

RELATIONS OF A GROUP OF NINTH GRADE
CHILDREN WITH THEIR PARENTS

by

WINONA WIMBERLEY GATZ

B. S., Kansas State College
of Agriculture and Applied Science, 1949

A THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Child Welfare and Euthenics

KANSAS STATE COLLEGE
OF AGRICULTURE AND APPLIED SCIENCE

1950

Docu-
ments
LD
2668
.74
1950
G38
c.2

TABLE OF CONTENTS

INTRODUCTION..... 1
PROCEDURE..... 8
DATA AND DISCUSSION.....12
CASE STUDIES.....20
SUMMARY OF RESULTS.....71
ACKNOWLEDGMENT.....74
BIBLIOGRAPHY.....75
APPENDIX.....78

INTRODUCTION

If the family is the matrix for the development of growing individuals, more exploration of parent-child relationships within homes is needed. Increasing concern for democratic values makes necessary a better understanding of relationships involving both affection and authority. Roles of family members are changing under new conditions from "traditional" to "developmental," a distinction made by Duvall (1946).

In a study of parent-child relationships among junior high school students, Hurlock (1949) quoted Anderson as saying,

....Child behavior and personality which are characterized by emotional stability, cooperativeness, self-control, and a certain amount of maturity develop best in a family atmosphere where the parents treat the child with affection, are solicitous of his welfare, and exert control over his behavior, not severely or harshly, but with sympathy and understanding. On the other hand, it seems that unsympathetic "pressure" in the form of parental nagging, punishment, and numerous restrictions, may not lead to conformity or independent behavior but rather serves to heighten emotional tension which may express itself in "show-off," rebellious, immature, and emotionally unstable behavior.

The difficulty of obtaining information from adolescents and the need for facts concerning them and their parent relationships has been recognized for some time. Methods have varied in the search for data in this area.

Hurlock (1949) has also stated,

A number of methods have been tried out in the study of adolescents, not one of which has proved to be really satisfactory. But, in the absence of reliable methods, it has been necessary to obtain information with the aid of any method that is applicable to the topic to be investigated.

She also said that the uncooperative attitude on the part of the adolescents themselves proved to be a serious obstacle to overcome in scientific investigations of adolescent attitudes and behavior.

Adolescent boys and girls are characteristically secretive about themselves and their affairs. They resent what they consider to be an intrusion, especially if the intrusion comes from strangers. This gives rise to a resistant attitude on their part and a tendency to withhold information about themselves. The adolescent will not permit himself to be observed--a resistant attitude generally leads to a sit-down strike on his part or a tendency to show off and behave in a manner that gives the observer little information as to what is typical of his behavior.

Sowers (1937) obtained essays from over 2,000 children and young people for her study of parent-child relationships from the child's point of view. The purpose of her investigation was to learn what specific kinds of parental behavior children regarded as contributing to or interfering with family happiness and what relative importance children gave to the behavior described as affecting family happiness.

Dimock (1937) used a paper and pencil test called an EFP (emancipation from parents) scale to measure the extent to which the adolescent had become psychologically weaned.

Rose (1944) used the autobiographic reports of adolescent girls in an attempt to explain insecurity in girls through a study of their developmental and environmental factors. Ingersoll (1949) also used autobiographies to study the transmission of authority patterns in the family.

Taylor (1949) used the questionnaire method with high school

students for her study of contemporary family practices denoting democratic living.

Milner (1949) did intensive case studies on 30 adolescent children in her investigation of the effects of sex role and social status on the early-adolescent personality.

Havighurst and Taba (1949) used 15 different methods to study adolescent character and personality. Havighurst's (1943) family relationships questionnaire was used to test one of the hypotheses set up at the time the study was initiated; namely, that character development is influenced by the quality of affectional family relationships.

Data from studies of parents have also been obtained by different methods. Lemmon (1941) used a check list of situations for parents in his situational scale for the measurement of certain parental attitudes.

In the study of parental attitudes of farm, town, and city parents in relation to certain personality adjustments in their children, Stott (1940) used a response scale of A to D at the end of each of 30 statements to provide several alternative degrees of agreement-disagreement from "complete and thorough agreement" through neutral to "complete and thorough disagreement."

Schoben (1949) used the questionnaire method in his assessment of parental attitudes in relation to child adjustment. The problem was to test the twin hypotheses (a) that a given parent behaves toward a given child with sufficient consistency from situation to situation to differentiate himself measurably from other parents, and (b) that the success or failure of the child's

adjustment is in large part a function of the parental behavior to which he has been exposed.

Data from both the parents and their children have not been plentiful. Few studies have been done aside from clinical work. However, Baldwin (1948) studied the effect of democratic family life on 67 four-year-olds.

Blos (1941) said that each family presented the child with a unique version of the culture, emphasizing or elaborating certain practices and abbreviating or omitting others.

The aggregation of complex attitudes and reciprocal activities between mother and child or father and child forms a pattern of relationships unique for each family.It is not until adolescence that the child becomes aware of a wider, intangible culture lying beyond his intimate experiences.

....In our culture the adolescent's desire to relate himself to the wider culture is a source of potential strain and conflict. The culture provides no processes or techniques to help the adolescent define his status. In many primitive societies, the child is gradually inducted into the privileges and responsibilities of a recognized member of the culture. Ritualistic procedures often symbolize the stages of coming of age. In western society there are no such cultural recognitions given to the gradual process of growing up nor to the significance of puberty as a stage of maturation. The adolescent lives in a cultural no-man's-land between a protected, socially irresponsible childhood and an independent adulthood in which he is suddenly to take on the full responsibilities of maturity.

In regard to other cultures, Benedict (1934) said, "Adolescence may not only be culturally passed over without ceremonial; it may also be without importance in the emotional life of the child and in the attitude of the village toward him."

Rose (1944) said, "The adolescent is in a transitional stage, leaving the life in which he was adequately adjusted for

one in which he neither has sufficient knowledge about what kinds of behavior will be successful or the adjustive means of coping with the unfamiliar situations." This is apt to result in feelings of insecurity and uncertainty. The typical adolescent reactions of aggressiveness, self-consciousness, and withdrawal are indications of his feeling of inadequacy.

Strang (1949) stated that the immaturity of adolescents is over-emphasized in our culture, and that "Actually a large number of teen-agers are more intelligent, more capable in making and carrying out plans, and more emotionally mature than some of their parents and teachers."

Zachry and Lighty (1940) stated,

Since, in the adolescent's efforts to stand alone, he is primarily concerned with evolving relationships with adults, their attitudes to him are of first importance. Influenced by current culture patterns and by experience in early relationships with the child, adults are likely to respond with complex feelings to this striving on the part of the adolescent.

Many investigators have found that, although adolescence is usually a period of conflict for most adolescents and presumably a time when they are most critical of their parents, they do not openly express either criticism or hostility toward their parents. Stott (1940), in a study of adolescents' dislikes regarding parental behavior and their significance, found that, of the 1,878 subjects who filled in the questionnaire, nearly two-thirds either left the space blank or stated that they had no criticism to offer of their parents. Sowers' (1937) study of parent-child relationships from the child's point of view said that children "were not inclined to be critical of their parents," and in her

study of 500 college students she said that they rated their parents higher than they rated most parents. Rose (1944) said that, in her use of autobiographic material for the study of insecurity feelings in adolescent girls, "Out of a feeling of loyalty some of the girls in their discussions of their families may not have said everything."

Therefore, one is again faced with the difficulty of obtaining from adolescents the facts concerning their attitudes toward their parents or of parent-child relationships. Marriage and Family Living (1948), in a report of the committee on research of the National Council on Family Life, states, "We must use and perfect every possible technique of evaluation, both objective and subjective. We recommend experimentation with tests, scales, Rorschach, Thematic apperception, projective analysis, and other devices for measurement of marriage and family living."

Rohde (1947) stated that projective methods for personality study avoid the resistance that is often met in direct questioning regarding personal matters. Bell (1948) said the purpose of projective techniques is to gain insight into the individual personality. "In terms of method, such is the variety in projective techniques that generalization is difficult." Frank (1948) said that projective methods are not offered as superseding psychometric techniques and tests. "What is proposed is that projective methods be accepted as a promising development for the study of problems which have been elusive or baffling when approached by the accepted assumptions and customary methods."

Some of the newer methods of inquiry such as the sentence

completion tests have seemed to obtain freer and more spontaneous responses than the older direct-question methods which put the individual on the defensive. In the direct-question tests, the subject responds in certain narrow channels selected by the tester as important. He also tends to give socially acceptable answers. Both of these tendencies obscure his real inner responses. A sentence completions test was constructed by Rohde (1947), and was standardized on 680 ninth grade students. Rohde suggested that the best use of it is to analyze responses in view of the test as a whole rather than to obtain a numerical score. Sargent (1945) pointed out that single-case research is justified not for what is learned about one person or personality in general, but for what is learned about how to know an individual. Single cases do not give predictions for others on the basis of one, but for one based on samples of his own dynamics. She emphasized that behavior is dynamic.

Blos (1941) stated that the averages or descriptive summaries based upon large groups of people cannot be related to the individual's life and understood in their personal significance. Lewin (1935) said,

An inference from the average to the concrete particular case is hence impossible. The concept of the average child and the average situation are abstractions that have no utility for the investigations of dynamics. Thus, the environmental researches become, in general, the more fruitful the more attention is paid a comprehension of the concrete total situation instead of to the number of cases.

This study was made in an attempt to explore, in a group of children at the ninth grade school level, their attitudes, feel-

ings, and thoughts about themselves, their parents, and homes. It was also hoped that, in a few cases, data about the child's concepts could be combined with that obtained from his own parents. Attempts have been made to explore children's and parents' attitudes, but few have aimed at combining both to get a more complete picture of the situations in individual homes.

The objectives were to ascertain:

- (1) Ninth grade children's viewpoints on relations with their parents, with special reference to affectional attitudes.
- (2) The types of authority patterns in these families from the parents' point of view.
- (3) The relationship of parental authority patterns to the adjustment or affectional attitude of the child toward his parents.

PROCEDURE

The Rohde-Hildreth sentence completions test (Appendix, Form I) was administered to 149 ninth grade children in the Manhattan Junior High School. The test was given to the subjects, one class at a time, during the English period, by the teacher of that class. The instructors had been informed previously by the principal of the school of the type of test, and by the investigator as to the method of administration. The purpose of having the tests given by teachers the pupils knew, during a regular class period, was to avoid disturbing the normal school routine and to prevent, if possible, the mental and emotional tension which might have been caused by unusual testing conditions. This was

done in accordance with suggestions from the Rohde-Hildreth sentence completions manual.

It was thought desirable to study a homogeneous group; therefore, cases were eliminated which did not meet the criteria of (a) both parents living at home, and (b) at least two children in the family. Elimination of these left 99 cases for further study. This group of 99 tests was reviewed for clues and leads concerning authority and affection in the home. The 99 tests were also analyzed to find likes and dislikes, fears and worries, and the children's perceptions of their parents' roles.

In order to study a smaller group of individuals more intensively, the following procedure was used. Criteria for a basis of selection were expressed in the form of a scale, ranging from a high degree of expression of affection for both parents to an expression of antagonism for one or both parents. The scale was divided as follows:

In group 1 were those children who expressed affection for both parents; group 2, those who felt affection for one parent and neutral toward the other; group 3, those who felt affection for one parent and dissatisfaction or antagonism for the other; group 4, those children who expressed neither affection nor hostility for parents; group 5, those who felt neutral toward one parent and hostile toward the other; and group 6, those who expressed hostility or lack of affection for both parents. Satisfaction with home environment, family, and siblings was also taken into consideration. From these six categories the investigator selected three groups of ten each: those considered most

happy with their parent relationships, those most nearly neutral, and those most unhappy with their parent relationships.

The three groups of ten children each were then placed in rank order by three judges, on a scale of 1 to 10, to select the most representative three out of each group of ten. The nine children ranked by the judges as the three most happy, the three most neutral, and the three most unhappy in relation to their parents served for the final case studies. The judges consisted of a professor and head of the Counseling Bureau, a professor and a graduate assistant, both in the Department of Child Welfare and Euthenics.

A sentence completions test was prepared in its first draft by the director of the study for use with the parents. Thirty sentence beginnings were constructed that were thought likely to elicit information concerning child behavior and authority patterns, and to be comprehensible to all of the parents. This test was criticized by three judges--a professor, an associate professor, and an instructor, all in the Counseling Bureau, who were familiar with this type of test. It was then revised and given by the investigator to 15 sets of parents who met the stated criteria (both parents in the home and at least two children). It was again revised by the following method. All items which did not yield a sufficient proportion of productive answers were eliminated, and three new sentence beginnings added. The final form (Appendix, Form II) contained twenty sentence beginnings to be completed by both parents of each of the nine children selected for intensive study.

A home visit was then made to each of the nine homes using the following procedure. The investigator arranged, by telephone, an appointment for a home visit in each home. The objective of the visit was to explain the purpose of the test and ask for the parents' cooperation. Two families had no telephone, and the first calls were made without an appointment. The visit was not planned as an interview, but the investigator observed the appearance, size, and condition of the home and its furnishings, and the attitude of the parents as expressed in their interest in the study. All parents seemed willing to cooperate. In no case was there evidence of resentment at being asked to participate. Several parents seemed to enjoy discussing some phase of family life. After obtaining the cooperation of the parents, a date was set for the investigator to call for the tests. In three cases it was necessary to make a third visit if the tests were not completed. All nine sets of parents, both fathers and mothers, completed the test.

Additional information regarding the children's I. Q.'s and their approximate stage of maturity was made available to the investigator by the cooperation of the principal of the school and the physical education teachers of the nine children. Data from all the available sources were analyzed, and are presented in the form of case studies for each of the nine children selected for intensive study.

DATA AND DISCUSSION

Of the 149 children tested in preparation for this study, 50 children failed to meet the stated criteria of (a) both parents in the home and (b) at least two children in the family. These 50 children were in the following categories: 12 lived with both parents and were the only children in the family, 20 did not live with both parents, and the number of children varied from one to eight. (Children from broken homes and only children, though interesting, were in the minority and were thought to be a separate study in themselves.) The test papers of 18 children were incomplete.

The 99 selected for further study included 46 boys and 53 girls. The average age of the boys was 14 years and 10 months, and ranged from 14 to 16 years; the average for girls was 14 years and 8 months, and ranged from 12 to 16 years.

The 99 tests were reviewed for cathexion (likes and dislikes) of boys and girls, and the findings were arranged in a table for comparison. Examination of Table 1 shows that the least negative cathexion is found for father, mother, family, friends, boys, religion, and God. All of the girls and 85 per cent of the boys expressed a positive cathexion for friends. The greatest positive cathexion for both boys and girls was for God. Dissatisfaction with "the laws we have" was found for 41 per cent of the boys and only 19 per cent of the girls. Sixty-five per cent of boys and 43 per cent of girls indicated a dislike for schoolwork. Eighty-five per cent of the girls liked their teachers,

Table 1. Cathexion (likes and dislikes) of 46 boys and 53 girls.

Objects in test	Boys						Girls					
	Positive		Negative		Neutral		Positive		Negative		Neutral	
	No.:	%	No.:	%	No.:	%	No.:	%	No.:	%	No.:	%
Boys	35	76	2	4	9	20	38	71	3	6	12	23
Children	27	59	8	17	11	24	36	68	10	19	7	13
Family	20	43	3	7	23	50	42	79	0	0	11	21
Father	23	50	4	9	19	41	34	64	2	4	17	32
Fighting	16	35	16	35	14	30	7	13	35	66	11	21
Friends	39	85	0	0	7	15	53	100	0	0	0	0
Girls	30	65	10	22	6	13	32	60	9	17	12	23
God	43	93	0	0	3	7	48	91	0	0	5	9
Home	25	54	6	13	15	33	40	75	4	8	9	17
Homework	0	0	10	22	36	78	5	10	6	11	42	79
Laws	24	52	19	41	3	7	40	75	10	19	3	6
Money	31	67	9	20	6	13	36	68	6	11	11	21
Mother	31	67	3	7	12	26	39	73	1	2	13	25
People	24	52	11	24	11	24	43	81	4	8	6	11
Religion	31	67	4	9	11	24	39	73	0	0	14	27
School- work	14	30	30	65	2	5	30	57	23	43	0	0
Suicide	3	7	30	65	13	28	3	6	43	81	7	13
Teachers	29	63	13	28	4	9	45	85	5	9	3	6
Work	20	43	18	39	8	18	24	45	17	32	12	23

but only 63 per cent of the boys did.

Toward their families, 79 per cent of the girls were positive but only 43 per cent of the boys. Fifty per cent of the boys were neutral but only 21 per cent of the girls.

Toward people, boys were 52 per cent positive and 24 per cent negative. Girls were 81 per cent positive and 8 per cent negative.

Of the boys, 50 per cent were positive in liking for their fathers; 64 per cent of the girls were positive. Forty-one per cent of the boys were neutral and 32 per cent of girls.

Thus, girls are more positively oriented than boys toward

family, father, and people, and slightly more toward mother.

The above statements are based on analysis of single items only, and are limited by that fact.

General trends in the tests were noted, and Tables 2, 3, and 4 show the responses to certain sentence beginnings on the test. Table 2 gives the type of fear and the number of children making that response in completing the sentence beginning "I fear--." Ten per cent of the girls listed fear of war, and only 2 per cent of the boys. It is of interest to compare this finding with that in the Rohde-Hildreth study done over one year before the United States entered World War II, in which it was found that 30 per cent of the boys specified fear of war, and only 13 per cent of the girls. Fear of the atom and hydrogen bomb have been added since that time. Since many of the fears of boys and girls are different, only the number of each are given.

Table 3 shows that the greatest trouble and chief worry of boys centered around schoolwork and grades. Boys were concerned about money; girls were not. Table 4 indicates that girls were not troubled as much about schoolwork or grades as boys, but were more concerned than boys about popularity. In regard to Table 5, the most significant finding in relation to the difference in the way boys and girls perceived the roles of their parents was in the perception of the role of the father. Boys and girls tended to perceive their mothers in a more similar fashion than their fathers. Girls significantly perceived of their fathers more frequently as givers and receivers of affection than did boys at a level of confidence of 0.1 per cent. There was a slight tendency

Table 2. Statements of 46 boys and 53 girls completing the sentence, "I fear--."

No. :	Boys Type of fear	:	No. :	Girls Type of fear
	<u>Death or physical pain</u>			<u>Death or physical pain</u>
3	Atom or hydrogen bomb		1	Atom or hydrogen bomb
1	War		5	War
2	Automobile accident		2	Automobile accident
2	Drowning		1	Fire
2	Dark		5	Dark
1	Animals		2	Animals
1	Snakes		1	Snakes
1	Locomotives		2	Death
1	Bullies		1	Doctor
1	Death of mother			
1	High places			
	<u>Failure</u>			<u>Failure</u>
2	In school		2	Lack of friends
2	Tests		5	In school
2	In life		2	Tests
1	Country going broke			
	<u>Moral punishment</u>			<u>Moral punishment</u>
3	Teachers		1	Disgrace for family
1	Older brother		1	Brother will learn something
1	No evil		2	End of world
2	Not doing right		1	Not as good as others
1	What others do		1	No evil
1	Few things		1	I do not always obey laws
12	Nothing		1	People not taking life seriously
			1	Few things
			1	Imagination
			1	Spankings
			1	Trouble
			6	Nothing
	<u>Miscellaneous</u>			<u>Miscellaneous</u>
1	Bow will crack		2	Getting older
1	Running out of answers		1	Dry summer
1	It will snow tomorrow		1	Having to move away
			1	Losing money
			1	Drop in prices

Table 3. Statements of 46 boys concerning "My greatest trouble" and "My chief worry."

No. :	My greatest trouble	No. :	My chief worry
13	Schoolwork	15	School and grades
4	Homework	5	Money
3	Tests	3	Future
3	Getting up early in morning	3	Job and work
3	Money	3	Girls
3	Girls	2	Injury
3	Sister or brother	1	Homework
2	Getting along with teachers	1	Getting along with people
2	Getting along with people	1	Brother
1	Temper	1	Bullies
1	Inferiority	1	Clothes
1	Clothes	1	Getting the car
1	Getting the car	1	Going to college
1	Time shortage	1	Food
1	Wasting time	1	Before games
1	Finding my billfold	1	When will summer come
1	My horse	1	Omitted
11	Nothing	4	Nothing

Table 4. Statements of 53 girls concerning "My greatest trouble" and "My chief worry."

No. :	My greatest trouble :	No. :	My chief worry
6	Schoolwork	13	School and grades
5	Homework	4	Popularity
5	Getting along with people, friends	4	Boys
3	Getting along with family members	3	Appearance
3	Work, doing things should	3	Getting to school on time
3	Making friends	2	Getting older
3	Myself	2	Death
3	Getting up in the morning	1	Finishing school
2	How to study	1	Homework
2	Shyness	1	Getting along with people
2	Piano practice	1	I'll live alone
2	Grades	1	Home
2	Temper	1	Mother and father
1	Boys	1	Brother
1	Not having enough time home	1	Doctor or dentist
1	Staying home Saturday night	1	Learning to dance
1	Getting to go out	1	What will happen tomorrow
1	Getting home early	1	Polio
1	Seeing more movies	1	Moving
1	Old-fashioned mother	1	Driving a car
1	Reading too much	1	Flippant people
1	Clothes	3	Not much
1	Play golf	5	Nothing
1	Is to be in trouble		
1	None of your business		

Table 5. Comparison of boys' and girls' perceptions of parent's roles.

	Boys (n-46)		Girls (n-53)		C. R.		Level of confidence	
	Mother	Father	Mother	Father	Mother	Father	Mother	Father
	Per cent						Per cent	
Breadwinner role	8.7	41.3	17.0	24.5	1.26	1.79	21	8
Affection giver or receiver	65.2	28.3	75.5	62.3	1.12	3.62	29	0.1
Physical being	13.0	23.9	3.8	7.5	1.61	2.28	11	3
Disciplinarian	4.3	4.3	1.9	1.9	0.67	0.67	50	50
Miscellaneous	8.7	2.2	3.8	5.7	1.00	0.90	38	39

also for girls to perceive of their mothers as givers and receivers of affection more frequently than boys, but the difference was not significant. Boys did, however, perceive of their mothers as givers and receivers of affection more frequently than they did of their fathers at a level of confidence better than 0.1 per cent.

There was also a strong tendency for boys to perceive of their fathers more frequently as breadwinners, or their vocational roles, than did girls, but the difference was significant only at the 8 per cent level of confidence. There was a similar tendency for the girls to perceive of the mother more frequently as a breadwinner than do the boys, but the difference was not very significant.

Both boys and girls more frequently mentioned the vocational role of the father than of the mother. For the boys, this was highly significant. Boys more frequently than girls perceived of their parents as just physical beings, i. e., "My father is a male," "My father is fat," "My mother is a female." This was more significant for fathers, however. Only a small percentage perceived of either parent as a disciplinarian or as a law-giver; or, at least, they repressed this perception in responding to the test, or the perception was not prepotent enough to be brought into consciousness by the stimulus material.

The sentence completion tests (Appendix, Form II) given to the 18 parents revealed parents' opinions in four areas: (1) their own parents, home, and childhood; (2) the use of authority; (3) roles of family members; and (4) their own children and fam-

ily. Some items did not yield the expected information; for example, "Being a child--" was often completed in terms of the parent's feeling about his own childhood, rather than in an understanding of his own children. Two items, "A democratic family--" and "Making decisions in the home--" were answered most often in conventional or socially acceptable terms, even by the parents who were most authoritarian in the remaining statements. There were a few omissions. There was a tendency to omit sentences dealing with the role of the opposite sex. It is possible that the parents interpreted such sentences as not being applicable to them.

It is the investigator's opinion that parents expressed their inner feelings more freely on this test than they would have done in the usual interview. Specific data from each parent are discussed in the case studies.

The following cases are presented disguised as to names and identifying data.

CASE STUDIES

Ann

Ann, 14 years of age, was rated by the judges as the most happy child in her relations with her parents. She had two brothers, the older one married and the younger 12 years old. An older sister was away at school. Ann had reached puberty. Her I. Q. was above average.

In statements taken from Ann's test, she said, "My looks are okay I guess. They are the best I can do." "My health is very

good. I'm not a picture of health, but I am fairly healthy." My stomach is a bother. I'm afraid that I will get fat." Ann slept too much or too little at times, and her dreams were not important--"often amusing, sometimes strange." Ann appeared to be religious, and many of her statements were tinged with her convictions. "Religion means much to me. I am a Christian. God is my helper, my refuge, and my comforter. I fear nothing. God is with me constantly."

Concerning other people and school, Ann said, "Other people help me and comfort me, are my friends and enemies. Boys are a lot of bother, but I guess they do have a purpose. Girls are my friends. My greatest trouble is my friends. I know they get peeved at me, and I get peeved at them. I don't intend to, but I guess that's life. I like best to swim and have fun with my friends. I feel hurt mostly when my friends turn me down. Friends are a lot of bother. I have millions of them. I secretly desire to be popular, but I like to be just my plain self."

"My schoolwork," Ann said, "is easy and I appreciate the help my teachers give. My chief worry is school. I'm usually afraid to be late. My teachers are my friends; I like them greatly. I try to get good grades in school; I usually do. I am very stupid in many subjects. My worst subject is Algebra. My greatest longing is to graduate from high school, then college, and be prepared for a good job. My greatest ambition is to go through college with honor grades and earn my 'Master's.' My education means much to me, and I hope I can gain much from it."

Ann felt some concern about money, material things, and a job. "Money--I love it--too much in fact. I think the rest of the world does too. Earning my living is an easy job. I babysit for the small sum of 25 cents per hour. I cannot understand what makes me want so many things. My mother and other relatives all did without things. I guess I'm just selfish. My clothes are neat most of the time. I haven't many, so I have to take care of them. I feel the most proud of my older brother. He has gone through school and now is earning a good living. He is married and has a small boy."

Ann's family relations were stated in the following quotations. "Our family is a close one; we love each other greatly. Work is a lot of trouble, but my father works for us because he loves us. My mother is my closest loved one. She helps me with all I do. My father is a very kind and loving man. I love him very much. If I get married, I want four children, just the same number as in ours. At home I am loved, and I feel that is where I'm needed."

Our picture of Ann from her statements was of an adolescent girl with very little concern about her appearance and health. They were satisfactory to her. She was religious, and she made several conventional statements tinged with religious sentiment, but she did not carry religion into other areas. She was concerned about money and in getting an education in order to earn a good living. This was evident in "I feel the most proud of my brother. He has gone through school and now is earning a good living...." Ann felt a normal desire for the social approval of

her peers, and secretly wanted to be popular, but she was still more interested in girls than in heterosexual friendships. She had lots of friends. Most adolescents are extremely anxious for friends, and are unhappy if they do not have them. Ann is expansive, apparently talkative, and enthusiastic; she probably is popular for this reason. In all of her responses related to parents and home, she expressed affection and satisfaction, perhaps more effusively than the average teen-ager, but this was typical of all her responses. She was both the giver and receiver of affection at home, and she felt needed there.

A visit to the home and the parents' test may explain the reason for Ann's happiness. Ann lived in a large well-furnished house. Her mother was cordial and interested in this study, and was curious about their family being selected. She was the only parent who asked the method for selection of parents for the study.

Mrs. A. was 46, a high school graduate with Normal Training. She did not work outside the home, but several college girls lived with them. Concerning her own childhood and parents, Mrs. A. made the following statements. "If my mother had not been a very patient, understanding one, a family of ten would have been too much for her. My father was a carpenter and laborer. If he were living, he would enjoy so many things that have been our privilege to enjoy since his death. He was a forward-thinking man and loved life. When I was a teen-ager, the World War ended.... and we had hopes war was a thing of the past and that a new era of understanding and progress was here. Making high grades in school was one of very necessary things in my life. If I had this to do over, I

would put emphasis on other things and let the grades take care of themselves."

Mrs. A. made the following statements about her family. "Our family consists of six members. One son is married. At present, the father is employed in a nearby town. As a parent, I dislike to give opinions on child rearing. It has taken me 24 years to realize I know almost nothing about it. As a parent, I enjoy my family very much. Our ties are close, and we enjoy doing things as a unit. Being a mother is one of the greatest privileges that could have been granted me. It justifies my life and gives me the greatest happiness that I know. Being a father is certainly a different problem from being a mother. The father's and mother's efforts combined are needed. I wish our children would base their lives on the teachings of the Bible and get all the education and inspiration possible from the school and the Church. Our children should not find it hard to find a place in this world since so many opportunities present themselves that it would be a child of no initiative at all that could not fit somewhere. Teen-agers are a pretty fine lot. It seems that every generation of them gets a little better. As always, there are a few who give the rest a bad time of it."

"Obedience is always expected of our children as it was of us. On the whole, our children and ourselves were obedient. The penalty for disobedience was suited to the act. Discipline is necessary, of course, but the only discipline that is of value is self-discipline. All discipline should have a purpose in life. Punishment was one of the things I feared as a child. Even mild

scoldings or disfavor. Most parents need instruction in child rearing to know how best to meet problems with a minimum of punishment. Making decisions in the home should be done in a democratic way. Of course, there are times when it is necessary for one to make a decision for all, but it is best to share in discussions leading up to decisions. Each decision would have to be made on its own merits, and no general rule could be given for all. A democratic family is, in my estimation, one of the finest kind. Democracy in the home is something to strive for and is the basis for democratic thinking for the rest of life."

Mr. A., age 53, had a grade school education and business training. He was occupied in semi-skilled work. Mr. A. did not complete all of the sentences. Regarding his own childhood and parents, he made the following statements. "Being a child seemed the most carefree and happy time of my life. When I was a teenager, I worked every day until I was so tired I was ready for bed by the time I could get there. My father was quiet yet firm, but enjoyed boys' sports. If my father had been like some fathers that I knew, I do not know what I would of been. My mother is alive and in good health." As a parent, Mr. A. enjoyed "seeing my children and grandchildren growing and learning; especially when they are little and learning to talk and walk." "Being a father is a full-time job and takes a lot of tact. Being a mother is a full-time job." "I wish our children would get all the education possible and look to Jesus for guidance." "Our children cannot expect what others have when we cannot afford it." He thought "making high grades in school are for the ones that work

for them." "Teen-agers are fine if their heads do not swell and they get pig-headed." Concerning authority, Mr. A. said, "Obedience seems unfair but must be learned," and "Discipline should be firm if it takes a ball bat to stand them in line." He concluded with, "A democratic family is the American way of life we are striving for."

The parents' tests revealed the following environmental factors. The mother was better educated than the father. She understood the principles of a democratic family and believed that they should be put into effect. Both parents enjoyed their children and stressed religion and education. The father, however, either expressed himself poorly or his opinion of discipline was different from the mother's. The investigator tended to believe that Mr. A. used a conventional statement in an effort to complete the sentence when he said that discipline "should be firm if it takes a ball bat to stand them in line." He omitted a statement on punishment. Furthermore, he is not at home as much as Mrs. A., and his opinion may not influence their behavior as much as Mrs. A.'s.

The investigator, therefore, concluded that Ann was happy with her parent relations because her mother's opinion of a democratic family predominated. She was a part of a family unit and had a definite part in making decisions in the home. Both parents enjoyed children, and the mother expressed affection for them all. The mother was unusually happy and secure in her role as mother and in the affection of her children.

Beth

Beth, rated by the judges as the second most happy child in her relationship with her parents, was 14 years old. There were two other girls in the family, one older and one younger, and two brothers, one older and one younger. Beth was, therefore, the middle child of five children. Beth had reached puberty two years previously, and was a well-developed girl. Her I. Q. was average.

Our picture of Beth, taken from statements in her test, is of a healthy, happy girl. She said, "I am very happy most of the time. I feel like I'm very lucky. I get pleasure from everything I do. If I had a lot of money, I wouldn't be any happier. Money is something not very important to me. My health is wonderful so far, and my looks aren't bad." Beth said her habits were "not very many" but she liked to "read and eat" and had "a strong stomach." Her greatest trouble was "I read too much when I should be doing something else." She also said, "I try to get books from everywhere," and "At night I like to read in bed." Much of the time "I read, drive a car, and sing."

Schoolwork was "easy" for Beth, but her chief worry was "Home Economics," and she said, "My education is very important to me," "The training I have gotten is from my family and teachers," and "My teachers are all very wonderful." Beth was interested in learning how to start a career, and mentioned twice that she wanted to be a professional singer: "My greatest longing is to become a 'perfeessional' singer," and "My greatest ambition is to be a 'perfeessional' singer." "Earning my living is something I'm bound to

do," she said; but her thoughts ranged light-heartedly over other roles, for she said, "I secretly wish to be president," and "I cannot understand what makes me want to be a boy with red hair."

Beth stated, "Other people seem to like me pretty well. Boys are something I like very much. Girls are something I couldn't live without. Friends are something I have a lot of. I feel hurt when someone doesn't like me. I become embarrassed when someone says they don't like me." "I am ashamed that I blush all the time," followed these statements and seemed to be related to them.

Concerning her family, home, and parents, Beth stated, "Our family is a wonderful family. I feel the most proud of my family when we are all joking and having fun together. At home I feel the most satisfied. My mother is a very understanding person. There are times when I don't think I'm much like her. My father is a grand guy. My childhood has been a happy one."

Beth was a happy, well-adjusted adolescent girl. She was satisfied with herself and her friends of both sexes. She was happy with her parents and home. Her only statements of discomfort were related to popularity. "I feel hurt when someone doesn't like me," and "I become embarrassed when someone says they don't like me," are natural expressions of the desire for social approval common to her age and stage of development.

Beth's family live in a large oldfashioned stone house in the country. They do not own the house, and have no telephone. Although they live on a farm, they do not farm the land. The father has a job nearby. The first contact was with the father of the family, who said that his wife was not well at the time, but they

would be glad to fill out the tests. Several visits were necessary, and all but the two older children were seen by the investigator.

Mrs. B., age 46, is a ninth grade graduate. She gave her occupation as housewife and mother. From Mrs. B.'s statements concerning her own parents and home, a picture of a happy childhood emerged. Her mother "was a wonderful woman--always working and planning for others, especially us children, even after we were married and with homes of our own." Mrs. B. felt that she and her own family owed a lot to her mother's teaching. Mrs. B.'s father did not feel he owed his children a high school education, but it "was not nearly so important as now, and we were free to go to business college, et cetera, if we chose to do so." Mrs. B.'s father cooperated with her mother in caring for the children, and also earned a good living for them. If he had not, "I could not have had the fun and learning of many handicrafts or the pets to care for and love as I did have." As a teen-ager she worked as a hired girl, and was married at an early age.

"Being a mother," Mrs. B. said, "I feel a great responsibility for the health, thoughts, and actions of the children, and, as no child responds or reacts the same to any rule, being a mother is the biggest job I know of." She said that being a child was "not all pleasure--they have so many temptations and decisions to make, and mistakes, though small, have great influence on a child's future character. Teen-agers especially have a hard life as it is a changing, hectic time. More work, more responsibility, more need of a parent's love and advice, and, now-

adays, never enough time for quiet thought and rest." Mrs. B.'s family "likes music, singing, reading, are great lovers of pets, love picnics, and all the simple pleasures." She hopes the children will keep their enjoyment of the simpler pleasures of life. As a parent, Mrs. B. enjoyed planning and doing the above things with her children. As a parent, she disliked "to see a child punished in front of guests, as it destroys their self-respect and they feel you are taking advantage of them."

Concerning authority, Mrs. B. felt that "obedience should be taught from babyhood, as it is very important in all phases of life, health, happiness, safety; in fact, our life is patterned on obedience of rules--moral, physical, and mental." Punishment should not always be physical, especially after it is possible to reason with the child. "Reasoning until the child can see the wrong and feel the hurt he has given, and his own mind will punish him, making him feel more responsible for the wrong, and no feeling of being bullied. Our children should not be governed too strongly, but left to make most decisions themselves with supervision and advice, so they feel more self respect and receive training for making their own decisions when they have no parents or others along to make decisions for them. They have been taught to reason the right or wrong of what they must decide." Mrs. B. said that discipline was a very necessary thing for families, not only for the children. Parents need self-discipline more than children, "as a good example is more important than all rules." A democratic family should always think of the other members and "keep a broad outlook for children who

have had no parents or the wrong kind of parents and try to be patient and helpful to them." Making decisions in the home "is really a job for the entire family. If the children are not included in the family problems, they lose interest or feel imposed upon if the decisions are not pleasing to them or mean a hardship for them, but, if they can help talk over what is to be done or not done and the why of it, they feel an interest, a part of the family as a unit, a sense of fair play, and learn to reason and think of the results of any decision. I think they need this training very much, as it is the most important thing in anyone's life--the ability to look at all sides of a question and make a fair decision."

Beth's mother hopes that all of her children will be able to finish high school and go to college if they care for it. Making high grades in school "was always very important to my parents and to me, as I loved school and learning. It also is to my children, and I do think the parents' interest and help are most important in this."

Mr. B., age 52, was an employee of the government, and had a ninth grade education. He said, "My mother is, we all think, one of our most loved ones," and "My father was very good to me during my childhood and as a teen-ager." "I didn't have many cares." Mr. B. said, "If my father had not taught me many useful things, it would have been harder for me to raise a family."

Of his own family, Mr. B. made the following statements: "Our family tries to enjoy the simple things of life and tries to make a lot of their own pleasures. Being a father has lots of

responsibilities. As a parent, I enjoy the company of my family. As a parent, I dislike unpleasantness in families." Mr. B. thought that being a child was a hard problem without the guidance of parents, and that "our children should not, through carelessness, bring unnecessary burdens to parents." He felt that teen-agers should have both pleasure and responsibility, and that making high grades in school should be the aim of every child.

Concerning authority he said, "Obedience is the first step in a happy family, and discipline should begin when children are very small," but "Punishment should be carefully studied before being administered." "A democratic family should get along well together, and making decisions in the home should take careful consideration."

Beth's parents have successfully combined authority and affection. They have passed on to their children the results of their own happy childhoods. Although they state strongly their belief in obedience, they are not concerned with outward conformity but with the child's developmental needs, his inner feelings, and his real understanding of ethical values. Mrs. B.'s use of the phrases "self-respect," "learning to reason," "making decisions in the home a job for the entire family," and "learning to make decisions the most important thing in anyone's life" show her deep respect for her children and her concern that they learn through practice true democratic values. There is fun here also, for Beth sees the family "all joking and having fun together." They like music, singing, reading, pets, and simple pleasures. "The children should feel they have a part in all family business

and pleasure." And so they do, in this companionable family.

Carl

Carl, rated by the judges as the third most happy child in regard to his relations with his parents, was 15 years and one month of age. He was small for his age, and it was doubtful if he had reached puberty. His I. Q. was slightly above average. Carl was one of six children. He had two older brothers, two older sisters, and a twin sister.

Carl's description of himself, taken from statements made on the test, was as follows. He stated that he was in good health, that his appearance was satisfactory, and that he slept well and had few dreams. He thought that his habits were "good enough for my good health." Carl's greatest ambition was "to become a pilot." He feared "what almost everyone else fears," he was sorry "that they made the A-bomb," and this was followed at the end of the test by a paragraph on the atom bomb. "The A-bomb is a very serious thing in the world today, and the hydrogen bomb is worse. I think we ought to make some kind of a treaty with Russia or else stop the communists." These latter statements were the only unhappy or negative expressions in Carl's test. He said, "I cannot understand what makes me happy so much," and "When I get old I will be happy." His greatest longing was "to do good."

Concerning other people and school, Carl said that "friends are a lot of help to everyone," other people "give help to many people," and "I am very well treated by all my friends." He said

that "boys are more fun to play with" and "girls are O.K. in their place." He liked best "association with other people," and got pleasure from "going to parties," although he said, "I become embarrassed at times when I'm around girls." School did not present any problem to Carl. He states, "My schoolwork is easy enough for me. My education is very good, and I intend to go to college. My teachers are good teachers. The training I got from Mr. _____ was interesting. I want to know better and more interesting things."

Some of Carl's statements indicated his feeling of security, such as "Earning my living is not necessary," "Money is a hinder to some people," and "If I were poor, I would not feel bad about it." Concerning his family, Carl said, "Our family is a happy family and we have a lot of fun. I feel the most proud of my family and home. My mother and father are very nice. I envy my father. At home I feel happy."

Carl apparently had good relations with his friends, teachers, and family. He was not self-centered, but enjoyed people. He was satisfied with himself and with his environment. What kind of family and home did this happy, well-adjusted child have?

Carl's family lived in a large house in the country, not far from town. The exterior of the house was attractive but not impressive. The interior of the house was newly decorated and quite well-furnished. Both parents were at home, and the investigator visited with them for a short time. They discussed their children's educational plans and were interested in this study.

Mrs. C. was 52 years of age. Her occupation was stated as

housewife. She had a college degree in home economics. According to the test, she remembered her childhood as a happy period in her life. Her father was a hard-working, ambitious man, who did not have much time to play with his children, but "often brought home candy, nuts, fruit, or a small gift." If her father were living, she said, "his grandchildren would be a joy to him, as he always loved children." Mrs. C. said her mother was always kind, but strict, and "if she were living, she would be active in community affairs."

Mrs. C. stated that she never questioned her own parents' authority. She thought that discipline should be "respect for those in authority with rules set up." Her idea of punishment was to make the children sit in a comfortable chair with nothing to do, or give up some special pleasure. Making decisions in the home should be "by the whole family when all are concerned, otherwise by husband and wife." She believed that a democratic family is "one that shares responsibility, no member demanding more than his right."

As a mother she has developed patience, but "at times it almost runs out." She enjoyed working and playing with her family and planning for their education. She disliked having to remind the children so often. "It almost reaches the point of nagging." Mrs. C. said her six children were "congenial and thoughtful of each other, having many happy memories." Her wish for the children was "for them to achieve a happy and normal life." Making high grades in school was desirable, but not at the expense of health and a well-rounded life. She did not think they should

grow up spoiled and without a sense of responsibility. She felt that "teen-agers grow up too fast and miss a lot of childhood."

Mr. C.'s age was 54. He was a college graduate, and his occupation was that of salesman. His own father was a happy, kindly man, who was always thoughtful of his children's future. His mother was still living, and he thought that, if she could have had more time for the things she desired, she would have been happier.

Concerning authority, Carl's father stated that "discipline was never much of a problem with our children," and as punishment "removing pleasures was better and more lasting with our children." Making decisions "is a partnership in our home with mother and father," and he thought "a democratic family is a happy family."

As a father, Mr. C. felt "the satisfaction that comes to a parent of successful parents (a grandfather)," and he thought that being a mother "is a wonderful future for old age enjoyment." Mr. C. stated that he and his family enjoyed group meetings when it was possible. As a parent he disliked "the brazenness of some young people's action in public." When he was a teen-ager, he "was shy and bashful," but teen-agers today "are quite a change from their parents' teen-age years." He said that making high grades in school was "a desirable trait, but not absolutely required," and "our children should not have to worry about not having a college education." He hoped that his children would never have to go through another war.

Many factors contributing either directly or indirectly to

Carl's happiness were revealed in the home visit and parents' tests. Carl's parents apparently had a happy childhood. His mother said it was "a happy period" and that, as a teen-ager, she was "happy-go-lucky." Both parents had college degrees, and Carl did not have to worry about not going to college. His father said, "Our children should not have to worry about not going to college," and Carl said, "I intend to go to college." Discipline, in the form of control, was exercised by his parents, but there was no evidence that corporal punishment was ever used on Carl or his siblings. His mother believed that making decisions in the home should be done by "the whole family when all are concerned." Both parents believed in a democratic family. It seems, therefore, that Carl had the advantage of happy, well-adjusted parents, economic security, and the feeling that he was an important member of a democratic family.

It is of interest to note here that Carl's twin sister was also in the group of children that were considered happy with their family and parent relations, but, in the opinion of the investigator and of the judges, she did not rate as high as Carl.

Frank

Frank was rated by the judges as the child most nearly neutral in regard to his parents and family relations. He was 14 years and 11 months old. He had three older brothers and two younger sisters. He was a large boy, and puberty was well established. Frank said that his health was good and that he was satisfied with his appearance. His I. Q. was above average.

Concerning school Frank said, "My schoolwork is done mostly in school," and "My worst grade the last semester was a 'C'." There were times when he felt like skipping school, but he said, "The future of most young people depends on their education." "I secretly don't think much of some teachers," but in another sentence, "My teachers are all pretty good." Frank's chief worry was "Whether I'll get my algebra done," because "My mind wanders from algebra to everything else." However, he felt "the most proud of the grades I get in algebra." Frank was not too fond of school, as he said, "I want to know why we don't have a shorter school year," and he liked best "the vacation after school." Frank did like football, and said, "I get pleasure from getting all knocked up on the football field," and "My greatest longing is to become a football star." His greatest ambition was to become a "well-known person."

Frank thought that "friends are the best persons to trust." Concerning other people he said, "Boys are a lot more active than men," and of girls, "Girls are more active than boys in home economics." Other people "are all different from each other." A few general statements were: "Eating is a good way to keep on living," "Death is about the last thing in a person's life," and "I feel hurt when I have to get out of a warm bed on a cold morning."

Concerning his home and parents Frank said, "Our family went on a short trip last Sunday. At home I usually read or work. I envy my big brothers because they always get the car. My mother went to my uncle's place today. My father is manager of _____"

farm."

Frank appeared to be neutral toward his father and mother; that is, he did not express any affection or antagonism in regard to them. His responses showed neither pleasure nor pride in home or family. He did like football and friends, and said as much. He secretly did not "think much of some teachers," but this was a mild statement and was followed by "My teachers are all pretty good." He apparently felt fairly neutral toward them, but somewhat ambivalent. He avoided saying anything about boys or girls by making general statements regarding them. Frank did not say he liked people, but "Other people are all different from each other."

It was difficult to evaluate Frank's neutral feelings. Perhaps the findings from a visit to his home and his parents' tests will be helpful.

Frank's family lived in a large, old-fashioned, frame house which they did not own. The mother and father were at home. Both parents asked questions about the questionnaire, and the mother expressed some doubt about being able to complete it. The father said he would have his finished, but "Mother does all the work and might not." The mother looked tired, but she said that recently she had had help with part of the work, and that had been "a relief."

Mrs. F. was 45 years old. She had taken some work in college, but did not graduate. She was the daughter of a minister and said, "I always considered his ideas as correct," and "My mother was not as strict as my father was." She was happy as a

child, and said, "When I was a teen-ager, I was taught to shun movies and dance halls." She said, "If my mother would have told me more things about life, I could have had less worry."

Frank's mother said that discipline was not a problem in their home, that "obedience is absolutely expected," but "punishment should never be severe and it can usually be prevented." She stated, "Our children should never show disrespect."

As a mother she wished that she could have spent more time with her babies. She said that their family was very cooperative. The entire family was active in church work. She enjoyed talking with her children about their experiences and parties, and disliked doing or saying anything that made a child angry. She wished the children "wouldn't throw their clothes around so much." Concerning school she said that high grades were not stressed in their home. Teen-agers "are not hard to manage if you are fair with them," and "My idea is--keep teen-agers away from dance halls and you won't have many worries." Making decisions in the home was done by both father and mother, and "A democratic family is usually satisfied," she said.

Frank's father's age was 46. He had an elementary school education and was, at that time, superintendent of an agricultural station. He said that his own father was a "very diplomatic man, and if my father told me to do or not to do something, it was done so." His mother also practiced strict discipline, but as a teen-ager he was never punished. Mr. F. stated that discipline was absolutely necessary and obedience an "absolute must." However, he said that "punishment is that something that

gets a parent in trouble. When I was a child, I resented discipline." He felt that a democratic family was the most desirable to have, and making decisions in the home is the responsibility of both father and mother, but "being a father is a very responsible position and should be considered the head of the family."

"Our family--very cooperative--good behaviour," he said, and "I wish our children would continue in the future as they have in the past." As a parent, he enjoyed "well-behaved children" and disliked "laziness, disrespect, and uncleanness." Making high grades in school "is not required and often discouraged," he said. He believed that teen-agers "have to put in practice what was taught to them as children."

Frank's parents were busy, hard-working people. They were both brought up in authoritarian homes. Some of their statements appeared to favor strict discipline in their own home. "Obedience is absolutely expected." "Discipline is an absolute must." "Children should not at any time show disrespect." However, on further investigation, this strictness is modified by their other statements, such as those made by the mother: "Discipline is not a problem in our home," "Teen-agers are not hard to manage if you are fair with them," and "As a parent, I dislike to do or say anything that makes a child angry." The father also said, "When I was a teen-ager I was never punished," "Punishment is that something that gets a parent in trouble," and "As a child I resented discipline."

It appears, therefore, that Frank's parents wanted their children to be obedient and respectful, but they were not harsh in disciplining them. The father seemed satisfied with his children, for he said, "I wish our children would continue in the future as they have in the past." Both parents said they thought a democratic family was "usually satisfied" and was "most desirable." But there was no indication that their children shared in making any decisions. The parents said that making decisions was "the responsibility of both the father and the mother."

Frank has not revealed his feelings about his father, mother, boys, girls, or other people. As the fourth boy with three older brothers whose privileges he envies, and with serious parents who have had to work hard to care for their six children, it is possible that he has not played too enviable a role in the family. His ambition is expressed "to become a well-known person." Although his I. Q. is above average, he does not like school and finds most pleasure in football and friends. He seems matter-of-fact and reserved, with little expression of feeling--either positive or negative.

Jack

Jack, rated by the judges as the second most nearly neutral child in regard to his relations with his parents, was 15 and a half years of age. He was the eldest child of three. The other children were twins four years old. Jack was rather large, but it was doubtful if he had reached puberty. His I. Q. was average.

Jack made the following statements about himself and his appearance. He said that his eyes were "O.K.," his looks were "O.K.," his health was "O.K.," and "Other people aren't as good-looking as me." He thought he was "very good-looking." He slept "very well," and also said, "My dreams are nightmares." His greatest ambition was to be a "grate golfer." He stated that his schoolwork "is hard." His greatest trouble "is school." "My worst trouble is school," and "My chief worry is tests." However, his teachers were "O.K."

Jack stated that he thought boys were "good" and girls "O.K." In response to "I like best," Jack said, "Women." "I get pleasure from necking," and the thing that seemed important to him was "women." But he said, "Love is silly."

Some random statements Jack made were typical of most of his responses. He said, "Suicide is O.K." I feel hurt "when someone steps on my toes." I become embarrassed "when someone catches me in my red flannels." I feel the most proud of "my green shirt with purple poker dots."

Toward his home, family, and parents Jack expressed the following feelings. "My childhood was very dull," "Our family has five members in it," "My mother is a female," "My father is a male," and "At home I eat, sleep, and make marry."

In general, Jack's responses are brief and range from neutral to flippant. He expressed neither affection nor antagonism toward his parents. Apparently he pretends to be more mature than he is. Since he is large for his age but is still pre-adolescent, his statements that "I like best--women," "I get pleasure from neck-

ing," and that "women" seem the most important thing to him may be taken as wishful ideas rather than facts. He also stated, "Love is silly." Jack tends not to reveal his true feelings by making many responses in this way: "_____ is O.K."

On the first home visit the investigator was met by the twins. The house was new and well furnished with durable-looking furniture. The mother was friendly and said that she and her husband would do their best on the tests. The father's business was located close to the home, but the investigator did not see him on either visit.

Jack's mother is 40 years old, a housewife, and she has a high school education. She said that her mother was a quiet, hard-working woman who died when Mrs. J. was still a child. Her father gave her only three spankings during childhood, but "When he spoke, we obeyed." As a teen-ager she was not allowed to go out as much as her own 15-year-old son was. She felt that, if her mother had lived, she would have been much more happy as a child.

Jack's mother said that she thought that being a father was easier than being a mother. Her children did not mind her as well as they did their father, but "I minded my father better than my mother."

As a mother she enjoyed taking care of her family, keeping house, and playing a game of bridge. She did not like to see her children "act like smart alecks." She stated that discipline should be practiced by taking away something, that obedience should be taught early in life, and that punishment should "very

seldom be a beating." She thought that making decisions in the home should be done by both parents, and that a democratic family was a happy family.

Mrs. J. said that her family enjoyed outings in the summer and quiet evenings at home in the winter. She would like her children to "be more quiet and serious." In response to "Our children should not" she said, "Our children should not be allowed to drive the car until he or she is eighteen." Making high grades in school "doesn't seem to be too important to most children," and "Teen-agers see too many shows."

Jack's father is 44 years of age. He has a high school education and his own business. Concerning his parents Mr. J. said that his father "wasn't nearly as narrow-minded and old-fashioned as I thought him to be," and "If my father told us to do something, we knew it had better be done right, before he came home from work." "If my mother told us to do something, or we couldn't do something, my father backed her up," he said.

Mr. J. said that being a mother is "a full-time job" and that being a father should mean "talking things out instead of being a dictator." He enjoyed getting his children "some of the smaller things that my parents were unable to give us as children." "As a parent," he said, "I dislike most the smart-aleck attitudes and back talk I hear from so many children."

Jack's father said that punishment and discipline should be in the form of deprivation of privileges, and obedience "is a thing always desired but nowadays seldom achieved." "Making decisions in the home should be backed up by both parents. They

should pull together and stand behind each other," he said. "A democratic family is a happy family," he believed.

Mr. J. said his family enjoyed spending the money he worked "twelve hours a day to earn." He said, "I wish our children would accept responsibility. Teen-agers should be taught to accept responsibility." When he was a teen-ager he earned his own spending money, and bought his own books and clothing. Before this, as a child, he had "regular chores to be done at a certain time each evening and morning." In his opinion, "Our children should not be given as much liberty as they are nowadays. They don't have enough responsibility." He thought that making high grades in school "is desirable, but I would rather have my children make average grades and learn to use their heads than just use book learning."

Apparently, in this parent-child relationship a neutral, pre-adolescent boy is found. He is old enough (15 and a half years) and large enough to have reached puberty. Other boys his age and younger have. This may give Jack a feeling of doubt or insecurity about growing in a sex-appropriate way. It is possible that his flippancy and stated interest in the opposite sex may be to hide these feelings from others. This "smart-aleck" attitude is one that both of his parents dislike intensely. "As a parent I dislike to see my children act like smart-alecks," said his mother; and as a parent "I dislike most the smart-aleck attitudes and back talk I hear from so many children," Jack's father said. The mother also wished that her children would "be more quiet and serious." She may have been thinking of Jack, as the other children seem too

young for either. If Jack's response to his parents corresponds with his test answers, he is neither quiet nor serious. Jack's father thinks that "teen-agers should be taught responsibility," but adds, "Our children don't have enough responsibility." Making his son assume responsibility at this time may well have been futile. Neither parent criticized their pre-adolescent son--all statements were made for the three children, but for the most part they did not apply to the smaller ones.

It is not known what effect the arrival of twins had on an eleven-year-old boy who, until this time, was the sole object of his parents' affection. It was, no doubt, difficult for the parents to find family interests suitable for all of the children with eleven years in between them. And twins usually do attract most of the attention. If Jack has been deprived of his share of affection, he has not reacted to it with hostility, but has withdrawn into a neutral state that does not allow penetration by either his parents or outsiders. It is possible that, upon reaching adolescence, he may exhibit more of his true feelings regarding the home environment and his role in it.

Hal

Hal, 15 years and 8 months, was rated by the judges as the third most nearly neutral child in his relations with his parents. He had one older brother. He had reached puberty, and was larger than some of the other boys his age. His age was a year over the average for the group. His I. Q. was average.

Hal's description of himself from the test items is brief.

"My looks are O.K." "My health is O.K." "My eyes are 20-20."
 "My head is in good condition." "My stomach is full." "I sleep
 very good," and "My dreams come true." "I fear water," and "I am
 ashamed to be by water." Hal's greatest longing was "to be able
 to play football," he envied "boys who could play football," his
 greatest ambition was "to be able to play football," and "I feel
 the most proud of my football letter."

He thought schoolwork was "fun," but "My greatest trouble is
 English at school," and "My worst subject is English." "I am sor-
 ry when I don't get my homework, and I become embarrassed when I
 don't have my homework." "I try to get good grades." "My teach-
 ers are very good at understanding." "I get pleasure from play-
 ing basketball." In a paragraph at the end of the test Hal said,
 "The most important thing to me is to get an education. If you
 don't get a good education, you won't be able to get a job. It
 is fun to go to school, but when it comes to English it is no
 fun."

"Friends and I get along very good. Other people go to work.
 Boys like to play ball. Girls are not as good as boys." These
 are all expressions of his feelings toward others.

Hal's statements concerning his home and parents were nei-
 ther affectionate nor antagonistic. "Our family are at home in
 the afternoon. My mother is at work. My father is a carpenter.
 At home I don't have to do anything."

Although none of Hal's statements about other people was very
 positive, he liked sports and had fun at school in spite of his
 concern about English and getting his homework done. He was in-

different to girls, probably because he was so extremely interested in sports. One wonders why Hal did not express any feeling for his parents or home life. The home visit and parents' tests may add some explanation.

Hal's parents were both at home when the investigator called. Although they had a telephone, it had been impossible to contact them because, as they said, "they weren't home much." The parents seemed puzzled by the visit, but responded well when the purpose was explained to them. The mother said, "Our boys are both grown up--maybe you want someone else?" The older boy was in college. The house was plainly furnished, and not new.

Mrs. H., 39 years old and a high school graduate, worked in a semi-skilled trade. Concerning her own parents and home, Mrs. H. said, "My mother was just about the most wonderful person alive. She lived just for the happiness of her children. She was always doing things for some of us to make things easier for us and making us happy." Her father "was a person with a wonderful personality. Nothing ever worried him, just live for today. If my father was as good a manager as my mother, we could have been better provided for and better means to get an education." Mrs. H. said that, when she was a teen-ager, "I worked on the farm and helped--even in the fields. I was always a home person." She remembered her childhood as happy.

Mrs. H. stated that "being a mother you always wish the best for your children, and want them to do right." She thought that their family was an ordinary group and a happy family. As a parent, she enjoyed doing things for her family, and disliked "quar-

reling and pouting. The worst is for a child to lie." She hoped that the children would "grow up to be upright and honest men." She thought that "children should not stay out late," and teenagers "are the most difficult age--that is, when they think you are old and don't know what life is like now, and you have to almost draw a map to show they are wrong."

Concerning authority, Mrs. H. said that discipline should be started early in the children's life and "they grow up naturally." Concerning punishment, "The best, I think, is to take some freedom away from them for awhile." When Mrs. H. thought of obedience, she related it to her own childhood. "We all had our different jobs to do--and there never was any argument about it." In response to "Making decisions in the home," Mrs. H. said, "I do not believe in arguing in front of the children or taking a stand against their father. Whatever he tells them, I agree even when I think he is wrong. Then, when we are alone, I tell him my point of view and, if we change our mind, we later tell the children we have thought it over and everybody is happy." Mrs. H. concluded that a democratic family "naturally wants the best schooling and all good habits."

Mr. H., 48 years old, was a carpenter with an eighth grade education. His answers were very brief. Concerning his childhood and family, he made the following comments. "My father--a hard worker and very saving. If my father had made me go on to high school, I would have been better off. My mother--church worker and 100 per cent mother. Being a child--five sisters and one brother--always got along and do yet. Obedience--father was

very strict, mother was a little easy. When I was a teen-ager, I had to make my own living."

"Our family--all four healthy and happy," Mr. H. said. Being a father--"You should act and behave as you want your children to do." As a parent, he enjoyed staying home, and disliked disobedience. He wished the children would go through college and prosper. "Our children should not run loose," and "Teen-agers should have a boss," he stated. As for punishment, Mr. H. said, "I try to keep them straight," and "Punishment should suit the misdeed that has been done." "Making decisions in the home is a job for all," and "A democratic family should be 100 per cent American."

What factors in the home environment, as found in the parents' tests, might account for Hal's neutral feelings toward his parents? Neither parent revealed an unhappy childhood, although there were aspects of it they felt could have been better. Both parents are interested in doing the best they can for their children, and the father wants them to have a college education. This desire on the part of a family in moderate circumstances may be consolation for the parents' own unfulfilled wish for a better education. The parents are not at home very much. From an observer (a member of the Junior High School staff) the investigator learned that Hal is "never in a hurry to go home. If he misses the school bus and has no other way of getting home, he isn't worried." Home may be only a place to sleep and eat. Hal said, "When I go home, I eat." Although both parents worked and he was a large, healthy boy, he said, "Children should not work hard." He apparently did not feel any need to earn money or to share in

the work around the home. In response to "Earning my living" he said, "At home I do not earn my own living."

There is little interaction between Hal and his parents. From his parents' test items he had nothing to do with decision-making in the family. The mother stated that they were made by the father or mother, and, if the father made a decision she did not approve, she talked it over with him and, if they changed the decision, they told the children they had thought it over. This policy brings several possibilities to mind. (1) The father quite often made a decision that the boys did not like and the mother thought unnecessary. They depended upon her to get the decision reversed. (2) If the decision was later reversed, an attempt to preserve the father's authority was made by saying "they had changed their minds." This was, at best, inconsistent decision-making. It was not even joint decision-making by mother and father, and did not include the children at all. There was no evidence in the tests that the father's statement of "Making decisions in the home is a job for all" was carried out. There was no reference in the three papers to family-shared activities of any kind.

There is a possibility that a child may feel neutral toward any group to which he belongs, but does not feel himself to be a part of the unit, and in which he has no part in making decisions or choices or any responsibility for its adequate functioning.

Hal's interest in sports was evidence of his capacity for teamwork and loyalty to a group. Here he was a part of a functioning unit--if he failed in his responsibility, the group would

suffer. It could be the same in the home as on the football field: the desire for belongingness is a common goal.

It is possible that the mother and father felt that they were doing everything they could for their children by giving them an education and food, clothing, and shelter. Perhaps, because they had had so much responsibility and work as teen-agers, they are not giving their son any responsibility.

Tom

Tom, rated by the judges as the most unhappy child in his relations with his parents, was 15. He had one younger sister. He had reached puberty. His I. Q. was above average.

Tom gave the following description of himself and his feelings in his test. "My health is never in tip-top condition. My looks are O.K. except for a haircut. My stomach seems to stand anything. My eyes are in perfect condition. I sleep about seven hours each day. My dreams are usually about shooting someone. My imagination runs riot when I am in bed. I feel very happy most of the time. The future--I want to be an _____ teacher. My greatest longing, and greatest ambition, is to be a big league baseball player. My chief worry is how to make money without cheating."

Concerning other people, Tom stated, "I have a lot of friends. Boys in my grade at school are not as smart as I am. Other people think I'm a pretty good boy. I envy my friend all the talent he has. At night we have fun riding with six girls in a car. Girls are my favorite hobby. Love--I like girls, but the folks

won't let me date. I feel hurt to think sometimes I'm left out. I become embarrassed when someone accuses me of something I didn't do."

Tom had much to say about school and his teachers. "My schoolwork in Latin just can't be done. I want to know how to get along with my Latin teacher. My mind can't concentrate till about third hour each morning. I fear nothing at present except Latin. My greatest trouble is getting Latin without having to pay my teacher to give me an A. My habits in English are unnerving to my teachers. I try to get my Latin, but teacher stands in my way. My teachers are very nice all except _____ in Latin. I am ashamed of my Latin grade B. I think it important to say that I could get better grades in Latin with a different teacher. When I get out of high school, I'll go to college. My education will continue through Ph. D."

Concerning his family relations, Tom made the following statements. "Our family has four members in it. Money is a hard thing to keep at our house. I suffer for the longing to ask for a date, without my folks throwing the etiquette book. I like girls, but the folks won't let me date. My mother was first in her class in high school." (Followed by "There are times when I feel as though I'm picked upon.") "Eating is irregular in our family. We eat anytime. God is worshipped pretty good in our home. The laws we have in the home (some of them) I think are old-fashioned. I cannot understand what makes me so riled up at home in the morning." (Followed by "Other people think I'm a pretty good boy.") "My childhood wasn't very happy--I was left out. My worst experience

was where I was called 'cry-baby' from 1st to 4th grades. I am very chagrined with my parent because I don't always get A's. My father is in a professional field. At home, since we are literate, we read lots of books. I am sorry I don't treat my mom better."

What factors in Tom's environment cause him to be so dissatisfied with his family relations at this time?

The investigator called Tom's mother for an appointment and briefly explained the purpose of the proposed visit. Mrs. T. responded with, "If you are looking for perfect parents, you'll have to look elsewhere. We aren't perfect parents." The listener said that there probably weren't any "perfect" parents. Mrs. T. replied that some had more success in handling their children than they did. The mother was cordial to the visitor during the home visit, and apologized for the condition of the house. The house was clean, but rather cluttered. The furniture was well-protected. The mother spoke of both children and of her teen-age son. She said that they thought he should attend a certain function the next night, but he had other plans and she guessed they would have to let him go "as he thinks he is a man of decision these days." On the second home visit, both parents discussed with the investigator their roles as parents, and their children. The mother said she thought older parents worried more about doing the right things for their children. The father thought that too much group pressure was put on the young. Both parents were deeply interested in preparing their children for a well-rounded life.

Mrs. T., 54, was a college graduate. She did not work out-

side the home. Concerning her own parents and childhood, she made the following statements on the test. "Being a child was rather a sad experience for me. I did very few tasks good enough, was constantly in fear of a thrashing from my father because he blamed me for situations I couldn't handle at all. My father never gave us any spending money, so we had a hard time earning pin money. He did let us take some music lessons. If my father had loved us more, he would have tried to understand our actions instead of letting his hot temper rule, and rushing to use the whip as he often did. My mother sacrificed exceedingly so all her five children could have a college education. Her highest happiness was to see each of us graduate from college. If my mother had not been overworked and worried most of the time, she would have relaxed more and shared our fun and play much more than she did. When I was a teen-ager, I was slow to mature physically; mentally I was first in our class. My father told us that grades came first, and dating was out of the question. Obedience was demanded of us children at all times, even for the simplest requests, and we learned early to obey at once."

Concerning her own family and children, Mrs. T. said, "Being a mother leaves me with a weak feeling, for I fall far short of my ideal of what a wonderful mother should be. As a parent, I enjoy our home life, but wish we had better health and more energy so we could share our home entertainment more often than we do. Our family looks forward to a Sunday evening at home with music, fireplace, games, Bible reading, et cetera. I wish our children would always feel free to consult us when any problems come up

(so far they have). Our children should not be poor sports. We try to teach them to be honest at school and in all their dealings with others and with themselves. They need to cultivate one or more hobbies so life will never leave them stranded or too unhappy. They should strive for a well-rounded education. Making high grades in school is desirable, but not the main aim in education--so we tell our children. Getting along well with people is even more important."

Mrs. T.'s opinion of authority was that "discipline is not too successful in this modern age, but we try to administer enough but not enough to cause fear. Punishment should be administered sparingly, but firmly, when it is needed. A democratic family should respect the rights of others and learn to like and want to help needy children of the world. Making decisions in the home should rest with both parents. After deciding on a course of action, we talk it over with our children if it concerns them. In this way, they feel they have a big part in our family life and can come to us with their problems too. In fact, they take too much for granted sometimes and often count on our thinking as they do."

Mr. T., 56, was a college graduate with special training in his field. He was a professional man. He stated that "being a child was rather trying. Mother was ill. We moved considerably. Never knew what it meant to have luxuries. My mother was a good cook, untiring in her efforts to help her children in programs, schoolwork, and school subjects. If my mother had lived, my desire for social status, life habits, would no doubt have been dif-

ferent. My father was kindly, firm, and was not afraid of hard work. He gave us a college education toward which all of us made our own contribution. If my father had had the companionship of my mother after I was 12, our childhood during the teenage would have been pleasanter. When I was a teen-ager, I attended wholesome neighborhood parties, played baseball, worked hard in the daytime and after school, studied school subjects, read books, and stayed home at night."

Mr. T. made the following statements concerning his own children and family. "Our family enjoys plays, games, music, and good entertainment. We hate crowds, but like individuals. Being a father, like being God, is no bed of roses, but I feel I should assume my part in training both my children and instructing them regarding the best values in life. As a parent, I enjoy the security of our home, the companionship of my wife and children. I enjoy watching the children pass through the successive periods of growth. As a parent, I dislike being compared with my colleagues who have inherited considerable amounts of money. I wish our children would develop a love for nature, continue to be interested in music, and do their own thinking and not try to keep up with the 'Jones.' Our children should not give their teachers trouble, become delinquent, and should not feel they have not been given a chance to develop physically, musically, mentally, spiritually, and morally. Making high grades in school is desirable, but should be considered only as indication of progress as a means to an end, and should not be gained at the expense of other extra-curricular activities. Teen-agers nowadays feel they

must be entertained and fed. They are spoiled by having too much money. They are more independent, and do not respect parents, teachers, or elders."

Mr. T. thought that "discipline should begin at home, be prompt, and be attuned to the age of the child. Punishment should not be severe, but should be in the form of denial of privileges. A democratic family is one in which each member is encouraged to express his or her opinions about family matters. Making decisions in the home--they are made after my wife and I have discussed the issue. The children are often taken into confidence so they will not be surprised or shocked at changes in procedure. We try not to make a crime out of any issue."

A review of Tom's parents' tests revealed the following factors in his environment. Some of these undoubtedly contributed to his unhappiness. Both parents were well-educated. They were older than most parents with children Tom's age, and they felt that this had been detrimental to them. They loved their children but did not understand them as well as they would have liked to do. They were trying desperately hard to inculcate into their children worthwhile values in order to give them as much happiness as possible when they were adults. They recognized the need for the gradual release of their teen-ager from parental control, but, like most parents, they found this a difficult task. (One of the problems of the adolescent is in regard to money. He feels that he needs more, and it is highly desirable that children as they reach adolescence should be given a large enough allowance--the amount increasing from year to year--so they may buy more and

more of what they need each year.) Tom's father said, "Teen-agers are spoiled by having too much money," and Tom said in regard to money, "Money is a hard thing to keep at our house," "Earning my living by shoveling walks now," and "My chief worry is how to make money without cheating." They apparently do not allow him to date, although, naturally enough, he is interested in girls. Tom felt a great deal of pressure concerning his grades, but his parents both stated that, although high grades were desirable, they were not the most important thing in school. Undoubtedly, the desire for "A's" and chagrin and shame over a "B" is the result of pressure from some source. When Tom thought of his mother, he said, "She was the highest in her class." The mother may not realize that Tom has been so imbued with the desire to excel in school. Tom had, according to his statements, an unhappy childhood. If he still feels resentful, he may actually enjoy hurting his parents, but he cannot admit this even to himself. Tom said, "I am sorry I don't treat my mom better."

In conclusion, neither of Tom's parents had a very happy childhood. They are seriously trying hard to do the best possible thing for their children, but it is possible that they are trying to fit their own child into a pattern of perfection that existed almost 40 years ago. They are clinging to tenets that did not bring them happiness, but which they still feel are better than this modern world. The result is an unhappy adolescent child.

Mary

Mary, rated by the judges as the second most unhappy child in

regard to her relations with her parents, was 14 years and one month old. She had only recently reached puberty. Her I. Q. was above average. She had an older sister, a younger sister, and a younger brother.

Our picture of Mary, taken from her own statements on the test, is as follows. She stated that her health was good (except for her teeth), that she slept very little and sometimes had terrible nightmares, that she was small, and had a small head. She thought her habits were bad, her worst being "sucking my tongue and curling my hair." She judged her looks as "fair." Her greatest ambition, mentioned in four statements, was to be a nurse like her grandmother. Religion was important to her, and she spent much of the time at "catechism."

She stated that schoolwork was sometimes very hard, that her chief worry was homework, but that her teachers were very sweet to her and she had never had any trouble with them. She regretted losing one teacher that she liked best.

Mary had ambivalent feelings toward her family, home, and parents. "My family is sometimes happy and sometimes sad." She said, "I feel the most proud of my family and home," yet her statements about her father and mother indicated strain. "I suffer only the constant nagging of my mother. If I could only get a job, but mother won't let me. My mother is very short, but is also very cranky. There are times when I love her, but there are times when I get so mad. I become embarrassed when Mother bawls me out in front of my friends," and of her father she said, "I fear the spankings that my father gives me very seldom. My father is very

big compared to me." Other statements concerning discipline in the home were "At home I don't say anything back to my mother. I feel hurt when they can me. Children are supposed to be treated gentle. The laws we have in our home are strict, but few."

Mary, often angry, embarrassed with and fearful of her parents, found consolation in her friends. "My friends are very important to me. If I didn't have them, I'd just about die." She said she enjoyed going to shows, riding horseback, going car riding, and eating (her "favorite pastime"). "Boys are alright, to my notion." In spite of her difficulties she said, "The future looks very bright for me." She stated that she earned her living helping with the business and doing housework before she left for school.

As one tries to see the situation through Mary's eyes, one wonders what factors in the home explain some of her statements. A visit to the home and the test blanks filled out by the parents provide much explanation.

The investigator called at 7:30 in the evening, the time arranged by the mother for the appointment. Both parents were in bed. The mother explained that they both work from very early in the morning until afternoon in a business carried on in the home. The house was small, but apparently adequate, neat in appearance, and furnished in a rather old-fashioned way. Several religious pictures were on the wall.

The mother appeared to be extremely tired and told the investigator, "I never really feel rested; children, telephone, and other interruptions make it hard to get enough sleep." The mother

said that she and her husband would be glad to answer the questionnaires. A second visit was made to pick up the completed questionnaires.

The mother's age was 35, and she was a high school graduate. She gave her occupation as housewife, but stated that she worked 12 hours a day in the home business.

Mrs. M. said her father was a good-natured man who did without things he could have afforded to help the children, but when he gave a command the children knew it was to be obeyed, as "his word was law at home." Her mother, she stated, was a sweet little old woman who always put her children's interest first, but Mrs. M. felt that, if her mother "had made us shoulder a few more responsibilities while we were at home, work might have been easier for me when first married." She said that, when she was a teen-ager, more of their social life was centered in the home than is that of today's generation.

Mary's mother said that punishment was necessary, and a good spanking now and then, if really deserved, seemed to "soak in." "Every child should be made to do as he is told." She had been taught obedience "in accordance with the Bible," and believed it should be enforced. Her own children, she said, "should not be allowed to talk back or argue when told to do something." However, the mother then said that "making decisions in the home should be done together, everyone should have a right to voice their opinion, and be taught to respect the rights of others." She apparently did not see any inconsistency in her statements, and there was no indication from her other statements that this

latter ideal was attempted or carried out in the home.

Mrs. M. said that "being a mother is a big job," and "trying to look after the four and help with their problems and decisions is quite an undertaking." "Helping to keep them in good company is a big part." As a parent she enjoyed watching the children grow and mature from year to year. She disliked family arguments and quarrels--"it is so much nicer when they all get along." She stated that her family seemed content, and they all worked at some job to help with the business. She wished the children would "enjoy more things in the home," and said there were "too many outside attractions that kept them going too much." "Teen-agers are so hard to reason with. The gang they run with seems to be their sole influence," she said. She also liked to see her children make high grades in school and bring home a good report card.

Mr. M. was 41 years old. He was a high school graduate, and his occupation was a cook in his own business. He said that his father was very stern with him, his word was law, and "as a boy I knew (it)." His mother was a widow and still earned her own living, and "if she ever needs my help, she is deserving of everything I can do." He said when he was a teen-ager he enjoyed sports, made his own living, and did not like girls, but "teen-agers today seem to be harder to reason with--seem to be irresponsible." Mr. M. believed in punishment and discipline. He said, "Be sure the child is wrong and reason first, then be stern if need be." Obedience was considered a good trait, and children "should not be disobedient, lack in schooling, nor religion."

Mr. M. said he enjoyed his family and that they were "content, industrious, good in school, and went to church regularly." He thought they grew up too quickly. "It seems like they never were babies anymore." He said that "as a parent he disliked unhappy families and so many divorce cases, with children left running streets with no education and religious help from their parents." High grades in school did not mean a child was getting too much out of school, but were a good indication that a child is smart and obedient, he said. Mr. M. stated that making decisions in the home "seems to be a task at times and a gamble. I try to be reasonable and be a fifty-fifty deal with all." "A democratic family," he said, "seems to be the prosperous and better leaders."

A comparison of the responses made by this mother and father indicates that they were both reared in an authoritarian family. In both cases their father was the head of the house whose word was law. Apparently they felt that this strict and harsh discipline was needed and that it was still desirable for their own children. These parents seemed to be in complete agreement as to the upbringing of their children by this authoritarian method.

One factor influencing affectional relationships in this family was the manner of earning a living. The working hours kept by the parents made a normal home life difficult to maintain. The mother was constantly tired and no doubt irritable. Mary apparently had too little sleep, too little recreation, and too much of both helping with the business and schoolwork to do at home. She said, "My greatest trouble is falling asleep when doing home-

work." The other outstanding factor was the well-intentioned but extremely authoritarian pattern of discipline believed in and practiced by both parents.

Mary's unhappiness seems to be related to economic pressures, to the lack of a normal home routine, to overwork, and to strongly authoritarian parents who were too tired and too busy to be companionable.

Pete

Pete, rated by the judges as the third most unhappy child in his relations with his parents, was 14 years and 7 months old. He had one older sister. Pete was of average size, and had reached puberty. His I. Q. was above average.

Pete made the following statements about himself. "I feel like the hell. My looks are hell. My health is fair. There are times when I wish I were dead. My dreams--ha. I have none. My habits are horrod. I try to get in trouble too often."

Concerning others and school, Pete stated that "friends are nice to have." "Boys are better than girls." "I am very boored. I want to know how to be an engineer. My greatest longing is to study radio. My greatest ambition is for myself." "Girls are my hobby." "I secretly hate women (it says here)." "I like best my girl." "My chief worry 'women'." He was ashamed of a certain teacher of whom he said, "Miss Blank is a hundred and two for all I know, but that is unenportant. She had me kicked off hall petrol for a personal reason of her own. That sort of made me mad. She has every teacher in the school under her thumb." "My school-

work is poor. My mind is a blank most of the time. My worst gripe is teachers. My teachers are hell. I am sorry for our principal."

A few random statements of Pete's were: "If I were dead, I wouldn't be living." Religion--"Basketball is fun." "Suicide is dumm. The laws we have in Manhattan are dumm. I fear nothing (ho-ha). When I sleep, I snore. My clothes are durty. I become embarrassed about my close."

Concerning his family, Pete said, "My mother is 40. My father is a gripe. At home I set arround. Our family is a happy one. My childhood was a queer one."

Pete was unhappy with his appearance, habits, and clothes. He didn't like his teachers, felt neutral toward his mother, and critical of his father. He was bored, and sometimes wished that he was dead. His only positive statement was, "Our family is a happy one." There was no evidence from his other statements that he believed this--it may have been true, but unlikely, in the light of his expressions about his parents. It seemed conventional, and he may have thought it was expected.

Pete's family owned a house in a new residential section. His mother and father were friendly to the investigator, and willing to cooperate. Mr. P. was away from home five days a week, home on weekends.

Mrs. P., 40, was a housewife. She did not state the amount of education she had. Concerning her own childhood and parents, Mrs. P. stated, "Being a child was an easy part of my life. When I was a teen-ager we were not allowed to do things that are whole-

some recreation. In our school we were not allowed to dance. My mother was lenient and very sweet to us, and after high school age we were allowed to make our own decisions to a large extent. My father punished us very seldom, but when he said 'No', no one questioned it."

Mrs. P. said, "Our family is a congenial and, I think, happy one." "Being a mother is a satisfying experience, but we must also realize it carries a lot of responsibility." As a parent, she enjoyed "trips that we can take together and entertaining for them at home." As a parent, "I dislike people who push their children too much and are always hunting something for them to join." "I wish our children would be a little better about picking up their clothes, books, et cetera." "Our children should not be turned loose on their own, but should be given as much freedom as they can safely use." Mrs. P. said that "teen-agers are stimulating and lots of fun, but can also cause a lot of gray hair." Making high grades "is fine, but I believe learning to live with others and good sportsmanship are really more important." Her opinions on authority were: "Discipline is a must, and should be taught from the cradle. Obedience in children is a must. I have no patience with children who refuse to mind. Punishment--I am old-fashioned enough to believe that a spanking sometimes does a lot of good. A democratic family is not one when the children run the family. Making decisions in the home--the situation is ideal when all can have a share in making decisions. The difficult part is in knowing how much of the decision the child can be allowed to make."

Mr. P., 43, stated that his education was high school, plus, and his occupation was that of an instructor. All of Mr. P.'s statements were rather brief. Concerning his own childhood and parents, he said, "My father is a much-loved country doctor. If my father were here, he would have some fun tonight. My mother is the devoted mother of eight children! If my mother were here, we would have chocolate pie for supper. When I was a teen-ager, autos were then like atomic power is today."

Mr. P. stated, "Our family is a swell bunch of people. As a parent, I dislike not having all the time with my family that I must use at work. Being a father is rather confusing sometimes. Being a mother is a serious business. I wish our children would be both useful and happy. Our children should not be a burden to society. Being a child is an awkward predicament! Teen-agers have a lot of surplus energy."

Mr. P.'s opinion of authority is not revealed too clearly in his statements concerning it. "Obedience is a good trait in other people. Discipline is more to be desired than enjoyed. Punishment of a kind, if imposed, has a small profit! Making decisions in the home should be a democratic one. A democratic family is confused most of the time."

Pete's home environment as revealed in the parents' tests does not show any apparent reason for his unhappiness. From a review of the mother's statements, it is evident that she did not give a clear picture of her own childhood. Her father seldom punished them, but his authority was not questioned. Her mother was lenient and very sweet, and "after high school age we were

allowed to make our own decisions to a large extent." If this latter statement was interpreted literally, it meant that, after they were through high school, they made most of their own decisions. It could mean that, upon reaching high school age...., but it is not stated that way. After high school age is rather late to begin making decisions. If this is true, Mrs. P.'s statement concerning making decisions in the home, "...the difficult part is in knowing how much of the decision the child can be allowed to make," may have been influenced by the mother's lack of training in making decisions.

Mrs. P.'s opinion on authority was clearly defined. She believed in spanking, thought discipline and obedience a must, and had "no patience with children who refuse to mind." She apparently misunderstood the meaning of a democratic family, for she said, "A democratic family is not one when the children run the family." This was true, but it is also true that, when children do not share in family decisions, they may not be happy in their relations with their family. Mr. P.'s statements on authority were not clearly enough defined to be usable. He apparently does not know himself what to think about it. His statements on making decisions in the home, "should be a democratic one," followed by "a democratic family is confused most of the time" and "being a father is rather confusing," may shed some light on his role as a father. Do they also explain Pete's reason for saying, "My father is a gripe"?

The two statements of Pete's concerning clothes were puzzling--"My clothes are dirty," and "I become embarrassed about my

close." The investigator was unable to find an explanation for these. His home and members of his family were clean, and his clothes were like those of other children his age when seen by the investigator. These expressions may be trivial, but they appeared to be indicative of Pete's dissatisfaction with everything about him.

The only conclusion that could be drawn from the findings seemed to be that Pete's mother was authoritarian and his father was confused about authority. Other factors undoubtedly have influenced the home environment, but Pete was unhappy in his situation.

SUMMARY OF RESULTS

1. The group of 99 ninth grade children expressed a wide range of feelings toward their parents.
2. Although the sentence completions tests did not yield a numerical score, they revealed valuable data concerning the dynamics of adolescent psychology.
3. The perception of parent roles by the 99 children was in accordance with cultural expectations as to roles. Boys significantly more than girls perceived their mothers as affection-givers and receivers. Girls significantly more than boys perceived their fathers as affection-givers and receivers. Boys perceived fathers as bread-winners somewhat more significantly than girls.
4. Forty-eight per cent of the boys and 29 per cent of the girls named school teachers and schoolwork and related items such as tests, homework, etc., as their greatest trouble. These fig-

ures were made from the statements of the children completing the sentence, "My greatest trouble."

5. A number of the children's tests indicated a rather serious need for counseling.

6. The tests administered to the children were a good preparation for the home visits.

7. The sentence completions test used with the parents yielded valuable data on beliefs and practices related to authority patterns in the home. Mothers answered in greater detail than did fathers. Certain items tended to receive conventional and socially approved answers which were contradicted by other items relating to practices. Further exploration of this method is indicated.

8. Of the nine cases studied intensively, the following conclusions are drawn:

(a) Of the three children rated as happiest with their parents, two came from homes where both parents possessed the developmental viewpoint and expressed it in democratic practices with their children. They retained control but stressed the child's self-discipline, his real share in decision-making, and his role as a functioning member of the family unit. In the third home, the mother stressed strongly these viewpoints and practices, but the father did not.

(b) Of the three children rated as neutral toward their parents, the outstanding common factor was the failure of the parents to include their children in making decisions in the home.

(c) Concerning the three children rated most unhappy with their parents, a common factor was that, in two of these families, both parents possessed the authoritarian viewpoint. In the third family, the mother also stressed this viewpoint, but the father did not give a clear picture of his beliefs or practices.

(d) Of the nine homes, the three happy children came from democratic homes. The three most nearly neutral children and the three unhappy children came from authoritarian homes.

ACKNOWLEDGMENT

Indebtedness is gratefully acknowledged to Mrs. Leone Kell, Professor, Department of Child Welfare and Euthenics, for her interest in and direction of this study and to Mr. Paul Torrance, Professor, Department of Education and Psychology, and Director of the Counseling Bureau, for his encouragement and guidance. Appreciation is also expressed to the administration of the Manhattan Junior High School, the children, and their parents, whose cooperation and participation made this study possible.

BIBLIOGRAPHY

- Anonymous.
Research in marriage and family. *Marriage and Family Living*. 10:33-34. Spring, 1948.
- Baldwin, Alfred L.
Socialization and the parent-child relationship. *Child Development*. 19:127-136. Sept., 1948.
- Bell, John Elderkin.
Projective techniques. A dynamic approach to the study of personality. New York: Longmans, Green. 503 p. 1948.
- Benedict, Ruth.
Patterns of culture. New York: Penguin Books. 257 p. 1934.
- Blos, Peter.
The adolescent personality. New York: D. Appleton Century. 507 p. 1941.
- Campbell, Donald T.
The direct assessment of social attitudes. *Psych. Bul.* 47:1. January, 1950.
- Cole, Luella.
Psychology of adolescence. New York: Rinehart and Co. 650 p. 1948.
- Despert, J. Louise.
Resistance to change in the adolescent girl. *The Nervous Child*. 4:8-16. 1944-45.
- Dimock, Hedley S.
Rediscovering the adolescent. New York: Association Press. 287 p. 1937.
- Dunlap, Jack W., and Albert K. Kurtz.
Handbook of statistical monographs, tables, and formulas. New York: World Book Co. 163 p.
- Duvall, Evelyn Millis.
Conceptions of parenthood. *Am. Jour. Soc.* 52:193-203. November, 1946.
- Elder, Rachel Ann.
Traditional and developmental conceptions of fatherhood. *Marriage and Family Living*. 11:98-106. Summer, 1949.

- Frank, Lawrence K.
Projective methods. Springfield, Illinois: Charles C. Thomas. 86 p. 1948.
- Havighurst, Robert J., and Hilda Taba.
Adolescent character and personality. New York: John Wiley & Sons. 315 p. 1949.
- Hurlock, Elizabeth B.
Adolescent development. New York: McGraw-Hill. 530 p. 1949.
- Ingersoll, Hazel.
A study of the transmission of authority patterns in the family. Genet. Psych. Monog. 38:229-293. November, 1948.
- Johnson, Palmer O.
Statistical methods in research. New York: Prentice-Hall. 377 p. 1949.
- Lemmon, William B.
A situational scale for the measurement of certain parental attitudes. Columbus, Ohio. Unpublished Thesis, Ohio State University. 1941.
- Lewin, Kurt.
Environmental forces in child behavior and development. New York: McGraw-Hill. 376 p. 1935.
- Milner, Esther.
Effects of sex-role and social status on the early-adolescent personality. Chicago. Unpublished Thesis, University of Chicago. 1949.
- Murphy, Gardner.
Personality. New York: Harper & Brothers. 999 p. 1947.
- Ohio State University Faculty.
How children develop. Ohio State University, Columbus. 79 p. 1949.
- Radke, Marian J.
The relation of parental authority to children's behavior and attitudes. Minneapolis. Univ. of Minn. Inst. of Child Welfare Monograph 22. 1946.
- Research in marriage and family. Marriage and Family Living. Journal of National Council on Family Relations. Chicago. X(2):33-34. Spring, 1948.
- Rohde, Amanda R.
Explorations in personality by the sentence completion method. Jour. of App. Psych. 30:169-181. April, 1946.

- Rohde, Amanda R.
Sentence completions test manual. New York: The Psychological Corporation. 49 p. 1947.
- Rose, Annelies Argelander.
Insecurity feelings in adolescent girls. *The Nervous Child*. 4:46-59. 1944-45.
- Rotter, J. B., and B. Willerman.
The incomplete sentences tests as a method of studying personality. *Jour. Cons. Psych.* 11:43-48. 1947.
- Rotter, Julian B., Janet E. Rafferty, and E. Schachtitz.
Validation of the Rotter incomplete sentences blank for college screening. Ohio State University. *Jour. Cons. Psych.* 13:5. October, 1949.
- Sargent, Helen.
Projective methods: their origins, theory, and application in personality research. *Psych. Bul.* 42:257-293. May, 1945.
- Schoben, E. J., Jr.
The assessment of parental attitudes in relation to child adjustment. *Genet. Psych. Monog.* 39:101-148. 1949.
- Snygg, Donald, and A. W. Combs.
Individual behavior. New York: Harper & Brothers. 380 p. 1949.
- Sowers, Alice.
Parent-child relationships from the child's point of view. *Jour. of Exp. Ed.* 6:205-231. December, 1937.
- Stott, Leland H.
Adolescents' dislikes regarding parental behavior and their significance. *Jour. of Gen. Psych.* 57:393-414. 1940.
- Stott, Leland H.
Parental attitudes of farm, town, and city parents in relation to certain personality adjustments in their children. *J. Soc. Psych.* 11:325-339. 1940.
- Strang, Ruth.
Manifestations of maturity in adolescents. *Mental Hygiene*. 33:563-569. October, 1949.
- Taylor, Vera Cook.
Contemporary family practices denoting democratic living. Ames, Iowa. Unpublished thesis, Iowa State College. 1949.
- Zachry, Caroline B., and Margaret Lighty.
Emotion and conduct in adolescence. New York: D. Appleton Century. 544 p. 1940.

APPENDIX

Form I

SENTENCE COMPLETIONS

Prepared by AMANDA R. ROHDE and GERTRUDE HILDRETH

Name..... Date.....

Age: Years..... Months..... Sex.....

Date of birth.....

~~School Home Address~~.....~~School Grade Telephone No. First half Second half~~.....Do you live with both of your parents? Yes or No.How many children are there in your family?

In the accompanying exercises you will find a number of sentences to complete like the following:

1. The picture
2. Our house

When you have filled in the blanks above, you may begin on the Sentence Completions on the next page.

Distributed by

THE PSYCHOLOGICAL CORPORATION
522 Fifth Avenue, New York 18, N. Y.

Copyright, 1940, by Amanda R. Rohde and Gertrude Hildreth

Complete the following sentences as rapidly as you can. Be sure to complete every sentence.

1. My schoolwork
2. The future
3. I want to know
4. Our family
5. I feel
6. Fighting
7. Much of the time
8. Money
9. If I
10. Work
11. I suffer
12. Friends
13. My mother
14. There are times
15. Eating
16. The training
17. My mind
18. I sleep
19. My greatest longing
20. God is
21. My imagination
22. Boys
23. My clothes
24. The laws we have
25. I fear

26. My greatest trouble
-
27. Earning my living
28. My dreams
29. I secretly
30. My stomach
31. I cannot understand what makes me
-
32. Other people
33. Religion
34. My worst
35. I am very
36. My childhood
37. Suicide
38. My father
39. I envy
40. My eyes
41. At night
42. My looks
43. The dark
44. My chief worry
45. When I
46. My health
47. I feel the most proud of
-
48. Girls
49. Death
50. My greatest ambition

Form II
Sentence Completions

We would like to know what you think about the way children behave. People differ in their opinions; any opinion you may have will be helpful to us.

1. Check one.

I am a father _____

I am a mother _____

2. Please fill in blanks.

My age is _____

My education is _____

My occupation is _____

The ages of my daughters are _____

The ages of my sons are _____

Please complete the sentences:

1. Our family
2. As a parent, I enjoy
3. My mother
4. Being a child
5. Obedience
6. Our children should not

7. If my father
8. When I was a teen-ager
9. I wish our children would
10. Being a mother
11. Discipline
12. Teen-agers
13. My father
14. Making high grades in school
15. Punishment
16. As a parent, I dislike
17. A democratic family
18. If my mother
19. Being a father
20. Making decisions in the home