

WORRIES AND FEARS OF FOURTH-GRADE
STUDENTS IN THE PUBLIC SCHOOLS
OF MANHATTAN, KANSAS, 1971

by 6791

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CHAPTER I

INTRODUCTION

While fear, anxiety, and worry by definition are somewhat different, they also are in some ways synonymous. In this study, the researcher looked at the synonymous characteristics and used the terms interchangeably. Worry was defined as to feel uneasy about some uncertain or threatening matter; to be troubled; to work under difficulty or hardship; to struggle; to feel anxious, distressed, or troubled; mental uneasiness or anxiety. Anxiety may be defined as a state of uneasiness and distress about the future; uncertainties, apprehension, worry; intense fear or dread lacking an unambiguous cause or a specific threat. Fear is defined as a feeling of alarm or disquiet caused by the expectation of danger, pain, disaster, or the like; terror; dread; or apprehension.

Fear is not confined to adulthood. All persons from birth until death experience fear. Studies in the past have shown infant fears include loud noises; loss of support; sudden, unexpected or novel stimuli; or, any condition which demands some kind of adaptation for which the organism is unprepared. With the development of the child's imaginative abilities, he becomes increasingly concerned with imaginary dangers. With the development of competitiveness and awareness of status comes fear of ridicule or loss of prestige. As a child matures, there is a decline in overt signs of fear. Maurer (1965) found children

from age five to age ten afraid of such things as animals, people, dark, spooks, natural hazards and machinery. During the years from age nine to twelve, there is an increase of fears pertaining to school, social relationships, economic, and political items (Angelino, Dollins, Mech, 1956). In a study in 1953, Angelino reported children from twelve to eighteen years of age feared mostly things classified as dealing with economics, social relations, and personal conduct. Jersild and Holmes (1953) found over 40 per cent of childhood fears are carried over into adulthood. Of these still persisting fears, about 27 per cent were described as being the earliest recalled fears. Among the fears that showed the largest carry over into later years were fears of animals; of bodily harm through dangers such as fire, illness, drowning; and of dangers associated with the supernatural, with the dark, and with being alone.

Mendels (1969) stated experience and knowledge teach fear. With the advancement in technical information, a greater accumulation of knowledge, and extensive mass communication, children today have many more things to fear. These fears can affect the child in many ways. Social relationships with parents, siblings, peers, and acquaintances may be affected (Angelino, Dollins, Mech, 1956). A great number of studies (Castaneda, McCandless, Palermo, 1956; Castaneda, Palermo, McCandless, 1956; Beeman, 1966; Beeman, 1967) show a relationship between fears and academic achievement and school behavior. Wallis (1954) sampling South Dakota Indian children reported their fears as related to those

of a sample of rural children yet showing a distinctive cultural pattern. Jersild (1960) pointed to the value of fear and anxiety which are important for self-preservation. Children need to be guided to be able to deal constructively with their fears.

Educators recognize children's fears as important. To be able to help the child as an individual, any knowledge gained about him could be useful. Educators could use this knowledge to help guide social and educational growth and maturation of their children. This project was planned to aid in defining more clearly the fears with which children may have to cope today. Changing patterns of living and greater amounts of information may have an effect on expressed fears of children today. Therefore, this study was conceptualized, based on the same pattern as earlier studies.

CHAPTER II

REVIEW OF LITERATURE

Theories of Fear

Fear and anxiety have been important in the thinking of mankind since the beginning of philosophy and religion (Sarason, et al., 1960). Theories of anxiety range from those which stress age-old predicaments that confront all human beings to those which give special emphasis to particular problems or areas of stress (Jersild, 1960). Freud (1936) points to two main conditions that cause anxiety. First, the young child's helpless dependence on the love and care of his parents makes him vulnerable to "separation anxiety" (loss of the loved person). The second condition that brings on anxiety is an unresolved conflict between his need for "instinctual" gratification and the conditions in his environment that forbid such gratification. Horney's (1945) theory, too, emphasizes the child's dependence and helplessness and the difficulties he faces if there is a disturbance in his relationships with persons who are important to him. According to Horney, a chronic condition of anxiety develops when a child has to build a defense against an environment that is unreliable, unjust, and harsh; an environment he does not have the power to change, which undermines his ability to grow in reliance upon himself. Horney believed a child tries to find "solutions" to such problems but these "solutions" may only lead to further trouble. Sullivan's (1948) theory em-

phasizes the concept of interpersonal relations. Sullivan stated the child's self is made up of "reflected appraisals": the feelings and attitudes others have toward him which are an expression of the feelings and attitudes others have toward themselves.

Fears and Worries as Related to Age

As a person matures, both physically and mentally, his worries and anxieties constantly change. While increased knowledge brings new fears and anxieties, others are deleted so a person is not overcome by worry. In a study by Maurer (1965), it was found 80 per cent of five- and six-year-olds were afraid of animals. This fear decreased as age increased so that at age fourteen only 23 per cent were bothered by fear of animals. The fear of the dark seems largely to disappear after age seven. After ten years of age, fear of monsters, bogymen, witches, and goblins is practically nonexistent. Unique and individual fears increase as children approach adolescence. Only one per cent of five- and six-year-olds was afraid of fire while 16 per cent of the eleven- and twelve-year-olds experienced such fear. Pinter and Lev (1940) conducted a study in New York City in which 270 boys and 270 girls in grades five and six participated. An inventory of fifty-three items dealing with various problems which were likely to concern children in our culture was developed by workers on a project of the Works Progress Administration at Teacher's College. Children were asked to rate each item in regard to how much worry it caused: often, sometimes, or never

bothered. The items were grouped into eight categories: school, family, personal health and well-being, social adequacy, economic, and ornamental. Both sexes were found to worry most about family and school. Next was personal adequacy, social adequacy, economic problems and health problems. Least bothersome were imaginary and ornamental worries.

Angelino and Shedd (1953) did a study of fears related to age with 336 males and 253 females from ten to eighteen years of age. The subjects were asked to list fears and worries of people their own age. The fears and worries were divided into the categories of school, health, economic and political, social relations, personal appearance, personal conduct, safety, natural phenomena, animals, and supernatural for the purpose of analysis. There were no gradual shifts in the content of the fears and worries. At age ten, eleven, and twelve there was a preponderance of fears and worries. At age thirteen, the majority of fears listed shifted to school conduct. Age fifteen brought economic and political interest to the fears and this interest continued until age eighteen. Fear of natural phenomena increased with age. An unexpected finding was that fears connected with safety increased with age.

Anxiety and Social Status

A study by Angelino and Shedd (1956) showed a positive relationship between socio-economic background and the number and kinds of reported fears. In every category, different types of

items were mentioned by the two classes. Each class reflected fears of their particular environment. In the category of safety, the subjects in the upper socio-economic class mentioned such things as car accidents, juvenile delinquents, roller coasters, kidnappers and heights, while subjects in the lower socio-economic class mentioned switch-blades, dope peddlers, whippings, acts of violence and being alone at night. Even though in the school category the same items were mentioned, the most feared items were different. The subjects in the upper socio-economic class were concerned with getting into the college of their choice, grades, and schoolwork while the students in the lower socio-economic class feared most teachers and getting up in front of the class. In the animal category, snakes, dogs and insects were listed by all subjects but in different orders. The girls from the lower socio-economic class also mentioned rats and mice. Subjects from the lower socio-economic group named forty different animals although the subjects from the upper socio-economic class listed only twelve. Lower socio-economic class girls expressed the most fears in the natural phenomenon category. Next in order were the upper socio-economic class boys, and the upper socio-economic class girls respectively. Upper socio-economic class girls mentioned the most worries in the area of health. Upper socio-economic class boys and girls named sickness, polio, dentists and shots; while lower socio-economic class students worried more about specific diseases.

A study by McCandless, Castaneda and Palermo (1956) explored the relationship between anxiety and social acceptability in fourth, fifth, and sixth grade public school children. The tools used in this study were the Children's Manifest Anxiety Scale and sociometric status assessment. The results supported the hypothesis of a negative relationship between anxiety and social status although there was clear variation by grades. A tendency was found for a given class, regardless of sex, to follow a given pattern of anxiety in relation to social status relationship. The relationships were high for the fifth graders, moderate for fourth graders, and approximately zero for sixth graders. There was some indication that there may be characteristic "class climates" not dependent upon differences between sexes. The authors speculated this to be related to the influence of the teacher of the class. The authors also thought that looking at the correlations by grade and sex provided a more meaningful way of regarding the data than concentration on the averages.

Fear and Ethnic Groups

The overt fears of South Dakota Indians were studied by Wallis (1954). He was interested in seeing if certain beliefs and customs thought by elders of the tribes to be dead were still alive in the children. The subjects wrote compositions on "the thing that frightened me most when I was a child". The children responded mostly by describing a single experience in from fifty to sixty words, often vivid and full of action. Only one child

gave a list of five items. Large domestic animals and poultry accounted for eight of thirteen fears, with snakes being listed five times by the Oak River Manitoba Indians. The Minnesota Dakota Indians listed ten items including one dog. This domestic animal category accounted for 45 per cent of the fears of the Manitoba Indians and 50 per cent of the fears of the Minnesota Indians. The strange-person category accounted for 27.6 per cent of the Manitoba and 14.3 per cent of the Minnesota children's fears. The results suggested that some of the items in this category have different meaning for Indians than for members of the white race. The category dealing with accidents and pain accounted for 10 per cent of the fears of the Manitoba group while among the Minnesotas this category accounted for only nine per cent. Manitoba Indians listed 7.2 per cent of their fears in the area of strange objects and situations while the Minnesota Indians had nine per cent of their fears in this area. The strange objects and situations dealt with incidents occurring off the reservations such as the circus, planes at airports, shows, and a 3-D movie. The researchers concluded that the overt fears of Dakota children fall within the usual categories. From the children's written expressions, it was possible to relate fears of Indian children to those of rural white children of the United States and at the same time to recognize types of fear which, though they do occur in all groups, carry a significant characteristic of Dakota culture, particularly with regard to methods of child training.

Pratt (1945) studied the fears of rural children in Michigan from kindergarten through eighth grade. The younger students were interviewed whereas the older children were given a checklist. It was concluded that the number of fears expressed may depend upon the elicitation procedure employed. Girls reported more fears than boys. There was some evidence the number of things feared increased with advance in age. In relation to total fears, boys reported more different fears. Fears of animals were dominant among rural children but decreased with age. Fears of man and arthropods increased with age. Boys were more afraid of wild animals while the girls feared insects and spiders the most. Non-animal fears were less pronounced among rural children but increased with age. Fire, natural phenomena such as storms, engines of destruction and of transportation and darkness stand out among the non-animal fears. Fears of illness, disease, dentist, and doctors increased with age. Schoolwork troubled boys more than it did girls, and the younger boys were more bothered by references to the supernatural. Girls were concerned more with illness, disease, darkness, and the night than were the boys. The application of limiting modifier such as our, some, strange, mean, ugly, were in most instances evidence of actual contact or of specific discrimination. These specific limitations were applied to domestic livestock or pets, almost never to other animal forms. The war had comparatively little effect upon the fears of these subjects. The Japanese were more widely feared than the Germans. Objectively, the fears recorded in this

investigation were the verbal associations evoked by the survey sheet's request to "write down here all the things you are afraid of". Many of these were cultural stereotypes devoid of any real affectivity. Some of the fears were particularized and had an emotional connotation. Some of the associations revealed an unfavorable environment or inadequate adjustment.

Anxiety and School Behavior and Task Learning Achievement

Castaneda, Palermo and McCandless (1956) were concerned with the performance of fifth grade students on a complex learning task as a function of the relative difficulty of the various components comprising the task and of their scores on a scale of manifest anxiety adapted for children from Taylor's adult form. Performance of the high anxious appeared to be more affected by the differences in the difficulty of the two sets of combinations than that of the low anxious children. The main effect of anxiety was not significant while the effects of task difficulty were significant at only the .10 level. This could be interpreted to indicate that the effects of anxiety are dependent on the degree of difficulty involved in the task. Tests of the simple effects indicated that only the differences between the low and high anxious children on the difficult combinations were significant at beyond the .05 level. These results are in general agreement with those found with the adult form of the anxiety scale in similar learning situations. There was the tendency for the performance of the high anxious children to be inferior,

in comparison with the low anxious children, on the difficult components of the task but with a tendency for their performance to be superior on the less difficult components.

Beeman's (1966) study examined anxiety in elementary children and its relation to the results of school experiences and conditions and analyzed the antecedents and consequences of school anxiety. School anxiety is considered to be related to external dangers which have the locus in school situations and in this way school anxiety is differentiated from neurotic anxiety. The degree of threat perceived is related to the needs of the individual which he considers to be important, and which he sees as being possibly fulfilled in school situations. School anxiety as a trait or state is considered to be a relatively stable characteristic of the individual which is part of his personality and which is not subject to a high degree of change over time. Anxiety as a state was defined as a variable that covaries over occasions of measurement i.e. it fluctuates over time to a considerable degree more than anxiety as a trait. The researchers found the school anxiety scale as something more than a measure of defensiveness and something more than a measure of test-taking attitudes. It can be generalized from research that many school anxious children might be described as dependent, shy, inhibited, and conforming.

The researcher found school anxiety and school motivation interacted in intriguing and provocative ways. It appeared that school anxiety "acts" in a positive fashion for some types of

children in much the same way that school motivation usually does. In general, school motivation was the stronger of the two influences operating in the realm of school intellectual, academic, and social behavior. In the area of school anxiety and sex and social cultural differences, the researchers found a great many differences between boys and girls in relationships between school anxiety and other variables. These relationships were frequently stronger for girls than boys. The most significant findings were differences between Anglos and non-Anglos. The researchers found convincing evidence that Negro and Mexican-American children were more anxious in school, although they were not successful in showing whether or not this was due to school conditions. One tentative finding was that Negro and Mexican-American children were not penalized in situations where there is incidental learning. Also, correlates of school anxiety were not the same for non-Anglos as for Anglos.

Beeman (1967) developed a school anxiety scale to determine the extent to which school anxiety is a function of school experience, and the degree to which the foregoing relationships hold for children with different socio-cultural backgrounds. It was found that school problem behavior tends to increase more for high-anxious than low-anxious subjects. School achievement and aptitude behavior tend to increase more for low-anxious subjects than for high-anxious subjects, especially among Anglos. School problem behavior tends to increase with high motivation more than it does with low motivation, especially among non-Anglos.

School achievement and aptitude behavior tends to increase more for low motivation than for high motivation, especially for Anglos. School problem behavior increases more for subjects with avoidance coping style than for subjects with approach coping style especially for non-Anglos. School achievement and aptitude behavior tends to increase more for subjects with avoidance coping style, especially for Anglos. Comparatively speaking, school anxiety is involved in more interactions relating to change in school behavior than in interactions relating to overall status in school behavior.

General

Escalona (1963) in a study of children's feelings about a nuclear war threat, asked children to think about the world as it may be about ten years from now. They were also asked to comment on some of the ways it may be different from today. They were also asked to comment on how they would like it to be. The subjects were posed the question: "If you had three wishes, what would they be?" Some of the answers were: interplanetary travel, space stations, trips to the moon, flying cars, and robots. Nearly all children expressed a universal wish for a long life or immortality and for lots of money. A great many spoke of miracle cures for fatal diseases, of better living conditions, end to racial discriminations, of better education and housing, and of more kindness in the world. The subjects from the lower socio-economic classes spoke of beauty and cleanli-

ness, beautiful houses, clean streets, flowers, country life, contact with animals, jobs, health, school grades, bicycles, and enough food. While 70 per cent of the total subjects mentioned war and peace, only 39 per cent of the subjects from the lower socio-economic classes made mention of it. Generally the children who mentioned the possibility of war also committed themselves to a probability statement. Many who did not believe war was apt to occur within ten years envisaged a remarkable, unpleasant future.

Croake (1968, 1969) studied children in South Dakota and Nebraska to determine the number and type of fears peculiar to children in this area of the country. His results, which agreed with those of previous studies, showed girls having more fears than boys and lower socio-economic children having more fears than upper socio-economic children. Pupils in the study tended to see themselves having fewer fears in the future than they held at the present. Fears categorized as political were the most common present and projected future fears for all population groups. They were also the most common past fears for lower socio-economic class boys and for all ninth-graders as a whole. However, natural phenomena were most often reported as past fears by all girls as compared with supernatural phenomena for upper socio-economic class boys. School related fears were the most consistent reported fears in the past, present, and projected future categories. It was suggested that asking subjects to

account for the origin and changes in fears was an inadequate source of information.

Fear and worry play a part in the life of everyone. Particular worries are characteristic of age and times. Shifts in emphasis can be traced through past studies. This study was undertaken to pinpoint the definite fears of a group of ten-year-old children in 1970 to see how they fit into the patterns examined by past studies.

CHAPTER III

PROCEDURES

Statement of the Problem

The purpose of this research was to survey and define more clearly the fears and worries which fourth-grade children today may encounter. A second purpose was to study the relationships of the fears of children today and fears of children in the past.

Null Hypotheses to be Tested

1. When children list fears (a) there is no difference between fourth-grade boys and fourth-grade girls in number of fears listed and (b) there is no relationship between ranks assigned to categories of fears by boys and girls.
2. There is no relationship between the ranks assigned to categories of fears in the Angelino-Shedd study and the Thiesing study by (a) boys or (b) girls.
3. When children respond to a checklist (a) there is no difference between fourth-grade boys and fourth-grade girls in fear scores and (b) there is no relationship between ranks assigned to categories of fears by boys and girls.
4. There is no relationship between boys and girls in this sample and boys and girls in the Pinter-Lev sample in the manner in which items on the checklist are ranked.

Subjects

The subjects selected for this study were fourth-grade students in the public schools of Manhattan, Kansas, during the school term of 1970-71. In Phase One of the study 200 boys and 211 girls were included. In Phase Two, 197 boys and 214 girls participated. The subjects were all the children in each fourth-grade class in attendance on the days the data were collected.

Collection of Data

The researcher approached the nineteen fourth-grade teachers in the public schools to see if they would be interested in participating in this study. In Phase One of the study the subjects listed fears and worries of children their own age. Specific directions to be read to the subjects were written by the researcher to be used by the teacher so all subjects would have the same general stimulus (Appendix A). These lists were studied and compiled into a checklist by the researcher (Appendix B). The checklist was then presented to the students. Teachers were again given a specific set of directions to be read to the subjects so to gain comparable results (Appendix C). Lists and checklists were labeled only with sex of respondent and school attended.

The checklist (Appendix B) was developed after reviewing previous research (Pinter and Lev, 1940; Angelino and Shedd, 1953). To get an idea of particular items on the children's

minds, Angelino and Shedd's procedure was replicated. Each child was asked to list fears and worries. The children's answers were compiled and studied. Pinter and Lev's procedure of having the subject react to each item in the checklist by responding sometimes, never, or often bothered was chosen by the researcher for the second part of this study. The checklist was composed of 73 items suggested by the subjects in Phase One and 27 items included in Pinter and Lev's study and not mentioned by the subjects in Phase One. The 100 items were categorized into 10 major areas conceptualized by Angelino and Shedd (1953): School, Health, Economic and Political, Social Relations, Personal Appearance, Personal Conduct, Safety, Natural Phenomenon, Animals and Supernatural. Table I shows the category Classifications of each item on the checklist.

Null hypotheses were tested by means of the median test and the Spearman rank correlation coefficient: r_s (Siegel, 1956).

TABLE I
CLASSIFICATION OF ITEMS ON CHECKLIST

Category	Item on Checklist
School	1, 9, 11, 19, 26, 38, 49, 54, 99
Health	8, 15, 24, 30, 37, 39, 44, 55, 67, 77, 83, 86
Economic and Political	29, 31, 43, 48, 51, 95
Social Relations	16, 36, 40, 56, 68, 74, 78
Personal Appearance	7, 10, 17, 23
Personal Conduct	2, 28, 47, 58, 66, 69
Safety	6, 20, 25, 32, 33, 46, 53, 70, 73, 76, 79, 80, 81, 82, 87, 88
Natural Phenomen	4, 13, 34, 41
Animals	3, 12, 42, 52, 57, 62, 100
Supernatural	5, 14, 22

CHAPTER IV

RESULTS

This study was conducted in two phases. The first phase consisted of collecting free responses from fourth-graders concerning their fears or worries. These fears were then categorized according to the procedure used by Angelino and Shedd (1953): School, Health, Economic and Political, Social Relations, Personal Appearance, Personal Conduct, Safety, Natural Phenomenon, Animals and Supernatural. In the second phase of the study a 100-item checklist based on the listed responses was given to each fourth-grader on which he indicated for each item whether or not he was bothered by it and how much it bothered him. This procedure was adapted from that used by Pinter and Lev (1940).

The findings from the free response phase of this study were compared to the results of Angelino and Shedd (1953). Relationship between the rankings of categories was analyzed by use of the Spearman rank correlation coefficient (r_s) and a descriptive analysis of the differences in items listed by the two sets of subjects was completed. A comparison was made between results of the checklist and the Pinter and Lev findings. This was accomplished by ranking items according to the percentage who checked never bothered.

Phase One

In Phase One, following instructions given by the teacher, 200 boys and 211 girls from 19 classrooms listed the things which

bothered them or their friends. (See Appendix A.) The 200 boys listed a total of 1,347 items while the 211 girls listed 1,904 items. The number of fears listed by the boys ranged from 0 to 22 items while the girls listed from 0 to 30 items. The median number of fears listed by boys was five while the median number of fears listed by girls was eight, with a combined group median of seven. While seven boys and 12 girls listed 20 or more items, only four boys and three girls listed no items. Table II shows the results of the free response phase.

TABLE II
TABULATED RESPONSES OF MANHATTAN SUBJECTS FROM
PHASE ONE OF THIESING STUDY

	Boys	Girls	Total
Total Number of Fears	1,347	1,904	3,251
	$\chi^2=21.6^*$		
Range of Responses	0-22	0-30	0-30
Median Number of Responses	5	8	7
Average Number of Responses Per Child	6.73	9.02	7.70
Number of Children Listing No Fears	4	3	7
Number of Children Listing 20 or More Fears	7	12	19

*Significant beyond .001 level

Using the median test, a difference was found between boys and girls in the number of fears listed. Hypothesis Ia was rejected: When children list fears, there is no difference

between fourth-grade boys and fourth-grade girls in number of fears listed. Girls listed a greater number of fears than boys. The null hypothesis was rejected at the .001 level of significance.

These fears were classified into ten categories according to the system used by Angelino and Shedd. Ranks were assigned to each category according to the percentage of total responses falling in each category. For purposes of categorizing, all mention of specific animals by a particular child were combined. This resulted in 837 responses for boys and 1,105 for girls. Some children listed no fears at all in a particular category. Table III presents rank of each category and the frequency of fears mentioned in each rank.

Using the Spearman rank correlation coefficient, Hypothesis Ib was rejected: When children list fears, there is no relationship between the ranks assigned to categories of fears by fourth-grade boys and fourth-grade girls. The r_s of .94 was significantly different from zero and shows a correlation between the two ranks. The correlation was significant beyond the .01 level.

In only two instances were there more than a one-step difference between boys and girls in the ranks given any category: Economic and Political, which ranked sixth by the boys and tied with Supernatural for eighth rank among the girls; Personal Conduct was ranked ninth by the boys and seventh by the girls.

TABLE III

RANKING OF FEAR CATEGORIES ACCORDING TO CLASSIFICATION OF RESPONSES BY
BOYS AND GIRLS IN THIESING STUDY, PHASE ONE

Category	<u>BOYS</u>			<u>GIRLS</u>		
	Rank	Total Responses	Percentage of Total Responses	Rank	Total Responses	Percentage of Total Responses
Safety	1	281	33.60	1	339	30.70
Animals	2	134	16.10	2	155	14.00
Social Relations	3	77	9.20	3	149	13.50
Health	4	73	8.75	4	128	11.60
School	5	70	8.30	5	110	9.95
Economic and Political	6	56	6.70	8.5	34	3.07
Natural Phenomenon	7	53	6.35	6	82	7.42
Supernatural	8	48	5.75	8.5	34	3.07
Personal Conduct	9	37	4.44	7	65	5.87
Personal Appearance	10	6	0.72	10	9	0.82

The rankings of the categories were compared with the rankings reported by Angelino and Shedd from a study published in 1953. These comparisons are presented for boys in Table IV and for girls in Table V.

TABLE IV

COMPARISON OF THIESING STUDY AND ANGELINO AND SHEDD STUDY
ACCORDING TO RANKS ASSIGNED BY BOYS TO FEAR CATEGORIES

Category	<u>THIESING STUDY</u>		<u>ANGELINO AND SHEDD STUDY</u>	
	Rank	Percentage of Total Responses	Rank	Percentage of Total Responses
Safety	1	33.60	4	7.95
Animals	2	16.10	1	56.81
Social Relations	3	9.20	8	1.13
Health	4	8.75	9.5	0.00
School	5	8.30	3	10.23
Economic and Political	6	6.70	5.5	3.40
Natural Phenomenon	7	6.35	2	14.77
Supernatural	8	5.75	5.5	3.40
Personal Conduct	9	4.44	7	2.27
Personal Appearance	10	0.72	9.5	0.00

Using the Spearman rank correlation coefficient, Hypothesis IIa could not be rejected: There is no relationship between ranks assigned to categories of fears in the Angelino and Shedd study and in the Thiesing Study by boys. The computation yielded

TABLE V

COMPARISON OF THIESING STUDY AND ANGELINO AND SHEDD STUDY
ACCORDING TO RANKS ASSIGNED BY GIRLS TO FEAR CATEGORIES

Category	<u>THIESING STUDY</u>		<u>ANGELINO AND SHEDD STUDY</u>	
	Rank	Percentage of Total Responses	Rank	Percentage of Total Responses
Safety	1	30.70	3	14.48
Animals	2	14.00	1	32.14
Social Relations	3	13.50	9	0.00
Health	4	11.60	5	5.35
School	5	9.95	2	19.64
Natural Phenomenon	6	7.42	9	0.00
Personal Conduct	7	5.87	7	1.78
Economic and Political	8.5	3.07	6	3.57
Supernatural	8.5	3.07	4	7.14
Personal Appearance	10	0.82	9	0.00

a correlation of .36 which was not significantly different from zero to show relationship. The categories of Safety, Animals, and School ranked in the top five of both studies. Social Relations ranked third in the Thiesing Study for boys and eighth in the Angelino and Shedd study for boys. Health ranked fourth in the Thiesing Study and tied with Personal Appearance for last place in the Angelino and Shedd study. Natural Phenomenon ranked second by the Angelino and Shedd boys while this category was

ranked seventh by the boys in the Thiesing Study. The category of Economic and Political fears tied with Supernatural for fifth rank in the Angelino and Shedd study while the boys in the Thiesing Study ranked it sixth. The greatest difference in ranking appeared in Social Relations (Thiesing 3, Angelino and Shedd 8) and Natural Phenomenon (Thiesing 7, Angelino and Shedd 2) with five steps of separation between the two groups.

Using the Spearman rank correlation coefficient, Hypothesis IIb could not be rejected: There is no relationship between ranks assigned to categories of fears in the Angelino and Shedd study and in the Thiesing Study by girls. The r_s of .47 was not significantly different from zero to show a correlation between the two sets of ranks. Both groups of girls ranked the categories of Safety, Animals, Health, and School among the top five areas of worry. The category of Social Relations ranked third for the Thiesing girls while this category tied with Natural Phenomenon and Personal Appearance for last place by the Angelino and Shedd girls. The girls in the Angelino and Shedd study ranked Supernatural fourth while the Thiesing girls ranked this category along with Economic and Political in eighth place. The greatest difference in ranking appeared in the Social Relations area (Thiesing 3, Angelino and Shedd 9). Other differences did not reach this magnitude.

All of the children's responses from the Thiesing fourth-graders as they were assigned to designated categories are in Appendix D. The greatest number of different items were assigned

to the Safety category. The subjects in the Thiesing Study listed 110 different items. Accidents involving all modes of transportation and numerous weapons were mentioned. Other items were: strange places; dark; scary movies; unknown places; water such as lakes, ponds, oceans; heights.

Whales, sharks, lions, tigers, gorillas, and grizzly bears were mentioned in the Animal category. Boys listed 74 different animals while girls listed 100 different animals. The greatest number of animals listed by one boy was 19 while the greatest number of animals listed by one girl was 20. Other frequently mentioned items included: my pet going to the vet's, that animals get enough food and water, my animals will get lost and die. The Social Relations category yielded worries and fears that were peer connected: losing friends, nobody liking me, friends moving away, people making fun of me.

The Health category showed differences in the two groups. The Thiesing group listed such items as: parents dying from smoking, parents having heart attacks from smoking, cigarettes, marijuana, L.S.D., drugs, people offering me drugs, alcoholics, people who take dope, pollution, litter, trick or treat candy. Examples of Health fears from the Angelino and Shedd study included: tapeworms, becoming deaf, being ill, disease, crippled. In the School category both groups of subjects listed the same general items such as: grades, report cards, failing tests, teachers.

In the Angelino and Shedd study the Economic and Political category included: daddy's crop failing, feeding livestock through the winter. The following items were listed in the Thiesing Study: hippies, getting drafted, piper cubs going out of business before I get my pilot's license, new car not being built because of strike. Items common to both groups in this category were: what the world will be like when I grow up, end of world, poverty. Many items not characteristic of the location of the subjects were mentioned in the area of Natural Phenomenon. Thiesing subjects listed: hurricanes, whirlpools, tidal waves, volcanoes. Phenomenon with which they might have been personally familiar were also listed: lightning, thunder, tornados, blizzards.

The Supernatural category items ranged from reality to imaginary: natives, ghosts, vampires, witches, head cut off people, someone coming out of the grave, home butchered meat, devil, what it is like in heaven, death. Personal Conduct items centered around the home and growing up: being punished, getting a spanking, growing up, my thoughts, doing my job, getting married, seeing someone kiss on the lips, myself, forgetting. Fewest concerns were assigned to the Personal Appearance category in both studies. The following items were mentioned by both groups: being overweight, wearing glasses, clothing.

Phase Two

In Phase Two of the Thiesing Study, a 100-item checklist was distributed to the children in the fourth-grade classrooms who were part of the Phase One study. Adopting the techniques used by Pinter and Lev (1940), the subjects were requested to respond as being often, sometimes, or never bothered by each item. The checklist was composed of 73 items which were compiled from the fears listed by Manhattan children in Phase One and 27 items from the inventory of Pinter and Lev but not mentioned by Manhattan subjects. The Pinter and Lev inventory was composed of 53 items, 26 of which were comparable to items listed by Manhattan subjects. (See Appendix B for Thiesing Checklist, and Appendix E for Pinter and Lev Inventory.)

The researcher, in an attempt to develop a single numerical measure of the fear level, developed a weighting scheme wherein a never bothered response was given a weight of zero, a sometimes response a weight of one, and an often response a weight of two. The fear score had a possible range of 0 to 2 for each item. In order to account for omitted items, the total weighted sum was divided by number of items to which the child responded according to the following formula:

$$\frac{1 (\text{Number of Sometimes}) + 2(\text{Number of Often})}{\text{Number of Never} + \text{Number of Sometimes} + \text{Number of Often}}$$

This resulted in fear scores ranging from 0.00 to 1.68.

The checklists were marked by 197 boys and 214 girls in 19 classrooms in the public schools of Manhattan, Kansas, according to the directions given them by their teacher (See Appendix B). The fear scores were arranged in groups of .05 intervals for the boys and the girls. The highest fear score for boys was 1.66 which only one boy received and the highest score for girls was 1.68 which two girls received. The lowest fear score for boys was 0.00 received by one boy while the lowest fear score for girls was 0.052 which only one girl received. Table VI presents the frequency distributions for the grouped fear scores of the boys and girls.

The mean fear score for boys was .784 while the mean for the girls was .991. The mode for the boys' grouped fear score was .801 to .850 and the mode for the girls' grouped fear score was 1.201 to 1.250. The median for the grouped fear scores for boys was .751 to .800 and for girls was .951 to 1.000. This information is presented in Table VII, page 33.

The grouped score median for boys and girls together was 0.851 to 0.900. There were 81 boys at or above the median and 147 girls at the same level. There were 116 boys below the median and 67 girls below the median. Using the median test, a difference was found between the boys and girls in fear scores. Hypothesis IIIa was rejected: When children respond to a checklist, there is no difference between fourth-grade boys and fourth-grade girls in fear scores. Girls had higher fear scores than boys. The null hypothesis was rejected at the .001 level of significance.

TABLE VI
FREQUENCY DISTRIBUTIONS OF GROUPED FEAR SCORES
OF 197 BOYS AND 214 GIRLS

Grouped Scores	Frequency for Boys no. = 197	Frequency for Girls no. = 214
1.651-1.700	1	3
1.601-1.650	0	0
1.551-1.600	0	1
1.501-1.550	0	5
1.451-1.500	0	4
1.401-1.450	1	4
1.351-1.400	4	7
1.301-1.350	5	6
1.251-1.300	2	9
1.201-1.250	9	19
1.151-1.200	9	13
1.101-1.150	7	12
1.051-1.100	4	15
1.001-1.050	6	8
0.951-1.000	12	15
0.901-0.950	11	9
0.851-0.900	10	17
0.801-0.850	13	11
0.751-0.800	10	12
0.701-0.750	12	9
0.651-0.700	11	6
0.601-0.650	12	4
0.551-0.600	10	5
0.501-0.550	7	8
0.451-0.500	6	3
0.401-0.450	9	1
0.351-0.400	10	4
0.301-0.350	2	1
0.251-0.300	2	2
0.201-0.250	1	0
0.151-0.200	2	0
0.101-0.150	3	0
0.051-0.100	1	1
0.000-0.050	5	0

TABLE VII
MEAN, MODE, MEDIAN FEAR SCORES FOR BOYS AND GIRLS

	Boys Fear Score	Girls Fear Score	Total
Mean	0.784	0.991	0.851-0.900
Mode	0.801-0.850	1.201-1.250	0.951-1.000 and 0.851-0.900
Median	0.751-0.800	0.951-1.000	0.851-0.900
$\chi^2 = 29.8^*$			

*Significant at the .001 level

The items on the checklist were categorized into the same ten categories as the free response items. The categories were composed of a range of from 3 to 16 items (See Table I, page 20). In order to compare categories, a category fear score was computed for each one according to the following formula:

$$\frac{1(\text{Boys' Sometimes Bothered}) + 2(\text{Boys' Often Bothered})}{\text{No. Boys' Never Responses} + \text{No. Boys' Sometimes Responses} + \text{No. Boys' Often Responses}}$$

Category fear scores were computed for girls in the same manner. Table VIII presents the ranking of the categories according to category fear score for boys and girls in Phase Two, Thiesing Study.

Using the Spearman rank correlation coefficient, Hypothesis IIIb was rejected: When children respond to a checklist, there

TABLE VIII

RANKING OF CATEGORIES BY CATEGORY FEAR SCORE FOR BOYS
AND GIRLS IN PHASE TWO THIESING STUDY

Category	<u>BOYS</u>		<u>GIRLS</u>	
	Rank	Fear Score	Rank	Fear Score
Health	1	0.952	1	1.220
School	2	0.815	6	0.886
Safety	3	0.791	2	1.089
Economic and Political	4	0.787	3	0.932
Social Relations	5	0.748	5	0.914
Personal Conduct	6	0.672	8	0.827
Animals	7	0.665	7	0.859
Natural Phenomenon	8	0.608	4	0.927
Supernatural	9	0.498	9	0.685
Personal Appearance	10	0.440	10	0.597

is no relationship between ranks assigned to categories of fears by boys and girls. An r_s of .77 was computed showing the two sets of ranks were correlated at the .01 level of significance. The top five ranks for both boys and girls included the categories of Health, Safety, Economic and Political, and Social Relations. The two greatest discrepancies were found in the ranks assigned to School and Natural Phenomenon. Boys ranked School second while girls ranked this category sixth. Girls ranked Natural Phenomenon fourth, boys ranked it eighth place. In only one other

instance, Personal Conduct, was there more than a one-step difference between boys and girls in the rank of a given category.

Another way of looking at the fear level of the subjects was the method used by Pinter and Lev. Items with a low percentage of subjects answering never bothered are those of much concern to children. The percentage of never, sometimes, and often bothered responses for Manhattan subjects for each item are presented in Appendix F. Table IX presents the ten items which caused the most worry for boys and girls in Phase Two, Thiesing Study.

TABLE IX

RANK OF TEN MOST BOTHERSOME ITEMS FOR BOYS AND GIRLS
IN PHASE TWO, THIESING STUDY

<u>BOYS</u>		<u>GIRLS</u>	
Item	Percentage of Never Bothered Responses	Item	Percentage of Never Bothered Responses
37	16	63	5
63	2	77	5
30	17	4	6
94	17	30	6
77	5	73	5
100	20	25	8
25	21	94	8
4	22	100	8
35	22	48	10
73	22	68	10

Among the Manhattan girls, 90 per cent or more registered concern about these items. In order to list the ten items for boys, it was necessary to list items common to only 72 per cent of the boys. There were no items that caused concern to 90 per cent of the boys. There were 39 items that were of concern to 72 per cent or more of the girls. Eight of the 10 most worrisome items were the same for both boys and girls: Item 4, Tornados; Item 25, bad drivers; Item 30, other people getting sick or hurt; Item 63, Mother working too hard or getting sick; Item 73, car and airplane wrecks; Item 77, other people dying; Item 94, death in my family; and Item 100, animals getting hurt. The items among the top for the boys, but not for girls were: Item 35, making parents sad; Item 37, pollution. Items appearing among the top ten items bothering girls but not for boys were: Item 48, robbers-stealing; Item 68, strangers or people I don't know.

Table X presents the items which shows the largest percentage of never bothered responses for both boys and girls in the Thiesing Study, Phase Two which indicates the items which were reported as least bothersome.

These eleven responses represented 68 per cent or more of the boys. These ten items represented 63 per cent or more responses of the girls. Seven of the responses were common to both boys and girls: Item 3, farm animals; Item 7, wearing glasses; Item 22, things I hear at church; Item 27, not having a pretty home; Item 47, growing up; Item 57, animals in the zoo; Item 88, night. Least bothersome items listed in the boys list only were: Item 5,

TABLE X
RANK OF TEN LEAST BOTHERSOME ITEMS FOR BOYS AND GIRLS
IN THIESING STUDY, PHASE TWO

<u>BOYS</u>		<u>GIRLS</u>	
Item	Percentage of Never Bothered Responses	Item	Percentage of Never Bothered Responses
57	84	57	77
7	82	7	68
3	75	3	67
22	75	27	67
5	73	22	66
13	73	51	66
88	70	82	66
23	69	47	64
27	68*	88	64
34	68*	26	63
47	68*		

*11 items were listed for boys because of ties

ghosts, witches, monsters; Item 13, Thunder; Item 23, not dressing like others; Item 34, lightning. Least bothersome items listed only in the girls list were: Item 26, school; Item 51, getting drafted; Item 82, the dark.

To compare this study with the Pinter and Lev study the items were arranged in order from much worry to little worry for

boys and for girls. This order was calculated by using the percentage answering never bothered as the value. In this way items having a low percentage answering never bothered are those of much concern to children. (See Appendix G for percentage of never, sometimes, and often bothered responses for the 53 Pinter and Lev items with comparable information for the Thiesing Study.) These item rankings are presented in Table XI for boys and girls.

TABLE XI

ITEMS ARRANGED IN ORDER OF DECREASING WORRY FOR BOYS AND GIRLS IN THIESING STUDY AND PINTER AND LEV STUDY

<u>BOYS</u>			<u>GIRLS</u>		
Item*	Thiesing Rank**	Pinter-Lev Rank**	Item	Thiesing Rank	Pinter-Lev Rank
15	1.5	3	15	1.5	3
22	1.5	2	22	1.5	2
47	3	39	47	3	31
9	5	40.5	8	4.5	17.5
38	5	5	45	4.5	23.5
44	5	28.5	9	7.5	39
1	7	1	33	7.5	23.5
34	8	4	50	7.5	21.5
7	9.5	16	53	7.5	45.5
14	9.5	8	1	10.5	1
20	11	24	23	10.5	15.5
8	15.5	43	38	12.5	6
18	15.5	16	44	12.5	9.5
27	15.5	43	20	14.5	26
33	15.5	51.5	34	14.5	8
36	15.5	8	16	16.5	26
45	15.5	43	27	16.5	42.5
48	15.5	12.5	26	18	15.5
53	15.5	50	7	19.5	26
16	20	21.5	14	19.5	7

TABLE XI (con't)

<u>BOYS</u>			<u>GIRLS</u>		
Item*	Thiesing Rank**	Pinter-Lev Rank**	Item	Thiesing Rank	Pinter-Lev Rank
50	21	21.5	20	21	26
3	22	45.5	11	22	4.5
21	23.5	32.5	5	25.5	12.5
23	23.5	16	18	25.5	35.5
12	26	6	19	25.5	45.5
26	26	8	25	25.5	31
46	26	32.5	36	25.5	11
11	29	10	51	25.5	33.5
19	29	34.5	21	29	***
28	29	34.5	12	30.5	12.5
31	31.5	11	46	30.5	35.5
41	31.5	26.5	4	33	4.5
5	33	28.5	39	33	28.5
17	35	14	41	33	28.5
25	35	28.5	3	35	48.5
51	35	37.5	28	36	37
40	37	37.5	40	37.5	41
35	38	5	43	37.5	14
30	39	40.5	17	39	20
4	41	19.5	31	40	9.5
39	41	12.5	29	41	21.5
49	41	19.5	35	42	17.5
10	43	30.5	37	43	48.5
43	44	26.5	30	44	45.5
37	45	51.5	49	45	39
24	46.5	36	42	46	31
29	46.5	30.5	10	47	39
42	48	47	24	48	45.5
6	50	48	2	49	53
32	50	24	13	50	50
52	50	49	32	51.5	33.5
13	52	45.5	52	51.5	52
2	53	53	6	53	51

*The item number corresponds to the checklist numbers of the Pinter and Lev study. (See Appendix E.)

**Tied items were given equal rank.

***Omitted from Pinter-Lev Report.

The boys in both the Pinter and Lev study and the Thiesing Study listed six of the same items in their ten most feared items: Item 1, failing a test; Item 22, mother working too hard; Item 15, mother getting sick; Item 34, being blamed for something I didn't do; Item 38, father working too hard; Item 14, being scolded. Items included by the Pinter and Lev boys in their ten most feared items but not by the Thiesing boys were: Item 12, (Rank 26 in Thiesing) having a poor report card; Item 26, (Rank 26 in Thiesing) spoiling your good clothes; Item 36, (Rank 15.5 in Thiesing) people telling lies about you; Item 11, (Rank 29 in Thiesing) getting sick. Included by the Thiesing boys in their ten most feared items and not included by the Pinter and Lev boys were: Item 47, (Rank 39 in Pinter-Lev) death in the family; Item 9, (Rank 40.5 in Pinter-Lev) making your parents sad; Item 44, (Rank 16 in Pinter-Lev) father getting sick; Item 25, (Rank 28.5 in Pinter-Lev) mother going away; Item 7, (Rank 16 in Pinter-Lev) parents punishing you.

The boys in both the Pinter and Lev study and the Thiesing Study listed six of the same items in their least ten feared items: Item 13, not having nice clothes; Item 42, spooky stories; Item 6, not having a pretty home; Item 52, getting married; Item 37, the world coming to an end; Item 2, witches. Items listed by the Pinter and Lev boys but not the Thiesing boys in the ten least feared were the items: Item 45, (Rank 15.5 in Thiesing) robbers; Item 3, (Rank 22 in Thiesing) choking; Item 53, (Rank 15.5 in Thiesing) being taken away by strangers; Item 33,

(Rank 15.5 in Thiesing) kidnappers. Items listed by the Thiesing boys but not the Pinter and Lev boys in the ten least feared were the items of: Item 43, (Rank 26.5 in Pinter-Lev) fighting with brothers and sisters; Item 24, (Rank 36 in Pinter-Lev) talking too much; Item 29, (Rank 30.5 in Pinter-Lev) not sleeping at night; Item 32, (Rank 24 in Pinter Lev) growing up.

The girls in both the Pinter and Lev study and the Thiesing Study listed only three of the same items in their ten most feared items: Item 1, failing a test; Item 22, mother working too hard; Item 15, mother getting sick. Items included in their ten most feared items by the Pinter and Lev girls but not by the Thiesing girls were: Item 4, (Rank 33 in Thiesing) being late for school; Item 11, (Rank 22 in Thiesing) getting sick; Item 38, (Rank 12.5 in Thiesing) father working too hard; Item 14, (Rank 19.5 in Thiesing) being scolded; Item 34, (Rank 14.5 in Thiesing) being blamed for something I did not do; Item 31, (Rank 40 in Thiesing) doing wrong; Item 44, (Rank 12.5 in Thiesing) father getting sick. Items included by the Thiesing girls in their ten most feared items but not included by the Pinter and Lev girls were: Item 47, (Rank 31 in Pinter-Lev) death in the family; Item 8, (Rank 17.5 in Pinter-Lev) strange people following you; Item 45, (Rank 23.5 in Pinter-Lev) robbers; Item 9, (Rank 39 in Pinter-Lev) making your parents sad; Item 33, (Rank 23.5 in Pinter-Lev) kidnappers; Item 50, (Rank 21.5 in Pinter-Lev) hurting people by what you say without meaning to; Item 53, (Rank 45.5 in Pinter-Lev) being taken away by strangers.

The girls in both the Pinter and Lev study and the Thiesing Study listed six of the same items in their ten least feared items: Item 24, talking too much; Item 30, not being able to finish school; Item 13, not having nice clothes; Item 6, not having a pretty home; Item 52, getting married; Item 2, witches. Items listed by the Pinter and Lev girls but not by the Thiesing girls in their ten least feared items were: Item 19, (Rank 25.5 in Thiesing) not being treated fairly; Item 53, (Rank 7.5 in Thiesing) being taken away by strangers; Item 3, (Rank 35 in Thiesing) choking; Item 37, (Rank 43 in Thiesing) the world coming to an end. Items listed by the girls in the Thiesing Study but not by the girls in the Pinter and Lev study in their ten least feared items were: Item 49, (Rank 39 in Pinter-Lev) not having the things you need; Item 42, (Rank 31 in Pinter-Lev) spooky stories; Item 10, (Rank 39 in Pinter-Lev) not finding a job after leaving school; Item 32, (Rank 33.5 in Pinter-Lev) growing up.

Using the Spearman rank correlation coefficient, Hypothesis IV could not be rejected: There is no relationship between boys and girls in this sample and the boys and girls in the Pinter-Lev sample in the manner in which items on the checklist are ranked. An r_s of .41 was calculated for the boys which was not significantly different from zero to show relationship. For the girls an r_s of .23 was computed which was not significantly different from zero to show relationship. In summary, even though the

ranking of the first and last ten items were similar the sets of ranks of all items showed no correlation.

Differences in Ranking of Categories by Subjects in
this Study in the Two Different Phases

A comparison was made of the ranking of the categories for the checklist and the free response phases. Table XII shows the ranking of the categories for the boys in Phase One (Free Response) and Phase Two (Checklist). Table XIII shows the same for the girls.

TABLE XII
RANKING OF CATEGORIES IN THE TWO PHASES OF
THIESING STUDY BY BOYS

Category	Phase One Free Response Rank	Phase Two Checklist Rank
Safety	1	3
Animals	2	7
Social Relations	3	5
Health	4	1
School	5	2
Economic and Political	6	4
Natural Phenomenon	7	8
Supernatural	8	9
Personal Conduct	9	6
Personal Appearance	10	10

TABLE XIII
RANKING OF CATEGORIES IN THE TWO PHASES OF
THIESING STUDY FOR GIRLS

Category	Phase One Free Response Rank	Phase Two Checklist Rank
Safety	1	2
Animals	2	7
Social Relations	3	5
Health	4	1
School	5	6
Natural Phenomenon	6	4
Personal Conduct	7	8
Economic and Political	8.5	3
Supernatural	8.5	9
Personal Appearance	10	10

Correlations of .60 for boys and .55 for girls were computed, the first of which was significantly different from zero at the .05 level of significance. A relationship was indicated between the listing and checking of fears for boys. The .55 correlation for girls was just below the significant level of .56.

In all cases the category of Personal Appearance ranked lowest. Both girls and boys ranked Health first in the checklist and Safety first in the free response. Safety was ranked high in both phases by all subjects. The Supernatural category

ranked low for all subjects in both phases. In the free response phase the boys and girls ordered the top five categories exactly the same. In the checklist phase, four categories, although not ordered the same, appeared in the top five categories for both boys and girls. Boys gave School a rank of two which for girls it was ranked sixth. Girls ranked Natural Phenomenon fourth while for boys it was ranked eighth. The category of Animals showed the greatest difference between the two phases for both boys and girls, ranking second in the free response phase and seventh in the checklist phase. Another category with quite different rankings for the girls was the category of Economic and Political (Free Response 9, Checklist 3).

CHAPTER V

DISCUSSION

It can be concluded from the number of items listed in the free response phase and the level of fear scores in the checklist phase that girls express more fears than boys at the fourth-grade level. Girls had an average of 9.02 responses per child while boys had an average of 6.73 responses per child in the free response phase. The highest number of fears listed by any single boy was 22 while the highest number of fears listed by any single girl was 30. Only seven boys listed 20 or more fears while twelve girls listed 20 or more fears. In the checklist phase the highest fear score for any boy was 1.66 and the highest fear score for girls was 1.68. The median fear score for boys was in the range from 0.751 to 0.800 while the median fear score for girls was in the range of 0.951 to 1.000. The finding that girls express more fears than boys reinforces previous research. This may be attributed to the socialization patterns in our society: females are thought to be the weaker sex and display of emotion is more accepted. It is socially acceptable for females to feel and express fear. Males must take such things in their stride. Society dictates that if males have such feelings it is taboo for them to let them be known. There is a change gradually on these points with growing recognition that males do have and should be allowed to express their feelings.

The difference in ranking of the category of Animals by both the Thiesing boys and girls in the two phases (Free Response 2, Checklist 7) may be the result of the elicitation procedure. When the subjects were requested to list all fears they could think of many different animals were recalled. Other kinds of fears were not brought to mind. The checklist mentioned items the subjects were bothered by but perhaps did not recall on the free response phase. This contradiction lends support to the idea that just asking for recall will not necessarily give an accurate picture. Perhaps some children felt pressure to turn in a long list in order to feel "successful". Or perhaps one animal brought to mind another and so the list grew.

The categories of Health, Safety, and Social Relations were of prominence in both phases. Since the subjects both recalled and ranked these areas high in comparison with other categories, it may be that children's fears today are focused in these areas. Social Relations items were of little concern to the children in the Angelino and Shedd study: boys ranked the category eight, girls ranked it nine. Children at this age level are characteristically peer oriented. Perhaps greater emphasis is placed on getting along and being popular today than formerly. Concern for parents ranked high in the checklist phase. Concern about death, sickness, and injury in the family was high also. Items concerning friends tended to be ranked near the top. Children hear a great deal of information concerning health priority and

health hazards. This may tend to cause them to experience anxieties other children were not aware of.

The area of Personal Appearance had the only consistent ranking by all students in both phases of the study. In all four instances Personal Appearance ranked tenth of ten possible. This may have resulted from the fact that in 1970 society emphasizes freedom of dress rather than conformity in dress. In addition, fourth-graders are not at a developmental level of being acutely aware of appearance.

In the last decade the roles of males- breadwinner, progressive, extrovert, active- versus the roles of females- homemaker, regressive, introvert, passive- have been questioned by society. The unexpected fact that the boys and girls in the Thiesing Study ranked six out of ten of their categories of fears exactly the same in the free response phase and five out of ten categories of fears exactly the same in the checklist phase may indicate that with a movement toward male-female sharing of roles these lines of demarcation have softened.

Differences in children in 1970 and 1953 showed up in the types of items listed in the category of Health. Children in 1970 listed in the category of Health items such as: parents dying from smoking, parents having heart attacks from smoking, cigarettes, marijuana, L.S.D., drugs, pollution, litter, trick or treat candy. Children in 1953 listed in the category of Health such items as: tapeworms, becoming deaf, being sick, disease. These differences might be accounted for in the

extensive expansion to mass communication by television in the '70's and the issues of finding a cancer cure, ecology, and the evils of smoking and drugs.

Differences in location and time of the studies were apparent in the listing of items in the Economic and Political category by the Thiesing subjects and the Angelino and Shedd subjects. The subjects in the Angelino and Shedd study reflected their backgrounds of rural Oklahoma (study published in 1953) in their items of: Daddy's crop failing, feeding the livestock through the winter. The subjects in the Thiesing Study reflected their backgrounds of urban Kansas in 1970 in their listing of such items as: hippies, Piper cubs going out of business before I get my pilot's license, new car not being built because of strike, when my dad went to Viet Nam, inflation.

Even though the subjects in this study were from a mid-western community the items listed in the category of Natural Phenomenon included many things not a part of the area climate: hurricanes, earthquakes, whirlpools, tidal waves, volcanoes. It may be that television, extensive mass communication, and mobility have made these things reality to all persons today regardless of locality.

The Supernatural category did not rank as high for the subjects in 1970 as in 1953. Television has replaced imaginary spooks and monsters with concrete ideas and symbols for them. Television also influences the thinking and entertaining for fourth-grade children today.

There was a significant relationship between the ranking of categories by boys on the free response and checklist phase. The relationship between the phases for girls was just below the significant level.

The similarities in ranking of items by the Pinter and Lev subjects and the Thiesing subjects were unexpected. The similarities which existed may be accounted for by the fact both sets of subjects were from urban areas even though there was a 20-year time span between studies. The content of specific items ranked similarly (Mother working too hard, mother getting sick, father getting sick, father working too hard, failing a test, being scolded, not having a pretty home, spooky stories, not having nice clothes, getting married, the world coming to an end, witches, talking too much, not being able to finish school, etc.) were characteristic of the maturity level of the subjects and were also very general and not likely to change because of outside influences.

Limitations of the Study

The following limitations were present in the study:

1. The researcher could not be sure all subjects were supplied with exactly the same directions.
2. The researcher could not be sure that suggestions were not made to the subjects by the persons giving the directions.

3. Feelings are relative and not capable of being measured precisely.
4. Due to the limiting of items on the checklist many single items mentioned by the subjects had to be grouped together.
5. Due to the limiting of items on the checklist several of the items on Pinter and Lev's checklist had to be grouped together.
6. Number of fears expressed may have been dependent upon the elicitation procedure.
7. Arbitrary numerical weights for the responses never, sometimes, and often were required for statistical analysis of the data.
8. There were inherent biases in the results since the checklist may not have included some areas of strong anxiety for certain children.
9. The sample size was not large enough to allow precise statistical analysis of the data.
10. On the free response phase children were allowed to use dictionaries to aid in spelling and some children copied all names of animals they happened to see.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Fear plays a role in the life of every person. What he is afraid of is dependent on age, locality, and experiences. Infants quite early show distress in relation to loud noises, loss of support, sudden, unexpected or novel stimuli, or any condition which demands some kind of adaptation for which the infant is unprepared. Children from age five to age ten are afraid of such things as animals, people, dark, spooks, natural hazards, and machinery. Children from age nine to age twelve are afraid of things pertaining to school, social relations, economic, and political things. Adults tend to be afraid of animals, of bodily harm through dangers such as fire, illness, drowning; and of dangers associated with the supernatural, with the dark, and with being alone.

The purpose of this research was to survey and define more clearly the fears and worries fourth-grade children today may encounter. There was also an effort to examine relationships of fears of children today and fears of children in the past.

The subjects used in this study were all the fourth-grade students in the public schools of Manhattan, Kansas, during the school term 1970-71. Phase One included 200 boys and 214 girls. Phase Two included 197 boys and 214 girls.

Phase One of the study consisted of having each fourth-grade teacher, following specific directions of the researcher,

allow the children in her classroom to list all of their fears. These responses were studied, then compiled with 27 items from another study into a checklist. In Phase Two the same teachers, again under specific directions, administered the checklist to their students. The fears were categorized into the following ten areas for a portion of the analysis: School, Health, Economic and Political, Social Relations, Personal Appearance, Personal Conduct, Safety, Natural Phenomenon, Animals and Supernatural. A fear score was computed for each subject from his responses to the checklist. These fear scores were used in analyzing a portion of the data. Ranking of categories by category fear score was done to compare the Thiesing Study with the Angelino and Shedd study. Ranking of items on the Pinter and Lev inventory was done for both the Thiesing Study and the Pinter and Lev study by percentage of never bothered responses and these rankings were compared.

It can be concluded fourth-grade girls in the public schools of Manhattan, Kansas, in 1970-71 expressed more fears than the boys in the same situation. In Phase One girls listed 1,904 fears compared to the boys listing of 1,347. This was 9.02 fears per girl and 6.73 fears per boy. There were 12 girls listing 20 or more fears and only seven boys listing 20 or more fears. The median number of responses for girls was eight while for boys the median was five. In Phase Two the girls mean fear score was 0.991 while the boys mean fear score was 0.784.

It was found there was little difference in the ranking of categories of fears by the boys and girls in this study. The boys and girls tended to have the same feelings in most of the categories. The areas of Health and Safety accounted for many fears and worries of the fourth-grade children in this study. Social Relations and School also played a major role in their fears. The categories of Supernatural and Personal Appearance were ranked very low by both girls and boys in both phases of this study.

The Thiesing subjects in comparison with the Angelino and Shedd subjects reported many of the same fears in the areas of Social Relations, School, Personal Appearance, and Supernatural. Quite different fears were listed in the categories of Health, and Economic and Political. Three of the top five categories were the same for all boys. Four of the top five categories were the same for all girls. The Thiesing subjects seemed more aware of anxieties in the areas of Social Relations, Health, and Safety than were the Angelino and Shedd subjects.

In a comparison of this study and the Pinter and Lev study an item analysis revealed some similarities between children in 1940 and children in 1970. However, there was not a significant relationship. The boys in both the Pinter and Lev study and the Thiesing Study listed six of the same items in their ten most feared items and six of the same items in their ten least feared items. The girls in the Pinter and Lev study and the Thiesing Study listed three of the same items in their ten most feared

items and six of the same items in their ten least feared items. The common items were general things such as items about family, peers, growing up, and school. There were, however, wide differences in the ranking of the individual items.

In a comparison of the free response phase and checklist phase for boys in the Thiesing Study, there was a significant relationship between ranking of categories. The correlation for girls was just below the significant level in the free response and checklist phases.

The researcher concludes any changes in trends discovered in this study may be accounted for by television, mobility of our society, extensive mass communication, changing modes of society, and the current issues of society in 1970.

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APPENDIX A

DIRECTIONS TO THE TEACHER

Phase I

To the Teacher:

It is important to make the children realize there is nothing wrong or childish about being afraid or having fears. Please preface the assignment with the following:

"There is no one in the world who is not afraid of something or someone. Sometimes we don't like to admit our fears because we think others might laugh at us. Nevertheless, everyone of all ages has some things that frightens, worries, or makes him afraid. A friend of mine is concerned with the things that bother fourth-graders. We're going to help her today by writing down all the things that bother you or your fourth-grade friends. They may have to do with school, home, church, friends, community, the world, animals, life--- anything you can think of.

Please fill in the blanks at the top of the page and then make your lists. Don't worry about spelling. You may use your dictionary or ask me to come to your desk to spell words. You will have plenty of time. There is no particular number necessary. Just name all the things you can think of. When you have finished----(teacher can collect papers however she desires)."

APPENDIX B

School Name _____

Sex F M

(Fill in School Name and Circle Sex.)

On these pages are listed things that seem to bother children. Some children are bothered a great deal by certain items. Other items do not worry children very much.

For example one boy said he was often bothered about his pet getting lost, so he put an X in the column marked "often" after the item "pet getting lost". (See example a). Another boy was almost never bothered about getting to lunch on time. He put an X in the column marked "never" after the item "getting to lunch on time". (See example b). A girl said she was bothered once in a while about missing at jumprope. She put an X in the column marked "sometimes" after the item "missing at jumprope". (See example c).

NOW ----how much are you bothered by or afraid of the things which are listed below? Read the item. If it bothers you a great deal, put an X in the "often" column. If it practically never bothers you, put an X in the "never" column. If it sometimes bothers you, put an X in the "sometimes" column.

ITEM	OFTEN	NEVER	SOMETIMES
a. pet getting lost	X		
b. getting to lunch on time		X	
c. missing at jump rope			X

ITEM	OFTEN	NEVER	SOMETIMES
1. tests			
2. getting lost			
3. farm animals			
4. tornados			
5. ghosts, witches, monsters			
6. high places			
7. wearing glasses			
8. doctors or dentists			
9. getting in trouble at school			
10. getting old			
11. teacher or principal			
12. getting bitten by animal			
13. thunder			
14. bad dreams			
15. smoking			
16. losing friends			
17. being overweight			
18. choking			
19. being late			
20. fires			
21. not having enough money			
22. things I hear at church			
23. not dressing like others			

ITEM	OFTEN	NEVER	SOMETIMES
24. drugs			
25. bad drivers			
26. school			
27. not having a pretty home			
28. being scolded or punished			
29. war			
30. other people getting sick or hurt			
31. end of world			
32. drowning			
33. guns and knives			
34. lightning			
35. making parents sad			
36. being alone at night			
37. pollution			
38. homework			
39. going to the hospital			
40. mother or father			
41. storms			
42. insects			
43. government officials			
44. operations			
45. not finding a job after leaving school			
46. spooky movies or T.V. show			

ITEM	OFTEN	NEVER	SOMETIMES
47. growing up			
48. robbers--stealing			
49. report cards and grades			
50. the house burning down			
51. getting drafted			
52. snakes			
53. mean-looking people			
54. doing something in front of the class			
55. getting sick or hurt			
56. people making fun of me			
57. animals in the zoo			
58. getting in trouble at home			
59. losing something of mine			
60. not being treated fairly			
61. lying or being lied about			
62. being hurt by an animal			
63. mother working too hard or getting sick			
64. something sad happening to me			
65. talking too much			
66. fighting			
67. shots			
68. strangers or people I don't know			
69. making mistakes in games			

ITEM	OFTEN	NEVER	SOMETIMES
70. falling			
71. spoiling my good clothes			
72. not sleeping at night			
73. car and airplane wrecks			
74. people bigger than I			
75. not being able to finish school			
76. strange places			
77. other people dying			
78. brothers or sisters			
79. something falling on me			
80. noises			
81. getting run over			
82. the dark			
83. that I will die			
84. being blamed for something I didn't do			
85. Father losing his job			
86. broken bones			
87. kidnappers			
88. night			
89. saying the wrong thing			
90. bad manners			
91. losing money given to me for errand			
92. fighting with brothers or sisters			

ITEM	OFTEN	NEVER	SOMETIMES
93. Father working too hard or getting sick			
94. death in my family			
95. hippies			
96. not having the things I need			
97. hurting people by what I say			
98. Mother or Father going away			
99. flunking			
100. animals getting hurt			

APPENDIX C

DIRECTIONS TO THE TEACHER

Phase II

To the Teacher:

These are the checklists compiled from the children's lists. Please preface the assignment with the following:

"Children, remember my friend who asked you to write down all the things that bother you and your friends. Today we are going to help her again. Please fill in the blanks at the top of the page. I will read each item and then you put a check in the column under the answer you feel best describes your feelings. If the item bothers you a great deal, put a check under "often bothered". If it bothers you sometimes, put a check under the "sometimes" column. If you don't worry about the item, check the "never bothered" column. Fill in all the items. Do you have any questions?" (Answer questions that arise.) (Teacher reads and discusses introduction with the children. Teacher reads items to children, pausing after each to allow children to respond. This is done to aid slower students and poor readers.)

APPENDIX D

CLASSIFICATIONS OF CHILDREN'S EXACT RESPONSES
IN FREE RESPONSE PHASE

School

1. School
2. being late for school
3. tests
4. when I get up in front of a group
5. report cards
6. bad grades
7. flunking
8. homework
9. not getting work done
10. not getting homework done
11. some teachers
12. the principal
13. doing something wrong at school
14. getting in trouble at school
15. teacher calling parents
16. when the classroom is noisy
17. when I leave something at home for school
18. when someone talks to me in class
19. staying after school
20. when teacher finds out I've been cussing

Health

1. graves
2. graveyards
3. funerals
4. shots or getting shots
5. doctors or dentists, nurses, going to the doctor
6. people dying
7. my brother, sister, pet, granny, etc. dying
8. smoking
9. cigarettes
10. dad getting sick and dying from smoking
11. mother and dad having heart attacks because they smoke
12. marijuana
13. drugs
14. L.S.D.
15. drunk people
16. junkies
17. people who offer me drugs
18. alcoholics
19. people who take dope
20. pollution
21. litter
22. hospitals or going to the hospital

Health (con't)

23. dying or getting sick and dying
24. operations
25. getting a broken leg
26. getting sick or getting a bad disease
27. polio
28. trick or treat candy--Halloween
29. blood
30. fainting
31. medicine
32. uncurable diseases
33. my glasses getting broken
34. harmful germs
35. people with birth defects
36. sisters getting hurt or having accident
37. when mother or father are ill

Economic and Political

1. Nixon
2. end of world
3. hippies
4. war
5. getting drafted
6. Army, Navy, Air Force
7. Indians, Germans, Russians
8. cowboys
9. garden not growing
10. inflation
11. being brainwashed
12. what the world will be like when I grow up
13. new car not being built because of strike
14. not having the money I need for presents for my parents
15. my stamps getting destroyed
16. police
17. when my dad went to Viet Nam
18. something happening to my dad when he is gone to foreign countries
19. Piper cubs going out of business before I get my pilot license

Social Relations

1. people calling me names
2. someone scaring me
3. someone telling who my girlfriend is
4. people laughing at me
5. when someone tries to beat me up
6. when people tell on me
7. people who make fun of me because my dad is dead
8. people who lie

Social Relations (con't)

9. people getting mad at me when I didn't do anything
10. people talking about my family
11. sister, brothers, when they're mad at me
12. losing friends
13. don't have any friends
14. a friend will get mad at me
15. friends move away--I won't have any playmates
16. new kids won't get any friends
17. nobody likes me
18. my friend won't like me
19. when my mother screams at me
20. mom and dad when mad
21. to eat when mother burns the meat
22. dad won't come home
23. mother or dad, mother, dad
24. when my dad goes on a trip
25. my dad when he's drunk
26. my mother when she thinks she's a boy
27. my two uncles
28. strangers
29. people
30. new people
31. talking to strangers
32. neighbors
33. some people
34. being alone at night
35. being home alone
36. walking home alone
37. mother being alone when I'm at school
38. trick and treating by myself
39. sleeping by myself
40. in the car alone
41. bigger boys on our block
42. when boys hurt me
43. big kids
44. girls, boys, certain boys
45. older children I have not met
46. when a teenager knocks at our door
47. bullies
48. mother's friends
49. kissing a girl
50. sitting by a girl

Personal Appearance

1. fat children--being overweight
2. dress
3. warts from frogs
4. cutting my hair
5. old age

Personal Appearance (con't)

6. everyone will laugh at my clothes
7. when I am naked in front of a doctor or father
8. wearing glasses--being called four eyes--having to get glasses

Personal Conduct

1. getting a spanking
2. fights
3. someone hitting me
4. pushing me around
5. being lost
6. seeing someone kiss on the lips
7. moving to a new home and school
8. growing up
9. getting married
10. having too much to do
11. never seeing real mother or brother again
12. why I can't learn to get up and be cheerful to my little sister
13. my thoughts
14. understanding
15. myself
16. doing my job
17. trying to do something--knowing I'll be wrong
18. being locked out
19. getting caught lying
20. when I do something wrong
21. breaking windows
22. getting in trouble
23. to steal something
24. late getting home for school
25. working in a big store
26. forgetting things
27. doing tricks my friends do
28. being blamed for things I didn't do
29. when someone else is upset
30. when on the starting block in a swim meet
31. losing a game
32. trying to play an instrument
33. when I play football, kickball, etc.
34. making a stupid sculpture
35. piano lessons
36. private lessons
37. calling a wrong number
38. not getting a certain badge in scouts

Safety

1. airplanes, trains
2. wrecks--car, train, airplane--father having a wreck

Safety (con't)

3. getting hyjacked on a plane
4. going on a plane or rocket
5. cars, garbage trucks, trucks
6. somebody driving too fast
7. snow when riding in a car
8. drunks driving
9. riding in a car that is speeding
10. my brother's driving
11. icy bridges--icy roads
12. riding in a stranger's car
13. people that follow me
14. busy streets--crossing busy streets
15. people getting run over
16. getting hit
17. falling out of our car
18. crossing a street without looking
19. riding bike on the highway
20. when I have a crash on my bike
21. jaywalking
22. being alone in a strange neighborhood
23. old houses falling down
24. falling trees--falling boulders, etc.
25. being put in jail
26. strange places
27. dark alleys
28. old houses
29. old bridges
30. caves
31. Kansas City, Missouri
32. deep pits with mud
33. woods
34. trips half way round the world
35. museum with mummies
36. farms
37. basements
38. scary movies
39. stories my dad tells me
40. dark
41. guns, bobwire, bombs, machine guns, sword, electricity, knives, giant firecracker, explosives, poison, roller coasters, fishhooks, unidentified objects, big machinery, glass traps, sharp points on things, hunting, hot hot water, big farris wheel, cutting turkey with electric knife
42. deep water
43. going out in a canoe
44. skating on thin ice
45. out boat sinking
46. swimming at Tuttle Creek Lake
47. falling into the dam

Safety (con't)

48. my dad pretending to throw me into Tuttle
49. drowning
50. when on a bridge it will break
51. ocean, pond, lakes
52. scuba diving
53. when we camp by the lake
54. diving off the high board
55. heights
56. high rides
57. being high on mountain cliffs
58. when I am way up in the air
59. being at the Grand Canyon
60. jumping off a cliff
61. being startled by noises
62. being startled by things
63. noises in the night
64. creaky floorboards
65. fire
66. falling from a tall building, falling from a tree, falling down etc.
67. shadows at night, walking in the dark, night
68. going to bed at night
69. man trying to get you in a car
70. kidnappers
71. hitchhikers
72. man grabbing you in a alley
73. getting robbed
74. being kidnapped
75. mean people who carry guns
76. killers--murderers
77. wild people
78. tall-dark strangers
79. being killed
80. rotten people
81. strange men looking suspicious at night
82. peeking toms
83. crazy people who kill each other
84. going to bed because killer under bed
85. prowlers
86. being shot--getting stabbed

Natural Phenomenon

1. lightning
2. storms
3. thunder
4. tornados
5. floods
6. hurricanes
7. quicksand

Natural Phenomenon (con't)

8. whirlpools
9. wind
10. tidal waves
11. disasters
12. volcanoes
13. blizzards
14. hail
15. landslides
16. cave ins
17. earthquakes

Animals

1. numerous different kinds of animals
2. skunks perfume
3. getting kicked by a horse at my aunts house
4. something wild
5. to feed animals at the zoo
6. putting hand in lions cage
7. male goat staring at me
8. riding a horse
9. dog biting me
10. for animals if they get enough food and water
11. when my dog runs in front of a car
12. when my pet is lost
13. mom will spade my cat
14. killing animals
15. my cat going to the vet's
16. my animals will get lost and die

Supernatural

1. nightmares
2. ghosts
3. head hunters
4. monsters
5. Santa Claus
6. bogymen
7. cannibals
8. pygmy
9. witches
10. someone coming out of the grave
11. vampires
12. home butchered meat
13. natives
14. firing squad
15. blood dripping
16. guillotines
17. head cut off of people

Supernatural (con't)

18. devil
19. spilling something at church
20. too grouchy to go to church
21. what it is like in Heaven
22. choir when we sing
23. Hell
24. going to Heaven

APPENDIX E

Pinter and Lev Inventory Items

1. Failing a test
2. Witches
3. Choking
4. Being late for school
5. Having bad dreams
6. Not having a pretty home
7. Parents punishing you
8. Strange people following you
9. Making your parents sad
10. Not finding a job after leaving school
11. Getting sick
12. Having a poor report card
13. Not having nice clothes
14. Being scolded
15. Mother getting sick
16. Losing your friends
17. Not having enough money
18. Telling lies
19. Not being treated fairly
20. Losing your fountain pen
21. Being made fun of by other people
22. Mother working too hard
23. Something sad happening to you
24. Talking too much
25. Mother going away
26. Spoiling your good clothes
27. The house burning down
28. Being left back in school
29. Not sleeping at night
30. Not being able to finish school
31. Doing wrong
32. Growing up
33. Kidnappers
34. Being blamed for something you did not do
35. People losing his job
36. People telling lies about you
37. The world coming to an end
38. Father working too hard
39. Being late for supper
40. Bad manners
41. Losing money given to you for an errand
42. Spooky stories
43. Fighting with brothers or sisters
44. Father getting sick
45. Robbers
46. Getting bad marks in conduct
47. Death in the family
48. Saying the wrong thing
49. Not having the things you need

Pinter and Lev Inventory Items (con't)

- 50. Hurting people by what you say without meaning to
- 51. Father going away
- 52. Getting married
- 53. Being taken away by strangers

APPENDIX F

PERCENTAGE OF NEVER, SOMETIMES, AND OFTEN RESPONSES FOR
EACH ITEM IN THE THIESING STUDY FOR BOYS AND GIRLS

Item	BOYS (no. = 197)			GIRLS (no. = 214)		
	Never	Some- times	Often	Never	Some- times	Often
1. Tests	23	52	25	13	55	32
2. Getting lost	56	32	12	33	46	21
3. Farm animals	75	22	3	67	24	9
4. Tornados	22	40	38	66	37	57
5. Ghosts, witches, monsters	73	16	11	60	28	12
6. High places	55	31	14	26	47	27
7. Wearing glasses	82	10	8	68	19	13
8. Doctors or Dentists	44	42	14	38	37	25
9. Getting in trouble in school	27	54	19	27	53	20
10. Getting old	57	25	18	51	31	18
11. Teacher or principal	47	41	12	48	39	13
12. Getting bitten by an animal	34	43	23	24	48	28
13. Thunder	73	24	3	50	37	13
14. Bad dreams	39	41	20	22	44	34
15. Smoking	42	21	37	37	19	44
16. Losing Friends	32	49	19	16	45	39
17. Being overweight	67	19	14	48	29	23
18. Choking	34	40	26	28	47	25
19. Being late	46	38	16	27	50	23
20. Fires	30	47	23	13	42	45
21. Not having enough money	41	30	29	32	43	25
22. Things I hear at church	75	18	7	66	25	9
23. Not dressing like others	69	21	10	61	26	13
24. Drugs	32	20	48	19	19	62
25. Bad drivers	21	31	48	8	41	51
26. School	53	29	18	63	25	12
27. Not having a pretty home	68	19	13	67	25	8

Item	BOYS (no. = 197)			GIRLS (no. = 214)		
	Never	Some- times	Often	Never	Some- times	Often
28. Being scolded or punished	26	51	23	18	58	24
29. War	33	27	40	15	31	54
30. Other people getting sick or hurt	17	48	35	6	39	55
31. End of world	53	22	25	39	21	40
32. Drowning	35	30	35	18	40	42
33. Guns and knives	42	35	23	13	34	53
34. Lightning	68	26	6	43	42	15
35. Making parents sad	22	50	28	12	48	40
36. Being alone at night	50	30	20	33	40	27
37. Pollution	16	37	47	11	34	55
38. Homework	55	26	19	48	39	13
39. Going to the hospital	42	38	20	24	44	32
40. Mother or Father	57	30	13	61	27	12
41. Storms	53	35	12	32	50	18
42. Insects	58	32	10	42	49	9
43. Government officials	67	27	6	61	27	12
44. Operations	36	37	27	22	32	46
45. Not finding a job after leaving school	51	33	16	46	32	22
46. Spooky movies or T.V. show	63	27	10	46	32	22
47. Growing up	68	22	10	64	26	10
48. Robbers-Stealing	30	42	28	10	37	53
49. Report cards and grades	36	34	30	26	45	29
50. The house burning down	30	38	32	16	34	50
51. Getting drafted	36	29	35	66	19	15
52. Snakes	36	47	17	17	45	38
53. Mean-looking people	43	41	16	22	50	28
54. Doing somethin in front of the class	40	37	23	27	45	28
55. Getting sick or hurt	37	47	16	21	52	27

Item	BOYS (no. = 197)			GIRLS (no. = 214)		
	Never	Some- times	Often	Never	Some- times	Often
56. People making fun of me	35	40	25	25	48	27
57. Animals in the zoo	84	13	3	77	17	6
58. Getting in trouble at home	33	52	15	27	54	19
59. Losing something of mine	27	50	23	15	59	26
60. Not being treated fairly	37	37	26	22	48	30
61. Lying or being lied about	30	43	27	22	38	40
62. Being hurt by an animal	39	48	13	32	47	21
63. Mother working too hard or getting sick	16	43	41	5	37	58
64. Something sad happening to me	35	42	23	13	56	31
65. Talking too much	57	32	11	47	35	18
66. Fighting	49	35	16	28	39	33
67. Shots	49	32	19	24	42	34
68. Strangers or people I don't know	30	47	23	10	47	43
69. Making mistakes in games	54	35	11	49	43	8
70. Falling	45	41	14	26	56	18
71. Spoiling my good clothes	36	42	22	17	41	42
72. Not sleeping at night	57	24	19	35	37	28
73. Car and airplane wrecks	22	46	32	6	35	59
74. People bigger than I	54	33	13	48	40	12
75. Not being able to finish school	45	28	27	41	32	27
76. Strange places	37	52	11	20	52	28
77. Other people dying	20	42	38	5	34	61
78. Brothers or sisters	53	26	21	45	34	21

Item	BOYS (no. = 197)			GIRLS (no. = 214)		
	Never	Some- times	Often	Never	Some- times	Often
79. Something falling on me	33	43	24	27	44	29
80. Noises	51	38	11	35	48	17
81. Getting run over	30	34	36	21	27	52
82. The dark	66	24	10	53	30	17
83. That I will die	38	30	32	27	32	41
84. Being blamed for something I didn't do	25	40	35	15	46	39
85. Father losing his job	43	32	25	36	28	36
86. Broken bones	42	33	25	24	39	37
87. Kidnappers	30	37	33	12	27	61
88. Night	70	25	5	64	27	9
89. Saying the wrong thing	30	50	20	20	53	27
90. Bad manners	42	45	13	30	45	25
91. Losing money given to me for errand	38	34	28	27	41	32
92. Fighting with brothers or sisters	52	26	22	30	39	31
93. Father working too hard or getting sick	22	46	32	14	36	50
94. Death in my family	17	27	56	8	23	69
95. Hippies	60	26	14	39	44	17
96. Not having the things I need	46	44	10	42	45	13
97. Hurting people by what I say	33	49	18	12	44	44
98. Mother or Father going away	41	35	24	22	36	42
99. Flunking	37	29	34	29	30	41
100. Animals getting hurt	20	40	40	8	36	56

APPENDIX G

PERCENTAGE OF OFTEN, SOMETIMES, AND NEVER RESPONSES FOR
EACH ITEM IN THE PINTER AND LEV STUDY AND FOR THE
SAME ITEMS IN THE THIESING STUDY

Pinter and Lev Item	Item on Thiesing Checklist	Boys			Girls		
		O	S	N*	O	S	N*
1. Failing	1	29	59	12**	37	54	9
		25	52	23***	32	55	13
2. Witches	5#	5	14	81	6	16	78
		11	16	73	12	28	60
3. Choking	18##	14	32	54	13	30	37
		26	40	34	25	47	28
4. Being late for school	19#	17	48	35	25	50	25
		16	38	46	23	50	27
5. Having bad dreams	14#	18	43	39	19	48	33
		20	41	39	34	44	22
6. Not having a pretty home	27##	14	28	58	10	21	69
		13	19	68	8	25	67
7. Parents punishing you	28##, #	19	49	32	15	39	46
		23	51	26	24	58	18
8. Strange people following you	68#	15	32	53	21	42	37
		23	47	30	43	47	10
9. Making your parents sad	35##	20	29	51	18	30	52
		28	50	22	40	48	12
10. Not finding a job after leaving school	45##	18	40	42	22	26	52
		16	33	51	22	32	46

*O represents Often responses, S represents Sometimes responses,
N represents Never responses

**Results from Pinter and Lev study always listed on top

***Thiesing results always second

#comparable rather than exact item on Thiesing checklist

##not listed by Thiesing subjects in Phase One, added for com-
parison

Pinter and Lev Item	Item on Thiesing Checklist	Boys			Girls		
		O	S	N*	O	S	N*
11. Getting sick	55#	22 16	50 47	28 37	27 27	48 52	25 21
12. Having a poor report card	49#	27 30	47 34	26 36	22 29	45 45	33 26
13. Not having nice clothes	23#	13 10	33 21	54 69	15 13	26 26	59 61
14. Being scolded	28#	17 23	56 51	27 26	16 24	55 58	29 18
15. Mother getting sick	63#,#	34 41	45 43	21 16	41 58	40 37	19 5
16. Losing your friends	16#	21 19	43 49	36 32	14 39	40 45	46 16
17. Not having enough money	21##	21 29	48 30	31 41	16 25	41 43	41 32
18. Telling lies	61#	16 27	50 43	34 30	16 40	34 38	50 22
19. Not being treated fairly	60##	18 26	38 37	44 37	12 30	32 48	56 22
20. Losing your fountain pen	59#,#	20 23	43 50	37 27	17 26	37 59	46 15
21. Being made fun of by other people	56#	19 25	38 40	43 35	12 27	33 48	55 25
22. Mother working too hard	63#,#	43 41	42 43	15 16	47 58	35 37	18 5
23. Something sad happening to you	64#,#	20 23	48 42	32 35	22 31	42 56	36 13
24. Talking too much	65##	18 11	37 32	45 57	11 18	33 35	56 47
25. Mother going away	98#,#	19 24	42 35	39 41	19 42	33 36	48 22
26. Spoiling your good clothes	71#,#	20 22	53 42	27 36	20 42	44 41	36 17

Pinter and Lev Item	Item on Thiesing Checklist	Boys			Girls		
		O	S	N*	O	S	N*
27. The house burning down	50##	18 32	29 38	53 30	26 50	19 34	55 16
28. Being left back in school	99#	23 34	33 29	44 37	20 41	29 30	51 29
29. Not sleeping at night	72##	15 19	43 24	42 57	18 28	38 37	44 35
30. Not being able to finish school	75##	15 27	34 28	51 45	19 27	25 32	56 41
31. Doing wrong	9,58,69, ##,+	19 5	52 47	29 38	19 16	50 50	31 34
32. Growing up	47	27 10	36 22	37 68	20 10	31 26	49 64
33. Kidnappers	87	13 33	25 37	62 30	27 61	28 27	45 12
34. Being blamed for some- thing you didn't do	84##	23 35	55 40	22 25	25 39	45 46	30 15
35. Father losing his job	85##	27 25	36 32	37 43	28 36	35 28	37 36
36. People telling lies about you	61#	22 27	51 43	27 38	25 40	43 38	32 22
37. The world coming to an end	31##	17 25	21 22	62 53	18 40	25 21	57 39
38. Father working too hard	93# , ##	33 32	43 46	24 22	35 50	39 36	26 14
39. Being late	19##	18 16	52 38	30 46	15 23	38 50	47 27
40. Bad manners	90##	14 13	40 45	46 42	12 25	34 45	54 30

+Percentages of the three items totaled and averaged for one score

Pinter and Lev Item	Item on Thiesing Checklist	Boys			Girls		
		O	S	N*	O	S	N*
41. Losing money given to you for an errand	91#,#	20 28	42 34	38 38	14 32	39 41	47 27
42. Spooky stories	46#	15 10	29 27	56 63	21 20	31 37	48 43
43. Fighting with brothers and sisters	92	19 22	43 26	38 52	20 31	45 39	35 30
44. Father getting sick	93#,#	23 32	45 46	32 22	31 50	38 36	31 14
45. Robbers	48#	16 28	31 42	53 30	22 53	33 37	45 10
46. Getting bad marks in conduct	49#	21 30	36 34	43 36	19 29	31 45	50 26
47. Death in the family	94	20 56	32 27	48 17	24 69	28 23	48 8
48. Saying the wrong thing	89##	14 20	56 50	30 30	14 27	48 53	38 20
49. Not having the things you need	96#	17 10	48 44	35 46	11 13	37 45	52 42
50. Hurting people by what you say without meaning to	97#,#	15 18	49 49	36 33	17 44	39 44	44 12
51. Father going away	98#,#	24 24	30 35	46 41	23 42	28 36	49 22
52. Getting married	47#	13 10	27 22	60 68	10 10	20 26	70 64
53. Being taken away by strangers	87#	13 33	26 37	61 30	22 61	22 27	56 12

WORRIES AND FEARS OF FOURTH GRADE
STUDENTS IN THE PUBLIC SCHOOLS OF
MANHATTAN, KANSAS, 1971

by

CAROL BARTLEY THIESING

B.S., Kansas State University, 1966

AN ABSTRACT OF A MASTER'S THESIS

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Fear is a part of every person's life. What he is afraid of is dependent on age, locality, and experiences. Studies have been done to pinpoint the exact fears at the different stages of life and to compare the effects of different societies upon a person's fears. The purpose of this research was to survey and define more clearly the fears and worries fourth-grade children today may encounter and to study the relationships of fears of children today and fears of children in the past.

The subjects used in this study were all the fourth-grade students in the Public Schools of Manhattan, Kansas, during the school term 1970-71. Phase One included 200 boys and 211 girls. Phase Two included 197 boys and 214 girls.

In Phase One of the study each fourth-grade teacher, following specific directions of the researcher, asked subjects in her classroom to list all their fears. These responses were studied and with 27 items from another study placed in a checklist. In Phase Two the same teachers, again under specific directions, administered the checklist to their students. The fears were categorized into ten areas for a portion of the analysis: School, Health, Economic and Political, Social Relations, Personal Appearance, Personal Conduct, Safety, Natural Phenomenon, Animals, and Supernatural.

One of the conclusions of this study was fourth-grade girls in 1970 expressed more fears than fourth-grade boys. In Phase One girls listed 1,904 fears compared to the boys listing of

1,347. This was 9.02 fears per girl and 6.73 fears per boy. There were twelve girls listing 20 or more fears and only seven boys listing 20 or more fears. The median number of responses for girls was eight while for boys the median was five. In Phase Two the girls mean fear score was 0.991 while the boys mean fear score was 0.784.

There was a significant correlation between boys and girls in the ranking of categories of fears in both phases of the study. The boys and girls tended to have the same feelings in most of the categories. Many fears and worries of the fourth-grade children in this study occurred in the areas of Health and Safety. Social Relations and School also accounted for a large number of fears. The categories of Supernatural and Personal Appearance were ranked very low by both girls and boys in both phases of this study.

The Thiesing subjects in comparison with the Angelino and Shedd subjects reported many of the same fears in the areas of Social Relations, School, Personal Appearance, and Supernatural. Quite different fears were listed in the categories of Health, Economic and Political. No correlation between the two sets of ranks could be reported for either boys or girls.

In a comparison of this study and the Pinter and Lev study an item analysis found children in 1940 and children in 1970 quite different. The common items were general things such as items about family, peers, growing up, and school.

In a comparison of the free response phase and checklist phase for boys in the Thiesing Study there was a significant relationship between the two sets of category ranks. For the girls the correlation was just below the significance level.

The researcher suggested that changes in trends discovered in this study may be accounted for by television, mobility of our society, extensive mass communication, changing modes of society, and the current issues of society in 1970.