parents are on his side. | A | a | d | D |
| 42. One of the bad things about raising children is that you aren't free enough of the time to do just as you like. | A | a | d | D |
| 43. A child should be taught to always come to his parents or teachers rather than fight when he is in trouble. | A | a | d | D |
| 44. The child should be taught to revere his parents above all other grown-ups. | A | a | d | D |
| 45. A parent should never be made to look wrong in a child's eyes. | A | a | d | D |
| 46. There's nothing that upsets a man more than a noisy family. | A | a | d | D |
| 47. Strict discipline develops a fine strong character. | A | a | d | D |
| 48. It is very important that young boys and girls not be allowed to see each other completely undressed. | A | a | d | D |
| 49. A father's duty is to see to it that the whole family does what he knows is best. | A | a | d | D |
| 50. Laughing at children's jokes and telling children jokes makes things go more smoothly. | A | a | d | D |

- 51. Few wives realize that husbands are part of the family too and need some looking after. A a d D
- 52. Too much affection will make a child a "softie". A a d D
- 53. Children's problems that are left alone most often go away by themselves. A a d D
- 54. Children should be given a chance to try out as many things on their own as possible. A a d D
- 55. A parent owes it to a child to hold him to high standards in his work. A a d D
- 56. The biggest mistake a man can make is marrying a woman who always wants to wear the pants in the family. A a d D
- 57. A child will do better if he learns that showing hurt feelings just makes things worse. A a d D
- 58. People who teach their children to always want to change things cause them to be unhappy people a lot of the time. A a d D
- 59. Children should not be pampered by help from parents with homework or chores. A a d D
- 60. Parents should keep up with the schools in using modern methods. A a d D
- 61. A child has a right to his own point of view and ought to be allowed to express it. A a d D
- 62. A child should be protected from jobs which might be too tiring or hard for him. A a d D
- 63. A man has to choose between caring for his family and hobnobbing around with neighbors and friends. A a d D
- 64. A wise parent will teach a child early just who is boss. A a d D
- 65. Spanking a child immediately when he is cross and nagging is better than letting him get into the habit of acting like that. A a d D
- 66. What children don't know won't hurt them. A a d D
- 67. No matter how well a married couple love one another, there are always differences which cause irritation and lead to arguments. A a d D
- 68. Children are too often asked to do all the compromising and adjustment and that is not fair. A a d D
- 69. Spanking a child makes it impossible for him to love and respect his parents. A a d D

70. Parents should teach their children that the way to get ahead is to keep busy and not waste time. A a d D
71. It is good for a child to have lots of attention from relatives. A a d D
72. Having to be with the family all the time gives a man the feeling his wings have been clipped. A a d D
73. There is no good excuse for a child hitting another child. A a d D
74. A child soon learns that there is no greater wisdom than that of his parents. A a d D
75. There is no excusing someone who upsets the confidence which a child has in his parents ways of doing things. A a d D
76. It's no wonder men reach their boiling point when they come home and run right into family problems as soon as they come in the door. A a d D
77. Children who are held to firm rules grow up to be the best adults. A a d D
78. Children who take part in sex play become sex criminals when they grow up. A a d D
79. There always has to be a boss and in the family that person should be the father. A a d D
80. Parents who are interested in hearing about their children's parties, dates and fun help them grow up right. A a d D
81. One thing that marriage means is a wife belongs to the husband and not to her parents or other people she knows. A a d D
82. Hugging and caressing are often embarrassing to both children and parents. A a d D
83. Children pester you with all their little upsets if you aren't careful from the first. A a d D
84. A child should be allowed to try out what it can do at times without the parents watching. A a d D
85. Children who are taught by their parents to never be satisfied with what they have done are the ones who get ahead. A a d D
86. The old fashioned family was best because the wife kept in her place. A a d D
87. Grown-ups seldom approve of a child who can't keep his feelings in check. A a d D

88. Even a young child should learn that hoping for a lot in life is one way to end up pretty miserable. A a d D
89. Children should be trained to be independent by forcing them to do their own work. A a d D
90. A child brought up like his parents were would not be able to get along nowadays. A a d D
91. A child's ideas should be seriously considered in making family decisions. A a d D
92. Parents should know better than to allow their children to be exposed to difficult situations. A a d D
93. Too many men forget that a father's place is with his family when he is not working. A a d D
94. Children need some of the natural meanness taken out of them. A a d D
95. The wise parent will not hesitate to whip a child to teach him to change his ways. A a d D
96. Children are stubborn as donkeys unless a parent knows the little ways of turning their minds. A a d D
97. There are some things which just can't be settled by a mild discussion. A a d D
98. As much as is reasonable a parent should try to treat a child as an equal. A a d D
99. Most good parents would never even consider striking a child for bad behavior. A a d D
100. A child who is "on the go" all the time will most likely be happy. A a d D
101. If children know parents love them and are always for them they do what you tell them without a fuss. A a d D
102. After a man has lived a life of his own it's hard to be tied down by a family. A a d D
103. Children should not be encouraged to box or wrestle because it often leads to trouble or injury. A a d D
104. Parents deserve the highest esteem and regard of their children. A a d D
105. It's best for the child if he never gets started wondering whether his father's views are right. A a d D
106. There are times when any husband or father gets to the point where he feels he can't stand his family a moment longer. A a d D

- 107. Most children should have more discipline than they get. A a d D
- 108. Sex is one of the greatest problems to be contended with in children. A a d D
- 109. The old fashioned family in which the father is in charge is best for everyone. A a d D
- 110. If parents would have fun with their children, the children would be more apt to take their advice. A a d D
- 111. Spending a lot of time with her parents' family is a good way for a wife to lose out with her husband. A a d D
- 112. "Matter of fact" treatment of children is better than frequent expressions of feeling. A a d D
- 113. If a child has upset feelings it is best to leave him alone and not make it look so serious. A a d D
- 114. The experience of being on their own is often good for children. A a d D
- 115. There is no better time than childhood to teach a child to set his goals high. A a d D
- 116. Most wives would do better if they would quit trying to look smarter than their husbands. A a d D
- 117. Parents who teach children to think at least twice before expressing how they feel help them to get along better in life. A a d D
- 118. A child who grows up with the idea he is going to change everything in the world will probably end up more of a nuisance than a help. A a d D
- 119. Parents who allow their children to grow up with an idea that other people will often help them just encourage them to become failures. A a d D
- 120. It's important for a child to learn that it's the future rather than the past that counts. A a d D
- 121. When a child is in trouble he ought to know he won't be punished for talking about it with his parents. A a d D
- 122. Children should be kept away from all hard jobs which might be discouraging. A a d D
- 123. A good father will find enough social life within the family. A a d D
- 124. It is sometimes necessary for the parent to break the child's will. A a d D

- | | | | | | |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| 125. | Children who are always breaking their parents' rules will remember them after a good whipping. | A | a | d | D |
| 126. | Often you have to fool children to get them to do what they should without a big fuss. | A | a | d | D |
| 127. | It's natural to have quarrels when two people who both have minds of their own get married. | A | a | d | D |
| 128. | There is no reason parents should have their own way all the time any more than that children should have their own way all the time. | A | a | d | D |
| 129. | Spanking a child should be avoided by all means because it may break the child's spirit. | A | a | d | D |
| 130. | The sooner a child learns that a wasted minute is lost forever the better off he will be. | A | a | d | D |
| 131. | The best way to get a child to behave is to make him feel he is wanted and needed. | A | a | d | D |
| 132. | Settling down to family life is hard for a man because it means giving up so many other things. | A | a | d | D |
| 133. | Most parents prefer a quiet child to a "scrappy" one. | A | a | d | D |
| 134. | Loyalty to parents comes before everything else. | A | a | d | D |
| 135. | It is a very bad policy to let a child begin having doubts about what his parents have told him. | A | a | d | D |
| 136. | A man may need to "blow his top" once in a while around the home just to clear the air a bit. | A | a | d | D |
| 137. | Children are actually happier under strict training. | A | a | d | D |
| 138. | There is usually something wrong with a child who asks a lot of questions about sex. | A | a | d | D |
| 139. | The father should be the final authority in the family. | A | a | d | D |
| 140. | When you do things together, children feel close to you and can talk easier. | A | a | d | D |
| 141. | One of the things a woman ought to learn well is that her husband is more important than all the other people she spends time with. | A | a | d | D |

- ~~142.~~ Showing affection openly does not set a good example for children. A a d D
143. The trouble with giving attention to children's problems is they usually just make up a lot of stories to keep you interested. A a d D
- ~~144.~~ Children should be allowed to learn through their own experiences rather than being told what to do all the time. A a d D
- ~~145.~~ Parents who encourage their children to get ahead and stay ahead in school will have grateful children later on. A a d D
- ~~146.~~ The main thing wrong with today's homes is the wife tries too much to run everything. A a d D
- ~~147.~~ Children who can control themselves no matter how upset they are most likely have good training by parents. A a d D
- ~~148.~~ The best attitude for a child to learn is to take things as they are. A a d D
- ~~149.~~ Children should at all times be told to fight their own battles. A a d D
- ~~150.~~ Too often what parents have learned from their own lives isn't worth much to their children who live in modern times. A a d D
- ~~151.~~ Children should be encouraged to express their opinions about everything which involves them. A a d D
- ~~152.~~ A child is most lovable when he is small and helpless. A a d D
- ~~153.~~ A man can't do a father's job and have an active social life too. A a d D
- ~~154.~~ Many children, like horses, must be broken in order to be trained. A a d D
- ~~155.~~ Children who lie to their parents should be spanked for it so they will stop it. A a d D
- ~~156.~~ Trying to be completely honest with a young child is just doing things the hard way. A a d D
- ~~157.~~ A good argument now and then is a good way for people to settle their differences. A a d D
- ~~158.~~ Parents should treat children with as much consideration and respect as they show to one another. A a d D

Disa-
agree
Agree

159. Only a cruel parent would use physical punishment on a child. A a d D
160. Children who are taught to do things as soon and as fast as possible get much more fun out of life. A a d D
161. Most children can benefit from much more sympathy than they are given. A a d D
162. Men don't know how much they enjoy being free to do as they please until they begin raising a family. A a d D
163. Children should be taught not to hit back even if someone also hits them. A a d D
164. A child should always love his parents above everyone else. A a d D
165. The child should not question the thinking of his parents. A a d D
166. A man has a right to be angry and irritated when the family doesn't give him a chance to relax at home. A a d D
167. Severe discipline is essential in the training of children. A a d D
168. If children are not warned about sex they may indulge in harmful sex play. A a d D
169. A man should have the final "say so" in the home even if he doesn't have to exercise this right very often. A a d D
170. It is good for parents and teenagers to have a friend-to-friend attitude. A a d D
171. Wives too often use the children as an excuse for ignoring the father. A a d D
172. Parents who give their children a lot of affection without being careful about it may find their children don't grow up as they should. A a d D
173. Parents who start a child talking about his worries don't realize that sometimes it's better to just leave well enough alone. A a d D
174. Children have a right to activities which do not include their parents. A a d D
175. You should never let a child get the idea what he is doing is good enough because then he won't try harder. A a d D
176. Families which have problems are usually those where the wife doesn't know her place. A a d D

Disa-
agree agree

177. A parent can be very helpful to a child by teaching him how to keep from showing it when he is "boiling" inside. A a d D
178. One important thing for a child to learn is that about all you can expect to do is make the best of what you have. A a d D
179. The child who grows up with the idea he will have to do almost everything for himself gets much further in life. A a d D
180. As children get older they should get so they live with the future always in mind. A a d D
181. Family life would be happier if parents made children feel they were free to say what they think about anything. A a d D
182. Parents should try to prevent all difficulties which might make a child unhappy. A a d D
183. A good father doesn't have time to join clubs or have other activities besides his work. A a d D
184. A good whipping now and then never hurt any child. A a d D
185. A child deserves to be slapped when he talks back to his parents. A a d D
186. You have to fool children into doing many things because they wouldn't understand why anyway. A a d D
187. Men appreciate a wife more if she will stand up for her own rights and opinions. A a d D
188. Parents should respect the wishes of children just as much as they expect the child to respect their wishes. A a d D
189. Punishing a child always does more harm than good. A a d D
190. Children should be taught to work and play hard. A a d D
191. The biggest mistake a parent can make is to forget to openly express his love and tender feelings about his children. A a d D
192. Before marriage most men don't realize how much of a burden the responsibility of a family can be. A a d D
193. A good child doesn't fight with other children. A a d D
194. Children should be more concerned about their parents' happiness than anything else. A a d D

	Agree	Disa- gree
195. A child's trust in his parent should be safeguarded better by not having so many people with different ideas around him.	A	a d D
196. Raising children is a nerve-wracking job.	A	a d D
197. Firm enforcement of rules never really hurts a child.	A	a d D
198. Children who know a lot about sex become more curious and get into trouble more.	A	a d D
199. The ideal home is one in which it is clear to all that the father is head of the household.	A	a d D
200. Parents should be playful rather than dignified with children.	A	a d D
201. Too many wives are so busy with friends, relatives or the children that they forget all about the man they married.	A	a d D
202. Kissing and tender treatment of children should be kept within limits if children are to develop properly.	A	a d D
203. Children can get into a bad habit of telling you all their problems if you make the mistake of once getting them started.	A	a d D
204. Planning their own work and doing it without direction of parents makes children more willing to help and gets more done.	A	a d D
205. Children are just like grownups--they can always do better if they know it's expected of them.	A	a d D
206. The trouble with wives nowadays is they don't have any respect for a man's right to have his say so.	A	a d D
207. A child who always looks calm and cool no matter how upset he feels inside gets along best.	A	a d D
208. Children should know that happiness is a result of being satisfied with life as it is and not in always trying to change it.	A	a d D
209. Giving children very much help just spoils them.	A	a d D
210. Parents do best if they teach children to be quick in picking up new ways of thinking about life.	A	a d D
211. Children should be allowed to disagree with their parents if they feel their own ideas are better.	A	a d D
212. Parents enjoy children most during times when the child's need for them is greatest.	A	a d D

	Agree		Disa- gree
213. Good fathers spend all the time during which they aren't working around the home.	A	a	d D
214. To keep from getting into trouble a child should have a healthy fear of adults.	A	a	d D
215. A good spanking is often the only way to convince children you mean it when you tell them to go to sleep.	A	a	d D
216. When you can get kids doing what you want by being a little clever there's no use wasting a lot of time explaining.	A	a	d D
217. Even in marriage a person must fight for his rights at times.	A	a	d D
218. Children have a right to an explanation when their parents ask them to do something.	A	a	d D
219. Children never feel the same about a parent who spanks them.	A	a	d D
220. A very active life is the best life for the child.	A	a	d D
221. Showing children how much you love them is the best way to raise good children.	A	a	d D
222. Most young fathers are bothered more by the feeling of being tied to the home more than by anything else.	A	a	d D
223. Children who are gentlemanly or ladylike are preferable to those who are tomboys or "regular guys".	A	a	d D
224. Too few children show the respect and devotion which parents deserve.	A	a	d D
225. Children should never learn things outside the home which make them doubt their parents' ideas.	A	a	d D
226. It's natural for a father to "blow his top" when children are selfish and demanding.	A	a	d D
227. A parent should never let children get away with anything they aren't supposed to do.	A	a	d D
228. A well-behaved child isn't curious about sex.	A	a	d D
229. The happiest homes are those in which the father has the final word on all important decisions.	A	a	d D
230. Fathers who enjoy playing games with their children usually have less trouble with them.	A	a	d D

Agree Disa-
gree

~~231.~~ It's a rare wife who pays as much attention to her husband after the marriage.

A a d D

~~232.~~ Children often dislike the hugging and kissing which parents do who show their emotions a lot.

A a d D

~~233.~~ If you let children talk about their troubles they end up complaining even more.

A a d D

~~234.~~ Planning their own affairs without interference develops responsible children.

A a d D

~~235.~~ Parents who remind children that no matter how well they have done they should always try to do better, help them to win success.

A a d D

~~236.~~ The wife's mother too often gives her the idea she doesn't have to respect what her husband says.

A a d D

~~237.~~ Parents should teach a child to control his feelings as soon as he can understand.

A a d D

~~238.~~ The main thing in growing up is to learn there isn't too much you can do except take things as they are.

A a d D

~~239.~~ A child should be taught never to depend on others for anything he could do himself.

A a d D

~~240.~~ Learning about ideas people had when their parents were young isn't much help to a child today.

A a d D

APPENDIX C: Description of Scales in the PARI

Description of Scales
in the
Parental Attitude Research Instrument

The sixteen PARI scales which were chosen for analysis in this study are defined for the purposes of this study below:

1. Verbalization - measures the degree to which a parent would permit or encourage his child to talk about his ideas and feelings.
2. Dependency - measures the degree to which a parent would be over-protective and /or over-possessive in his relationship with his child.
3. Seclusion of parent - measures the degree to which a parent feels he should have no other interests outside the home during off-work hours.
4. Breaking the Will - measures the degree to which a parent would curtail the natural desire of his child to assert himself and would insist upon compliance with the parent's will.
5. Marital Conflict - measures the degree to which a parent would expect the marriage relationship to involve a great deal of conflict.
6. Strictness - measures the degree to which a parent would agree with the attitude of strict discipline.
7. Irritability - measures the degree to which a parent would tend to become impatient with children and would overtly express this impatience.
8. Excluding Outside Information - measures the degree to which a parent would encourage his child to over-identify with him as the representative of complete authority.
9. Deification - measures the degree to which a parent would exhalt the role of authority.
10. Suppression of Aggression - measures the degree to which a parent would view the expression of aggression as being disruptive and would tend to discourage it.
11. Rejection of Role - measures the degree to which a parent resents the normal restrictions of married life.
12. Equalitarianism - measures the degree to which a parent would allow his child to share in the planning and control of his family life.
13. Approval of (or Demand) Activity - measures the degree to which a parent would encourage and reward his child for keeping involved in activity at all times.
14. Avoidance of Communication - measures the degree to which a parent would discourage his child in discussing problems and talking about anxieties, conflicts and hostilities.
15. Suppression of Sex - measures the degree to which a parent would discourage his child from showing an interest in or discussing matters pertaining to sex.
16. Comradship and Sharing - measures the degree to which a parent would share his ideas and feelings with his child and would encourage the child to do likewise.

APPENDIX D: Scoring Sheet for the PARI

Score

24 --	47 (61)	70 (92)	93 (121)		Verbalization
25 (32)	48 (62)	71 (92)	94 (122)		Dependency
26 (33)	49 (63)	72 (93)	95 (123)		Exclusion of Parent
27 (34)	50 (64)	73 (94)	96 (124)		Breaking Will
30 (37)	53 (67)	76 (97)	99 (127)		Marital Conflict
31 (47)	54 (77)	77 (107)	100 (137)		Strictness
32 (106)	55 --	78 (96)	101 (226)		Irritability
33 (45)	56 (135)	79 (165)	102 (105)		Excluding outside Information
34 (44)	57 (74)	80 (104)	103 (134)		Deification
35 (43)	58 (73)	81 (103)	104 (133)		Suppressing Aggression
36 (72)	59 (222)	82 (42)	105 (162)		Rejection of (Role) Homemaking
37 (38)	60 (68)	83 (98)	106 (128)		Equalitarian
38 (40)	61 (70)	84 (100)	107 (130)		Approval of Activity
39 (73)	62 (83)	85 (113)	108 (143)		Avoidance of Communication
40 --	63 --	86 --	109 --		
41 (48)	64 (78)	87 (108)	110 (138)		Suppression of self
44 (50)	67 (80)	90 (110)	113 (140)		Comradship and Sharing

APPENDIX E: Frequency Distribution Chart for the PARI Scales

Frequency Distribution on the PARI Scales

Fathers:

Scores	1*	2	3	4	5	6	7	8	9	10	11	12*	13	14	15	16*
20					1							4				5
19		1	1													8
18					3							2				5
17					4	1						8				3
16	4				6	1					1	6				6
15	8		3		6	1			1		2	5				2
14	6	1	2	1	4	3			2		2	1	1			1
13	7	2	1		3	2	2	2	3		4	2	6			1
12	3	1	5	1	1	5	4	2	4	4	3	2	3	2		
11	1	5	3	4	2	7	2	3	5	2	6		6	2	1	
10	1	10	3	4	1	5	2	8	4	7	5	1	4	10	2	
9	1	5	8	6			7	1	2	7	3		5	4	4	
8		2	5	5		3	8	4	4	4	2		1	6	6	
7		2		3		1	2	4	3	4	1		2	1	4	
6		2		3		2		4	1	2	1		1	5	8	
5				4			1	3	2	1	1		2	1	6	
4							3									

*Rapport scales

Mothers:

1*	2	3	4	5	6	7	8	9	10	11	12*	13	14	15	16*
20					1						2				5
19					1						1				3
18					4	1		1		3	4	1			8
17			1		3		1				7				6
16	9				3	1	3			1	5	1			4
15	11		2		3	3			1	1	6				3
14	4				5	3	4	1		4	1		1		1
13	3	1	1		3	3	3		1	3	3	3	1		1
12	3	4	1	2	2	2	7	1	4	1	6		2	4	
11	1	2	2	1	3	2	4	2	3	7	1	2	2		
10		4	3	6	2	2	2	5	5	3	3		6	3	1
9		5	6	2		5	3	4	3	6	5		7	3	4
8		7	4	9		5	2	5	4	4	2		3	4	4
7		4	3	2		3	3	7	3	2	1		3	4	7
6		4	4	5	1			3	3	4			3	6	6
5			4	4		1		3	4	2	1		5	13	

Teachers:

1*	2	3	4	5	6	7	8	9	10	11	12*	13	14	15	16*
20											1				
19											1				2
18					1										2
17															3
16	3				1						2				1
15	4				1	1			1	1	3				1
14					2	1	1				1				
13	3				4		1			1	1				1
12					1		1			2	1				
11				1		3	5		1	2	2		3	1	
10		3				1	1	1	2	1	3		3	1	
9		2	4	1		2		1	2	1	1		1	1	1
8			4	2				2		1			1	2	
7		4	1	3		1	1	2	1				1	3	
6		1		2		1		3	3	3			1	1	5
5			1	1				1	1	1			2	4	

APPENDIX F: Background Questionnaire

GENERAL INFORMATION

This study is being developed as part of a research study in child development. It is not a test of your knowledge or training in any way; there are no right or wrong answers. We are simply interested in investigating the variety of responses which different people may give. You are asked to give the first answer which occurs to you, without taking time to ponder on all the aspects involved. The test is timed, so give each answer just as fast as you can.

You will note that the questionnaire does not call for any mark of identification. Thus your answers as well as the many others we get will be absolutely anonymous. All of the material will be treated confidentially.

Please fill in the following information to be used for research purposes.

1. Sex: Male _____ Female _____
2. Year of birth _____
3. Draw a circle around the number of years of schooling you have completed.

1 2 3 4	1 2 3 4	1 2 3 4 5
High School	College	Post Graduate
4. Was your childhood and adolescence, for the most part, spent in:

_____ Open country	_____ A city of 5,000 to 10,000
_____ A village under 1,000 pop.	_____ A city of 10,000 to 50,000
_____ A town of 1,000 to 2,500	_____ A city of 50,000 or over
_____ A city of 2,500 to 5,000	
5. Husband's occupation _____
6. Wife's occupation _____
7. Ages of children (to nearest birthday)

Ages of boys _____, _____, _____, _____
Ages of girls _____, _____, _____, _____

Proceed, now, to the booklet of pictured situations . .

In each of the pictures on the following pages two people are shown talking to each other. The words said by one person are always given. Imagine what the other person in the picture would answer, and write that answer in the large box on the page opposite the picture. Write the very first reply that comes into your mind. Work quickly. Proceed from one page to the next throughout. Do not turn back at any time. When you finish one page, go right on to the next. Please do not speak to anyone until you are finished.

When you have completed the booklet of pictured situations, read the directions for the second set of papers.

THANK YOU VERY MUCH FOR YOUR COOPERATION

Approved

Wilson C. Dams

Aug 4, 1959

89086031499



B89086031499A