

STUDENT RESPONSES IN THE NURSERY SCHOOL LABORATORY
AS RELATED TO REPORTED CHILDHOOD EXPERIENCES

by

JOAN LUNDY

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APPROVED: Redacted for Privacy

Head of Department of Family Life and Home
Administration

In Charge of Major

Redacted for Privacy
Chairman of School Graduate Committee

Redacted for Privacy

Dean of Graduate School

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STUDENT RESPONSES IN THE NURSERY SCHOOL
LABORATORY AS RELATED TO REPORTED CHILDHOOD EXPERIENCES

STATEMENT OF PROBLEM

The development of an individual's personality is influenced in countless ways by the environment within which that individual lives. A person's response in any given situation is the outcome of interactions with many people within the environment. The influences of these interpersonal situations result in the formation of many attitudes, emotional patterns, skills, knowledge and adjustments. One needs to be aware of the physiochemical and biological influences that form the structure and behavior of the human individual as well as the social influences. It is the relation of the present personality with the past that forms the whole personality.

There may be implications in what has occurred in the early life of an individual which give meaning to present ways of thinking, feeling, and acting. The kinds of experiences which occur while living with the persons significant in our lives, usually parents, may result in influencing the reactions (responses) made to people and situations experienced in adult life. If one is to accept this concept that early childhood experiences are contributing factors in personality development, then one may assume that the individual comes to a situation

with certain previously built readinensses and perceptions. Certainly, by the time one is an adult, it is difficult to find many experiences that are met for the first time. Each experience is likely to bring some association with the past.

It has been of continual interest to those who are in the area of human relations to investigate that which causes people to act and feel as they do. It is of increasing concern to those who teach to understand how and why the student responds to various learning and living situations.

The college or university nursery school laboratory is a situation where there is a great deal of feeling involved. Students in the nursery school find themselves being with adults and children in a child-like atmosphere. Thoughts and actions are always centered on the needs and ways of children. If a student finds she can recall few previous experiences with children to fall back upon, she still has her own childhood. Even if a student has had many previous experiences with children, her own childhood and the feelings involved may again be brought to mind. The student who observes and guides a child she knows is dominated by other children may remember how she was bossed by a sibling, and strictly controlled or disciplined by a parent. Remembering her own early

childhood, the student may respond in a certain way to this child. The possible effect of this kind of childhood experience, if it was a typical one for the student, may be evidenced in the responses the student makes toward children, teachers and other students.

This study deals with the responses made by students in the nursery school laboratory and the relationship of the responses to childhood experiences reported by these students. The study is based on the hypothesis that (1) the student's capacity to respond positively to a variety of children's behavior, self-confidence in handling behavior, and a favorable position in her peer group are evidences of a pleasant childhood experience. This study is also based on the hypothesis that (2) the inability to accept children's behavior, a lack of self-confidence in handling behavior, and a need to control others are evidences of an unpleasant childhood experience.

Many predisposing factors affect and result in the responses of individual students. It is hoped that this study may add to the understanding of these factors and result in future evaluation of both the needs of the students in the nursery school laboratory and the values of the experience itself.

REVIEW OF LITERATURE

It is difficult to understand the human individual without having some understanding of the environment in which the individual has lived and is living. This environment is usually highly populated with other human beings, and, from the start, the individual is dependent upon others for the fulfillment of needs and guidance in learning.

Basic in Sullivan's (6) theory is the importance of interpersonal relations with the significant people in the individual's early life. Unsatisfactory and unsatisfying relations with parents may result in the development of anxieties that last a lifetime. A child who cannot trust his parents, who feels insecure, does not grow up to be a trusting, self-confident person, according to Sullivan. Anxiety resulting from an unpleasant childhood is one of the main factors in the development of serious difficulties later in living. Feelings concerning an unpleasant childhood may be repressed by the adult and be channeled into unhealthy avenues of expression.

The importance of interrelationships with people, usually parents, in the development of personality is evidenced also in White's (9, p.303) writing, when he states that: "The child's experiences are not a function

of himself alone... rather, they represent the results of continuing interaction between himself and the members of the immediate family." In his investigation of the growth and development of three normal personalities, White has drawn upon the evidence gathered from the reports of the three individuals. White (9, p.329) also states: "Personalities are open to a multitude of forces." Personalities need to be investigated from many points of view; however, reports of childhood experiences have an important place in the understanding of Hale, Kingsly, and Kidd, the three individuals studied.

Nowhere are people interacting more strongly and decisively than in a situation where a parent is disciplining a child. The kind of experience at this time may influence the feelings that the child carries into adulthood. Thorpe (7, pp.499-450) states: "The child who is subjected to continued harsh discipline treatment may develop a rebellious attitude toward authority." "An unlimited freedom in actions may result in a lack of self-confidence and a limited sense of responsibility." If a child's ideas and behavior are not respected, that child has little basis on which to build self-confidence and a feeling of adequacy. DuBois (2, p.354) defines discipline as: "...a process of training and learning that fosters growth and development." "Parents teach by precept and

example, and their children learn by imitation and practice; consequently, techniques of discipline are less significant than the spirit of the relationship between parents and children."

Outside of clinical reports there is still only a limited number of research studies dealing with the effects of family or childhood experiences on the response of adults toward children. An example of these studies is one done at the University of Maine by Nesbitt (4) which was concerned in part with what adults say and do in their relationships with children. The adults in Nesbitt's study were women college students acting as assistants to nursery school teachers. Nesbitt wished to consider, along with three other points (4, p.143), the adult's dominative and integrative contacts with children, and the possible interrelationships, or individual pattern in a person's association with children, her personal aspects, and her family background. Sixty-three students were observed for at least one ten-minute period. Thirty-nine of the 63 were observed for two ten-minute periods and twenty-two for three or more periods. The point of departure was the actual practice with children.

Nesbitt used Anderson's (4, p.146) description of dominative and integrative concepts. Nesbitt (4, p.152) states: "A rating sheet was devised to yield a score on

the dominative and integrative behavior of the student's mother and father. It was a check list or questionnaire with the same categories as those used with the students. The students were asked to recall how frequently each parent showed the various types of contacts, such as direct refusal, or acceptance of difference of opinion." Students were found to make more integrative than dominative contacts with children. These contacts of the students were correlated with their reports on their parents. Nesbitt (4, p.159) observed that: "For the 39 students for whom two records after six hours of nursery school experience were available, certain items showed some correlation; others very little or none. Dominative integrative behavior of the father is an aspect of family background which yielded some suggestion of a trend. As the ratio of dominative to integrative behavior of the student's father increased (as measured by her response to the questionnaire) the student's own ratio in her relationships with nursery school children tended to increase. The more dominative students had the suggestion of a tendency to have more dominative fathers. No suggestion of a trend was evident in relation to dominative integrative behavior of the mother." The number of subjects is limited, the observation time is meager.

This is only one area studied, but the implications are of interest.

There is also Wickman's (10) classic study on the attitudes of teachers and mental hygienists toward children's behavior. His study was influential in arousing professional interest in how teachers see children. A recent study by Stouffer (5, p.279) was a repetition of Wickman's study. In both studies (5, p.284), overt, objective behavior was rated as more serious by teachers. The teachers responded more to what the children did rather than what they did not do. It was concluded that the attitudes of the teachers were influenced, perhaps, by the necessities of their profession and the "school-room" conditions--good order and recognition of authority.

There are a few recent studies which offer valuable cautions in the use of reports of adults concerning their childhood and early life. Bach (1, p.97) states: "Because of the interpersonal aspect of childhood memories of adults, it is systematically impossible to reconstruct the childhood life space from retrospective reports by adults, for such retrospections are geared to the social adjustment requirements of the situations in which the reports are made." Turner and Barlow (8, p.189) state: "The intensity of feeling that

accompanies a recalled experience is very difficult to rate when one is rating unpleasantness or pleasantness of a remembered experience." However, if one places value on the importance of the early period of life, it is worth investigating a single remembered event.

The influence put on the actions of parents and the effects that might result from childhood experiences would tend to make one assume that the human individual cannot help being what he is. However, White (9, p.328) states: "We must take serious account of the following points: (1) that the person undergoes more or less continuous change; (2) that the person is acted upon by a multiplicity of influences to which he necessarily makes a selective response; and (3) that the person not only receives influences but takes action on the environment. Man is not static, nor is he passive and helpless."

METHOD OF PROCEDURE

Subjects

The subjects in the study were forty home economics students enrolled in a Family Life class which provided its members a teaching experience in a nursery school laboratory. This laboratory offered an opportunity for the subjects to observe and guide preschool children. Some of the subjects had not been with young children before this time. Some had had previous experiences with playground groups or in day care nurseries. One subject had been a nursery school teacher.

The forty subjects were junior, senior or graduate women. Each subject participated in the nursery school laboratory and in two weekly discussion periods of an hour each. Thirty-one subjects participated in the laboratory for four consecutive hours, one day a week, for a period of 10 weeks. This made a total of 40 hours spent in the nursery school as a participating student. Nine subjects participated two days a week, three to four hours a day, for 10 weeks. This made a total of approximately 60-80 hours spent in the nursery school by each of the nine students. The prerequisites for enrollment in the class were a course in general psychology and a course in child development with weekly observations in the nursery school

laboratory.

Students participated in either of two nursery school units. Each school had a regular teaching staff consisting of a head teacher and two graduate teachers. One director was in charge of both schools. Although the two schools were somewhat different in physical facilities, the equipment, program, and philosophy of the staffs were similar.

As the students became more comfortable in the nursery school situation, they were given various and more frequent responsibilities with children. Thus, as the term continued, there were many opportunities for each student, in the school, to be with children. There would be times when, as a participating student, each girl would guide play, solve problems, set limits, give help and comfort children.

Each group of students met with the head teacher and assistants at the end of each morning. In this evaluation period the group talked about the children, methods of guidance and supervision, feelings of the children and feelings of the teachers. This provided an opportunity to be with children in a fairly free living and learning situation. The experience with the teacher also provided an opportunity for the students,

the subjects in the study, to be observed with children.

Methods of Gathering Data

A. Data gathered from students

For the purpose of this study data was obtained from the subjects while they were taking the Family Life class in which they participated in the nursery school laboratory.

1. Questionnaire

Question sheets were distributed to the subjects in the classroom at the end of the first lecture period before they had had any laboratory experience. The instructor of the class was a nursery school staff person, either the director or one of the head teachers.

The following questions were asked each subject:

1. What were the main methods of discipline used with you as a child?
2. What is your earliest memory, or the first thing you can recall as a child?
3. What are some things little children do which you dislike seeing them do?

What are some things you like to see them do?

The students' answers to the question, "What were the main methods of discipline used with you as a child?", were grouped according to how satisfactory the method

seemed to be to the student or how the student seemed to feel about the method. The answers were classified as neutral, negative or very negative. Since being disciplined is not likely to be a pleasant experience, a positive rating was not used.

Neutral was defined as a reasonable or usual type of discipline which the student seemed to feel was fair or to be expected. Negative was defined as unnecessarily severe or harsh discipline about which the student seemed to have some feelings of resentment.

Two experienced teachers rated the answers independently, giving ratings of 0, -, -- in the 40 cases and putting a question mark beside any rating about which they felt doubtful. They then compared their ratings, and discussed any rating on which they differed. All the differences occurred on ratings which they had questioned. After discussion they gave a rating about which they were in complete agreement.

The students' answers to the question, "What is your earliest memory, or the first thing you can recall as a child?", were rated by the same two experienced teachers. The memories were rated as very pleasant or ++, pleasant or +, neutral (neither pleasant or unpleasant feeling tone), unpleasant or -, and very unpleasant or --. Pleasant was defined as satisfying with a good feeling indicated; unpleasant was defined as unsatisfying or poor

feeling tone indicated. As in the case of the ratings on methods of discipline, the rating was done independently by the raters and the few cases in which ratings differed were discussed and an agreement reached.

Each student, therefore, had a rating on the methods of discipline which she reported experiencing as a child and a rating on her earliest memory. This made 15 possible combinations of ratings.

2. Sociogram

The students were asked to fill out a sociogram at the end of their first laboratory period. They had spent about three hours with the other students in the group at the end of their first morning in the laboratory. There were never more than six students in a group. Some of the subjects had known each other previously, but some were meeting each other for the first time. The morning gave each person an opportunity, however, to gain some impression of the others in this particular situation. The sociogram which the subjects filled out after the post-morning conference on the first day thus represented a first impression as nearly as possible. It gave information about the feeling of "comfortableness" which each individual had concerning her peers.

On this sociogram each subject was asked to rate her

peers on a nine point scale. The items which they rated are shown in figure I.

At the end of the post-morning conference on the last laboratory day, another sociogram was administered to the 40 subjects (see figure II). At this time each subject again rated her peers according to her feeling of "comfortableness" with them following an experience of working together in the nursery school laboratory.

The ratings of each subject, as given by peers in her group, were averaged at the beginning and end of the quarter. This rating indicated the place of each individual in her group at the beginning and end of the nursery school experience.

3. Choice sheet

A choice sheet listing nine nursery school situations was given to each subject at the end of the next to the last class period. Each subject was asked to name the three children she would enjoy being responsible for in the particular nursery school situation (see figure III).

The specific situations were chosen from the areas most frequently mentioned by the students in answer to two questions, "In what area do you feel the most comfortable?" "In what area do you feel the least comfortable?" asked on the sociogram.

The number of times the student chose each child in

FIGURE I
SOCIOGRAM

-
4. What do you think you will feel most comfortable doing at the nursery school?

What do you think you will feel least comfortable doing?

5. On the basis of your first impression:

- a. How do you think you are going to feel working with the girls in your laboratory section at nursery school? How comfortable (relaxed; like to be with) do you feel with each member of the group? Indicate where you would place each girl on the scale from least-comfortable-with to most-comfortable-with.

Name of Girl	Feel very uncomfort- able with	1.	2.	3.	4.	5.	6.	7.	8.	9.	Feel uncom- fortable with	Neutral	Feel com- fortable with	Feel very com- fort- able with
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- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

FIGURE II

SOCIOGRAM

-
6. How comfortable (relaxed; like to be with) did you feel with each member of the group? Indicate where you would place each girl in your laboratory section at the nursery school on the scale from least-comfortable-with to most-comfortable-with.

Name of Girl	Feel very uncomfort- able with	1.	2.	Feel uncom- fortable with	3.	4.	Neutral	5.	Feel com- fortable with	6.	7.	8.	Feel very com- fort- able with	9.
--------------	--------------------------------------	----	----	---------------------------------	----	----	---------	----	-------------------------------	----	----	----	---	----

1.

2.

3.

4.

5.

6.

FIGURE III
CHOICE SHEET

1. Which children would you enjoy having at your table if you were responsible for a table at lunch time?
 1. _____
 2. _____
 3. _____
2. Which children would you like to have going through the toileting routine if you were supervising in the toilet room?
 1. _____
 2. _____
 3. _____
3. Which children would you enjoy having in the nap room if you were supervising in the room?
 1. _____
 2. _____
 3. _____
4. If you were responsible for supervising the play at the sand box, which children would you enjoy having in the group?
 1. _____
 2. _____
 3. _____
5. If you were asked to tell a story to a group of children, which children would you enjoy having in the group?
 1. _____
 2. _____
 3. _____
6. If you were taking three children from nursery school on a walk, which children would you choose?
 1. _____
 2. _____
 3. _____
7. If you were responsible for supervising an area on the playground, which children would you enjoy having there?
 1. _____
 2. _____
 3. _____

8. If you were responsible for supervising a group of children in the doll corner, which children would you enjoy having there?

1. _____
2. _____
3. _____

9. If you were responsible for a group of children at finger painting or at water play, which children would you enjoy having there?

1. _____
2. _____
3. _____

the nursery school laboratory was tallied. The choices of children were then related to the student's response to authority and acceptance of children's behavior as judged by the teachers.

B. Data gathered from teachers

1. Ratings of children

In order to obtain a picture of the kind of child whom the student most enjoyed, the teachers in the nursery school were asked to rate the children. The head teacher and the two graduate assistants in each school rated each child in regard to certain behavior items on a nine point scale (see figure IV). The items included in the rating are as follows:

1. Hits out at adults
2. Tests limits
3. Tests out new adult authority
4. Directs play by dominating others
5. Aggressive toward children, pushes, kicks, hits
6. Has conflicts during play
7. Enjoys messy play
8. Tends to get dirty in play
9. Eager to experiment, explore
10. Noisy in play
11. Demands response from adults

The ratings of the teachers were given different weights because of the difference in their experience. A weight of three was given to the rating of the head teacher and a weight of one to the rating of each assistant. The average rating was calculated from the sum of the

FIGURE IV
RATING SCALE ON CHILDREN

Name of Child _____	Nursery School _____					
Always	Very fre-	Fre-	Neutral	Occasionally	Seldom	Never
quently	quently	quently				
1	2	3	4	5	6	7

A. Authority

Hits out at adults

Tests limits

Tests out new adult
authority

Directs play-dominates
others

Aggressive toward child-
ren, pushes, hits, kicks

Has conflicts during
play

FIGURE IV (cont'd)
RATING SCALE ON CHILDREN

Name of Child _____	Nursery School _____
<div style="display: flex; justify-content: space-between; font-weight: bold; font-size: small;"> Always Very fre- Fre- Neutral Occasionally Seldom Never </div> <div style="display: flex; justify-content: space-between; font-weight: bold; font-size: x-small;"> quently quently </div>	
<div style="display: flex; justify-content: space-around; font-weight: bold; font-size: x-small;"> 1 2 3 4 5 6 7 8 9 </div>	

B. Child-like behavior

Enjoys messy play

Tends to get dirty in
play

Eager to experiment,
explore

Noisy in play

Demands response from
adult

the weighted ratings.

The items were divided into two groups. The items of group one were considered a measure of the child's response to authority. They are as follows:

1. Hits out at adults
2. Tests limits
3. Tests out new adult authority
4. Directs play by dominating others
5. Aggressive toward children, pushes, hits, kicks
6. Has conflicts during play

The child's average rating on the items in this group was considered to be the child's rating in respect to his problem with authority. A low rating indicates more of a problem with authority and a high rating indicates less of a problem with authority.

The items of group two relate to the behavior of the child that was child-like in nature. They are as follows:

1. Enjoys messy play
2. Tends to get dirty in play
3. Eager to experiment, explore
4. Noisy in play
5. Demands response from adult

The child's average rating on the items in group two indicates the extent to which the child's behavior might be considered child-like in nature. A low score indicates behavior that was more child-like and a high score indicated behavior that was less child-like in nature.

Each child could then be compared with others in his group according to his problem with authority, and the child-likeness of his behavior as judged by the teachers.

2. Teacher evaluation of student

In order to obtain a clearer understanding of the student's actual performance in, and response to, the nursery school experience, a nine point scale was drawn up on which each student could be rated by the staff on the following items:

I. Student's feeling and behavior in relation to authority

- a. "Strong need to control others" to "Free of need to control others"
- b. "Unable to set and maintain limits, even when she knows they are needed" to "Always able to set and maintain limits which seem necessary"
- c. "Almost always resentful of authority; unable to accept the most necessary directions" to "Free of any defensiveness about authority; welcomes directions, but able to use own judgement"

II. Student's capacity to accept children

- a. "Makes many unreasonable demands on child; feels many limits should be set; seems uncomfortable about most things children do; standards unreasonable; preconceived ideas of what can be expected of children" to "Leaves child as free as possible, limiting in the nature of safety; seems comfortable about all types of behavior; not bound by preconceived ideas of what to expect"

III. Student's confidence in self

- a. "No confidence in self; retreats from difficulty; avoids any problem child or situation" to "Secure, confident; never avoids or retreats from situation just because it is difficult"

An example of rating scale is shown in the Appendix.

For use in the study the five items were divided into three categories. The total score on items one, two, and three was considered to be an indication of the student's response to authority in this situation. Item four indicated the student's capacity to accept children. Item five indicated the amount of confidence the student had in herself as evidenced in the laboratory.

Twenty-five of the subjects were rated by their head teacher and the director of the nursery school. These ratings were done at the end of the term after each girl had finished participating in the nursery school laboratory. Both the head teacher and the director had considerable opportunity to observe these subjects in relation to the items rated. Fifteen of the subjects were rated by their head teacher and the two assistants in the school where they participated. The director did not have adequate opportunity to observe the subjects during one term. The ratings of these different raters were arbitrarily assigned different weights in order to take into account the difference in teaching experience and in amount of contact with the subjects in the laboratory. A weight of three was assigned to the rating of the head teacher, a weight of two to the rating of the director, and a weight of one was given to the rating of each assistant.

RESULTS

I. Reported Childhood Experiences

The reported childhood experiences considered in this study consisted of answers given by forty college students to a question on methods of discipline used on them and another question on their early memories. These experiences were judged as to their reasonableness or severity in one case and the quality of feeling tone in the other case. What kinds of experiences are reported by these forty students?

A. The methods of discipline reported by the students were rated as follows:

In twenty-five cases the discipline was rated as reasonable or 0 (defined as reasonable, usual, impressing the student as fair, to be expected).

In twelve cases the discipline was rated as unreasonable (defined as unnecessarily severe, leaving the student with some feeling of resentment).

In three cases the discipline was rated as very negative (defined as harsh, unreasonable, leaving the student feeling resentful).

The ratings may be summarized by saying that in twenty-five cases the discipline reported was considered to be reasonable or of the type usually expected by children. In fifteen cases the discipline reported was

considered more than usually severe, resulting in at least some feeling of resentment.

The following are examples of typical answers which were rated as reasonable, in other words as usual or reasonable appearing methods of discipline:

OS22 "I can remember mother sitting down and talking with me when I'd done something wrong. She says that at the very first she spanked but I don't recall this. Every so often she'd deprive me of something I wanted to do but talking or scolding was the main method and I didn't like it at all!"

OS4 "The most drastic measure was an occasional good spanking several times; talking to's from parent which continued as the means through high school, but very seldom".

OS19 "Scoldings, discussion or lecture, spankings".

OS24 "I was never spanked or otherwise physically disciplined. My mother usually talked to me and explained what I had done and that she was displeased

I was sometimes denied certain things I wanted to do if I had misbehaved".

Typical answers in the group rated as unreasonable are as follows:

PT10 "Spanking, taking away privileges. Sometimes threats which might or might not have been carried through".

OS25 "Usually harsh words were sufficient to reduce me to tears. We always knew when we were out of line by the look we were given--usually enough! There were occasional severe spankings.

My father came from an old country heritage of the child's strict

obedience and submission to parents and adults".

OS16 "A combination of autocratic and democratic discipline was used. Much of the time we were expected to obey without question and explanations were given later".

OS27 "Back talking to parents was forbidden, strict obedience to parents, especially father, was expected. Disobedience was punished by spanking".

OS12 "Reasoning why misdemeanor was wrong; spanking with
 1. Switch
 2. Belt
 3. Slipper
 Face slapped".

The three cases rated as a double negative reported the following methods of discipline:

OS20 "My mother disciplined me either by shaking me by the hair, a swat on the seat.

My father by a spanking with a razor strap, or getting mad at me and telling my mother to get me out of his way".

PT7 "Slapping face, spanking, being made to sit on a chair, scolding, which included belittling and called good for nothing".

PT6 "A spanking or a firm talking to. Also punishment such as sacrificing something I liked dearly for something I'd done wrong. I was screamed at many a time".

In some cases the same method of discipline was rated differently when it was in combination with other methods which seemed to indicate a harsher method, or, on the other hand, a more reasonable method.

For example, "sitting on a chair" was rated as a reasonable method in this case.

OS7 "I was made to sit on a chair. Not over 10 minutes. I can remember being spanked also. I was told orally what to do, but was never scolded very much or at least not severely".

The addition of "not over 10 minutes", which indicated a reasonable limit, and the fact that it was combined with a statement "was never scolded very much", indicating that the individual did not feel that discipline was a burden, made the judgement of the total discipline as reasonable or neutral in rating. On the other hand, the rating for the same method was unreasonable in the case of OS15 when the statement was "sitting in one place or another until given permission to move". This statement seemed to indicate an arbitrariness felt by the student. In another case "sitting on a chair" appears as part of an answer given a negative rating when it was combined with a statement "I was prohibited from doing something which was very important to me, or was made to sit still on a chair". It was felt that the prohibition of "something very important to me" and the "made to sit" and the word "still" all added up to a negative discipline which was more than prohibition and sitting on a chair as simple methods in themselves.

B. The early memories reported by the forty students

were rated as follows:

In three cases the memories reported were rated as very pleasant or $++$.

In twelve cases the memories reported were rated as pleasant or $+$.

In ten cases the memories reported were rated as neutral or 0.

In ten cases the memories reported were rated as unpleasant or $-$.

In five cases the memories reported were rated as very unpleasant or $--$.

An example of a rating typical of the very pleasant memories is OS1.

"The first thing that I can remember is my mother singing to me and my father picking me up and playing with me, also games Mother used to play with me, and surprises daddy would have when he came home from work and his reading stories to me".

Examples of memories typical of those rated as pleasant are the following two:

PT12 "I can remember visiting my grandmother and how, when she was making bread, she gave us some dough to knead and work with. That same day we discovered the old chiming clock in the attic".

OS2 "A birthday party I went to. I remember I got two bouncing balls for a prize".

Examples typical of those rated as neutral memories

are the following two:

31

OS18 "Trying to find an excuse to get outside so I could play in the snow".

OS27 "Kindergarten is the first experience I can recall clearly and I can still remember the building and grounds and some of the routine and many of the activities and the places in the room they were performed".

Examples typical of those memories rated as unpleasant are the following:

PT4 "The first thing I can recall is my first bee sting when I was about 3 or 4 years old. I rested my elbow on a ledge on our front porch on precisely the same spot the bee had chosen to light".

OS6 "The neighbor boy (who was about five years older than I) teasing me and scaring me with his kitten".

An example of a memory typical of the very unpleasant group is OS11.

"Having to be kept in a dark room because my brother hit me with a rope near the eyes. Which was an unpleasant experience".

C. When the experiences with discipline and the early memories are considered together, some interesting combinations are seen. Of the twenty-five students reporting a 0 or reasonable discipline experience, three reported a \neq memory, eleven reported a \neq memory, two reported a 0 or neutral memory, six a - memory, and three a -- memory. In other words, of the twenty-five

reporting reasonable experiences with discipline, fourteen reported a pleasant early memory, two a neutral memory and nine an unpleasant memory. Pleasant early memories seem more likely to be recalled when the experiences with discipline have been reasonable.

The nine cases in which students reported having reasonable experiences with discipline but unpleasant memories were analyzed further. The memories reported were as follows:

PT11 "When my tonsils were removed-
2½ years old".

PT4 "The first thing I can recall is my first bee sting when I was about 3 or 4 years old. I rested my elbow on a ledge on our front porch on precisely the same spot the bee had chosen to light".

OS26 "It is impossible to say which of my memories is the earliest. I can remember being given anesthetic for an operation when I was four".

PT13 "The first thing I can remember as a child is my stay in the hospital for an operation on my neck".

OS3 "I can remember being boarded out when I was about 4 and wanting my mother, whom I always felt loved me".

OS8 "The only thing I can remember when I was very small (less than 3 or 4, I think) was when I picked up a snake and my older sister screamed, and called mother. Of course mother had me drop it. But I can still remember exactly where I found the snake".

OS10 "Running in front of a car and

almost being hit; after mother had just said I could cross the street if I was very careful to look for cars. (Our street had practically no traffic). I must have been around 3, but not four".

OS11 "Having to be kept in a dark room because my brother hit me with a rope near the eyes. Which was an unpleasant experience".

OS14 "I can recall images of my brothers and sisters, my parents, but particularly one of my grandmother of whom I was very fond. The thing I recall or that stands out in my memory quite clearly is seeing her after an accident in which she was killed and I was with her".

Three of these memories relate to hospital experiences, one to death and the other five, with the exception of OS3, to accidents from a bee sting to nearly being hit by a car. The unpleasantness of "being boarded out", reported by OS3, is coupled with "wanting my mother whom I always felt loved me". The rating on discipline and early memory here is not hard to understand. With the exception of OS3 and possibly OS11 these are occurrences of an accidental nature which probably had little to do with the general tone of the child's experiences.

An analysis of the records of the fifteen students reporting an unreasonable experience with discipline showed that one reported a pleasant early memory, eight

a neutral memory, and six an unpleasant memory. Three of the fifteen students were the students whose discipline experience was rated as very negative or --. Of these three, one reported a neutral memory and the other two reported very unpleasant or -- memories. A neutral memory was more often recalled in this group when the discipline experienced was unreasonable.

The one case reporting a pleasant early memory along with an unreasonable discipline experience was a case in which the discipline was by a father who "came from an old country heritage" where the meaning of this type of discipline was probably different. Neutral memories are more frequently recalled than pleasant memories and somewhat more frequently than unpleasant ones when the discipline was unreasonable.

Eight of the fifteen cases which reported an unreasonable experience with discipline reported an early memory rated as neutral as stated above. In three of these cases the memory was of a new baby in the hospital, as "seeing my sister in the hospital soon after she was born. She is two-and-a-half years younger than I". In two cases the memory was of a nursery school or kindergarten. One involved watching a father in an activity. Another reported "sleeping in my baby bed" and another reported only vague generalized memories like "I

remember pets, grandmother's stories and trips". These examples suggest the possibility of some mixed feelings, as in the arrival of a new baby, the importance of sleeping in a baby bed, and the inability to recall any specific memory.

Six of the fifteen cases which experienced unreasonable discipline reported early memories as negative. All of these memories were associated with people and were unpleasant as this one--"the neighbor boy (who was about 5 years older than I) teasing me and scaring me with his kitten", (OS6), and this one which was rated as --, "The first thing I can think of now is when I was about three, I think. I was to have my picture taken and I was to stand by a big wire fence with a big bush. I was to stand by the bush but I had a terrific fear that something like a bear was going to jump at me. My mother was too far away to run to and she had a difficult time making me stay there. Finally she made me do it", (PT6)

Ratings of the reported childhood experiences are summarized in Table I.

D. The forty students were also asked to list things which they liked seeing children do and things which they disliked seeing children do. What relationships appear between what the students say they like or dislike in

TABLE I
REPORTED CHILDHOOD EXPERIENCES AND RATINGS OF JUDGES

Student	Rating of Discipline Used	Rating of Early Memory	Illness	Operation	Death	Kind of Memory Birth of Sibling	People	Object	Outside Home	Other
PT1	0	++					2			
OS1	0	++					1			
OS23	0	++					1			
OS19	0	+					1		1	
OS21	0	+			1			1		
OS22	0	+					2		1	
OS24	0	+						1		Picture taken
PT8	0	+					1			
PT12	0	+					1	1		
OS4	0	+			1		1			
OS7	0	+					3			
OS9	0	+					1	1		
PT3	0	+	1				1			
OS2	0	+						1	1	
OS13	0	0								Moving Snow
OS18	0	0								
PT11	0	-		1						
OS26	0	-		1						
PT4	0	-	Bee sting							
PT13	0	-		1						
OS3	0	-					1		Boarded out	36

TABLE I (cont'd)
REPORTED CHILDHOOD EXPERIENCES AND RATINGS OF JUDGES

Student	Rating of Discipline Used	Rating of Early Memory	Illness	Operation	Death	Kind of Memory				Outside Home	Other
						Birth of Sibling	People	Object			
OS8	0	-					2	1			
OS11	0	--	1				1				
OS14	0	--			1		Images				
OS10	0	--								Almost run over	
OS25	-	✓	1				2	1			
OS17	--	0				1					
OS15	--	0				1	1			1	
OS16	--	0						1		1	
OS27	--	0						1		1	
PT2	--	0									Baby bed
OS5	--	0				1					
OS12	--	0		1						1	
OS20	--	0					1				
OS6	-	-					1				Fear
PT10	--	--				1					
PT9	--	--			1		2			1	
PT5	--	--								1	
PT7	--	--					1				
PT6	--	--					1				Fear

children and what they report about their own childhood experiences.

In approximately half the cases there seems to be a direct connection between the answers on one of the first two questions (methods of discipline and earliest memory) and the answers to the third question: "What are some of the things little children do which you dislike seeing them do?" and "What are some things you like to see them do?" For example, a student reports being disciplined by "being isolated from the other members of the family". In answer to the last question she writes: "I like to see children playing together and all members of the group enjoying it without one or two being left out". In many other cases one could suppose that the things they say they dislike seeing children do are things they were disciplined for doing themselves, as "not eating food", or "leave playthings lying around", although nothing is stated to this effect.

Figure V presents the cases where there would seem to be a connection between the students' answers in regard to her own experiences and what she says she likes or dislikes in children's behavior.

It is interesting that the two cases in which the early memory includes a pet are the two cases which mention disliking seeing a child being cruel to animals.

FIGURE V

REPORTED CHILDHOOD EXPERIENCES AND REPORTED LIKES
AND DISLIKES IN CHILDREN'S BEHAVIOR

Method of Discipline	What the Student Liked or Disliked
Isolation	Disliked seeing a child being left out
Never wanted to do anything to displease parent	Disliked seeing children cry to get own way or boss others simply because they want to
Parents never vetoed or over-ruled each other	Disliked seeing children threaten with "I'll tell on you"
Sit on chair	Sulking was disliked
"Harsh words were sufficient to reduce me to tears"	Disliked crying (only thing mentioned)
Extreme emphasis on orderliness "Still have most of my playthings in almost perfect shape"	Disliked seeing a child with a dirty face
"Mostly authoritarian methods- don't think I was ever given many choices"	Disliked meanness in any manner

FIGURE V (cont'd)

REPORTED CHILDHOOD EXPERIENCES AND REPORTED LIKES
AND DISLIKES IN CHILDREN'S BEHAVIOR

Method of Discipline and Memory	What the Student Liked or Disliked
"Back talking to parents was forbidden, strict obedience to parents was expected"	Liked to see children play freely, feel free to express feelings and reactions, and to investigate
Pleasant memory with an animal	Disliked seeing children be cruel to animals
"I had my dog with me and I was waiting for someone or something"	Disliked seeing children be cruel to animals
Picked up a snake which frightened sister and mother made her put it down	Liked children to show appreciation for animals
Moving day and riding on back of packed buggy	Disliked seeing children be careless of property
A party where she won two bouncing balls as a prize	Disliked seeing children take or grab toys from other children when they were not done using them Liked to see children share toys

FIGURE V (cont'd)

REPORTED CHILDHOOD EXPERIENCES AND REPORTED LIKES
AND DISLIKES IN CHILDREN'S BEHAVIOR

Early Memory	What the Student Liked or Disliked
Memory of taking care of new brother in hospital- bringing baby powder to him	"Dislike seeing children taking away things from another child, being selfish about their own toys"
New baby	Disliked seeing children be selfish
Gave brother a bloody nose "though it was an accident"	Disliked seeing children hit or bite each other
Riding around in nursery school as mother played piano for other children	"Dislike seeing them consciously be over-demanding of an adult's attention so she has to neglect other children"
Being boarded out and wanting mother	Liked to see children "take care of themselves easily without getting greatly upset"

The child who remembered picking up a snake and being met by a horrified reaction would like to see children "show an appreciation for animals". It seems very evident that what the student likes or dislikes in children is a reflection of her own problem. Those mentioning an early memory of the arrival of a new baby also mentioned disliking seeing children "being selfish" and "not sharing toys". The student whose mother was a teacher and whose early memories included one of sharing her mother with a group reflects her own problem where she says she dislikes seeing children "consciously be over-demanding of an adult's attention so she has to neglect other children". The student who faced the traumatic experience of being boarded out at the age of four and reported "wanting my mother whom I always felt loved me" likes to see children "take care of situations easily without getting upset". One can see what an almost impossible demand she made on herself.

In these answers one glimpses the influence of the students' own early experiences on their present attitudes about children. Acceptance of some behavior may be difficult because of what has happened to them. Judgment is passed by them as they themselves were judged in many cases. Behavior which constituted a problem for them, which they found difficult, becomes important in

their judgement of children's behavior now that they are
no longer children.

CHAS. L. BROWN & SONS

ADVANCE BOND



II. Responses of Students in the Nursery School Laboratory as Rated by the Teachers and the Reported Childhood Experiences of These Students

A. The 40 students were rated by the nursery school staff on 3 items relating to the problem of authority. The items rated on a scale from 1 to 9 were: (1) "Strong need to control" to "Free of need to control", (2) "Unable to set and maintain limits, even when she knows they are needed" to "Always able to set and maintain limits which seem necessary", (3) "Almost always resentful of authority; unable to accept the most necessary directions" to "Free of any defensiveness about authority; welcomes directions, but able to use own judgement". The ratings of the different teachers were weighted as described in Methods of Procedure. The average of these weighted ratings was considered to be the student's rating on adjustment to authority as seen in the nursery school laboratory. A high rating indicated that the teachers considered the student had little problem in this area. A low rating indicated the student was considered to have a greater problem with authority. The teacher's judgement was based on the student's performance in the nursery school and in class discussions.

The mean of the ratings for the 40 students was 6.24 with a standard deviation of 1.41 (3,p.35-58). This is shown in Table II.

TABLE II

TEACHERS' RATING OF STUDENTS ON ITEMS RELATING TO AUTHORITY

STUDENT	AVERAGE OF WEIGHTED RATINGS *
OS12	2.80
PT2	3.53
OS26	3.53
OS18	4.20
PT10	4.27
OS20	4.47
PT3	4.67
OS17	4.67
PT9	5.00
OS21	5.13
OS13	5.33
PT5	5.33
OS2	5.40
PT8	5.60
OS9	6.06
OS14	6.13
OS25	6.13
OS27	6.20
OS16	6.53
OS5	6.60
PT13	6.77
PT11	6.80
OS7	6.93
OS6	6.93
OS11	6.93
OS4	7.00
PT6	7.26
OS24	7.27
OS19	7.33
PT12	7.33
OS8	7.33
OS23	7.40
PT5	7.53
OS15	7.53
OS1	7.66
OS10	7.66
OS3	7.80
OS22	8.07
PT1	8.27
PT4	8.27

Mean = 6.24 Standard deviation = 1.41

*Low score indicates problem; high score freedom from problem

Eight cases had a rating of less than 4.83, thus falling more than a standard deviation below the mean. These students were considered to have a problem with authority. Six cases had a rating of more than 7.65 or ratings falling one standard deviation above the mean. These students were considered to be significantly free of problems with authority as judged by the teachers.

Of the 8 cases with significantly low or unfavorable ratings indicating a problem with authority, six reported negative or unreasonable methods of discipline used on them and only two reported reasonable discipline. Six of the eight cases reported neutral early memories; one case reported a negative memory and one a pleasant memory. Students with a significantly greater problem with authority were more likely to report neutral memories and unreasonable discipline used with them as children.

Of the six cases rated significantly above the mean in respect to problems with authority all reported reasonable discipline used with them as children and none reported neutral early memories. Three reported pleasant memories; three reported unpleasant memories. The difference in reported childhood experiences between the two groups is striking.

B. The teachers rated the forty students on an item

relating to the capacity of the student to accept children's behavior. The ratings were done on a scale from 1 to 9 and were weighted as described in Method of Procedure. The item was: "Makes many unreasonable demands on the child; feels many limits should be set; seems uncomfortable about most things children do; standards unreasonable; pre-conceived idea of what can be expected of children" to "Leaves child as free as possible, limiting only in the nature of safety; seems comfortable about all types of behavior; not bound by pre-conceived ideas of what to expect". The average of these weighted ratings was considered to be the student's rating on capacity to accept children's behavior as judged by teachers in the nursery school laboratory. A high rating indicated that the teachers considered the student to have more capacity to accept and a low rating indicated the student was considered to have less capacity to accept children's behavior.

The mean of the ratings for the forty students was 6.30 with a standard deviation of 1.54 (see Table III).

Five cases had ratings of less than 4.76, thus falling more than a standard deviation below the mean. These students were considered to have less capacity to accept children's behavior. Seven cases had ratings of more than 7.84 or ratings falling one standard deviation

TABLE III
TEACHERS' RATING OF STUDENTS
ON CAPACITY TO ACCEPT CHILDREN'S BEHAVIOR

STUDENT	AVERAGE OF WEIGHTED RATINGS *
OS12	1.4
OS26	3.4
PT10	4
PT3	4
PT2	4.6
OS2	4.8
OS13	5
OS18	5
OS17	5
OS20	5
OS21	5
OS14	5.2
OS25	5.6
PT8	6
PT13	6
OS9	6
PT5	6.2
PT9	6.2
PT11	6.2
OS16	6.4
OS27	6.4
PT12	6.8
OS6	7
OS7	7
OS19	7.2
OS23	7.2
OS5	7.4
OS4	7.4
OS11	7.4
OS24	7.4
OS1	7.6
PT6	7.6
OS15	7.8
PT7	8
OS8	8
OS10	8
PT1	8
OS3	8
OS22	8.2
PT4	8.6

Mean = 6.30 Standard deviation = 1.54

*Low score indicates problem; high score freedom from problem

above the mean. These students were considered to be relatively able to accept children's behavior as judged by teachers in the nursery school laboratory.

Of the five cases rating significantly below the mean, three reported reasonable discipline and two reported unreasonable discipline. One of the five cases reported pleasant memories, two a neutral memory and two negative memories. There did not appear to be a consistent relationship here when the students were judged to have more rigid standards for children.

Of the seven cases rated significantly above the mean in respect to capacity to accept children's behavior, six reported reasonable discipline and one reported unreasonable discipline. Five reported negative memories, two reported pleasant memories and none reported neutral memories. Students with more capacity to accept children's behavior were more likely to report reasonable discipline and pleasant memories, and were likely to report no neutral memories.

C. The teachers also rated the forty students on one item relating to self-confidence. The same method of rating was used and is described in Method of Procedure. The item was: "No confidence in self; retreats from difficulty; avoids any problem child or situation" to "Secure; confident; never avoids or retreats from

situation just because it is difficult". The average of these weighted ratings was considered to be the student's rating in self-confidence as seen in the nursery school laboratory. A high rating indicated that the student had more self-confidence, judged by the teachers. A low rating indicated the student had little self-confidence.

The mean of the ratings for the 40 students was 6.27 with a standard deviation of 1.54 (see Table IV).

Seven cases had ratings of less than 4.73, falling more than a standard deviation below the mean. These students were considered to lack self-confidence as judged by their teachers in the nursery school. Six of the cases of students had ratings of more than 7.81, falling one standard deviation above the mean. These cases were considered to have a significant degree of self-confidence.

Of the seven cases falling significantly below the mean in respect to self-confidence, one reported a reasonable discipline and six reported unreasonable discipline. Four of these seven cases reported neutral early memories. Three reported negative memories. No one reported a pleasant memory. These students with little self-confidence were more likely to report unreasonable discipline and neutral memories. The similarity in early childhood experience of students with little self-confidence and those with a greater problem with authority is worth noting.

TABLE IV

TEACHERS' RATING OF STUDENTS ON SELF-CONFIDENCE

STUDENT	AVERAGE OF WEIGHTED RATINGS *
OS26	1.8
PT2	3.6
OS20	4
OS18	4
PT5	4
OS12	4.2
PT9	4.6
PT8	4.8
PT13	4.8
OS17	4.8
PT10	5.2
PT3	5.4
OS25	5.6
OS21	5.8
OS27	6
OS9	6.2
PT12	6.2
OS14	6.4
PT6	6.6
OS23	6.6
OS2	6.8
OS13	6.8
OS19	6.8
OS11	7
OS5	7
OS7	7
OS15	7.2
OS24	7.2
OS6	7.4
OS4	7.4
OS1	7.6
OS3	7.6
OS8	7.6
OS16	7.6
OS10	8
OS22	8
PT4	8.2
PT1	8.2
PT7	8.2
PT11	8.6

Mean = 6.27

Standard deviation = 1.54

*Low score indicates problem; high score freedom from problem

Of the six cases rated significantly above the mean in respect to self-confidence, five reported reasonable discipline and one reported unreasonable discipline. Two of these six cases reported pleasant memories and four reported negative memories. No one reported a neutral memory. The similarity in childhood experiences of these students and students rating above the mean in respect to the items on authority and in respect to capacity to accept children's behavior is striking. All tend to report reasonable discipline and do not report neutral memories.

More unreasonable discipline and neutral memories were reported by those students rated significantly below the mean on items relating to problem with authority, preconceived standards of children's behavior and self-confidence as rated by teachers in the nursery school laboratory. More reasonable discipline and negative early memories were reported by those students rated significantly above the mean on the same items. No neutral memories were reported by students rating significantly above the mean on the items rated by the teachers.

D. The students were grouped according to their reported childhood experiences and the teacher's ratings of the students in each of the three areas relating to authority, capacity to accept and self-confidence were determined.

The results are given in Table V.

TABLE V

TEACHERS' RATINGS OF STUDENTS GROUPED ACCORDING TO REPORTED CHILDHOOD EXPERIENCES

Reported Childhood Experiences	Average rating on items relating to Authority	Average rating on Capacity to Accept Children	Average rating on Self- confidence
25 cases in which reasonable discipline was used	6.65	6.6	6.7
15 cases in which unreasonable discipline was used	5.55	5.8	5.56
15 cases reporting pleasant early memory	6.68	6.6	6.7
10 cases reporting neutral early memory	4.92	5.1	5.1
15 cases reporting unpleasant early memory	6.68	6.68	6.65

The twenty-five students reporting experiences with reasonable discipline had an average rating on authority of 6.65. The fifteen students reporting unreasonable discipline experiences had an average rating on authority of 5.55.

The average rating on response to authority for the ten cases reporting neutral memories was 4.92 and for the fifteen cases reporting negative memories was 6.68. Of the fifteen cases reporting negative memories, nine reported reasonable discipline and six reported unreasonable discipline. The average for these groups were 7.09 and 6.05 respectively.

The twenty-five students reporting reasonable discipline had an average rating of 6.6 on items relating capacity to accept children's behavior. The average rating for the fifteen students reporting unreasonable disciplines was 5.8.

The average rating capacity to accept children's behavior for the fifteen students reporting pleasant memories was 6.6. The average for the ten cases reporting neutral memories was 5.1 and for the fifteen cases reporting negative memories it was 6.8. Nine of the fifteen reporting negative memories reported reasonable discipline. Six cases reported unreasonable discipline. Average ratings for these two groups were 7.0 and 6.5.

The average rating on self-confidence for the twenty-five students reporting reasonable discipline was 6.7. The average for the fifteen reporting unreasonable discipline was 5.56.

The fifteen cases reporting pleasant memories had an average rating on self-confidence of 6.7. The average for the ten reporting neutral memories was 5.1 and 6.65 was the average for the fifteen reporting negative memories. The average rating for the nine cases reporting negative memories and reasonable discipline was 7.4. The average rating for the six reporting negative memories and unreasonable discipline was 6.0.

The results may be summarized as follows: the lowest (least favorable) rating on authority, capacity to accept children's behavior and self-confidence was given to the group reporting neutral early memories. There was almost no difference in ratings on these three points between the groups reporting pleasant and unpleasant memories. The group reporting unreasonable methods of discipline had a less favorable rating than the group reporting reasonable methods of discipline in respect to all three areas, authority, capacity to accept children and self-confidence.

III. Students' Ratings of Each Other and Reported Childhood Experiences

The individual student's experience in the nursery school laboratory includes participation with other students as well as with teachers and children. Each student was asked to rate the students with whom she worked in the nursery school laboratory. The form used is described under Methods of Procedure. The student ratings were averaged and the results are presented in Table VI.

The average rating of nine of the forty students was 9, or the rating which indicated that others felt very comfortable with these students at the beginning of the term.

Nine students received a rating below 7 which indicated that others felt less comfortable with these students at the beginning of the term than with other students.

The other twenty-two students received ratings of 7 or 8 at the beginning of their nursery school experience.

At the end of the term, fourteen of the forty students received an average rating of 9 by their peer group in the nursery school laboratory. Eight of these fourteen students had been among those receiving an

TABLE VI

AVERAGE RATING OF STUDENT IN PEER GROUPPark Terrace-Fall Term

STUDENT	AVERAGE RATING BEGINNING OF TERM	AVERAGE RATING END OF TERM	CHANGE
PT1	9	8	- 1
PT2	9	9	same
PT3	7.8	7.8	same
PT4	7	8.6	/ 1.6
PT5	6.8	7.4	/ .6
PT6	9	9	same
PT7	8	8.2	/ .2
PT8	7	8.6	/ .6
PT9	6.3	8.3	/ 2
PT10	7.3	7	- .3
PT11	8	9	/ 1
PT12	8	8.2	/ .2
PT13	9	9	same

Orchard Street-Fall Term

STUDENT	AVERAGE RATING BEGINNING OF TERM	AVERAGE RATING END OF TERM	CHANGE
OS1	8	8.5	/ .5
OS2	8	9	/ 1
OS3	8.3	8.3	same
OS4	7.7	8.6	/ .8
OS5	8.5	9	/ .5
OS6	7.5	7.5	same
OS7	8	9	/ 1
OS8	9	9	same
OS9	8	8.4	/ .4
OS10	8	8.6	/ .6
OS11	8	8.3	/ .3
OS12	9	9	same

TABLE VI (cont'd)

AVERAGE RATING OF STUDENT IN PEER GROUPOrchard Street-Winter Term

STUDENT	AVERAGE RATING BEGINNING OF TERM	AVERAGE RATING END OF TERM	CHANGE
OS13	7.3	8	/ .7
OS14	9	9	same
OS15	6.4	7.7	/ 1.3
OS16	6	6.5	/ .5
OS17	6.5	8.5	/ 2
OS18	7.6	7.3	- .3
OS19	8	9	/ 1
OS20	6.7	7.5	/ .8
OS21	5.7	7.7	/ 2
OS22	7.5	6.5	- 1
OS23	8.6	9	/ .4
OS24	9	9	same
OS25	6.5	7.2	/ .7
OS26	9	9	same
OS27	4.5	8	/ 3.5

average rating of 9 at the beginning of the term.

Two of the forty students received average ratings below 7 at the end of the term. One of the students had received a rating of 6 at the beginning of the term while the other had received a rating of 7.5.

Ten students improved in their average rating in their peer group by one interval or more as the result of a longer acquaintance with their peers and as a result of an opportunity to work together as a group in the nursery school laboratory.

The students' ratings by their peers at the beginning of the nursery school experience were considered in relation to their reported childhood experience.

Of the nine students having a favorable position in their peer group at the beginning of the term four reported reasonable discipline experiences in childhood and five reported unreasonable discipline experiences. Of the nine students having favorable positions in their peer group two reported pleasant memories, three reported neutral memories and four reported negative memories.

Of the nine students having unfavorable positions in their peer group at the beginning of the term three reported reasonable discipline and six reported

unreasonable discipline. Two of the nine reported pleasant memories, four reported neutral memories and three reported negative memories.

The student ratings by their peers at the end of the term's nursery school experience were also considered in relation to their reported childhood experiences.

Of the fourteen students having a favorable position in their peer group at the end of the term eight reported reasonable discipline and six reported unreasonable discipline experiences. Five of these fourteen students reported pleasant memories, four reported neutral memories and five reported negative memories.

Of the two students having average ratings indicating unfavorable positions in their group at the end of the term one reported a reasonable discipline and one reported an unreasonable discipline. One student reported a pleasant memory and one reported a neutral memory.

Of the ten students whose position within their peer group improved an interval or more following the nursery school experience six reported reasonable discipline experiences. Four reported unreasonable discipline experiences. Four of these ten reported pleasant memories, three reported neutral memories and

three reported negative memories.

When the average ratings of the fourteen students having favorable positions and the average ratings of the ten students having improved positions in the peer group at the end of the term are related to their childhood experiences, the results show that thirteen had reported reasonable discipline experiences. Eleven had reported unreasonable discipline. Eight of these twenty-four students reported pleasant memories, seven reported neutral memories and nine reported negative memories.

The student's need to direct and control others and the student's feeling of self-confidence in the nursery school laboratory may influence her position with other students in the nursery school.

The average ratings of the students in their peer group were related to their reported responses to authority.

Of the nine students having favorable positions in their peer group at the beginning of the nursery school experience three rated significantly below the mean on the reported response to authority. One of the nine students rated significantly above the mean. Of these same students one rated less than one deviation above the mean and four rated less than one standard deviation below the mean on response to authority.

Of the nine students rated as having unfavorable positions in their peer group at the beginning of the term two rated significantly below the mean on response to authority. None of the nine rated significantly above the mean. Of these same nine students having unfavorable positions in their peer group three rated less than a standard deviation below the mean and four rated less than a deviation above the mean.

Of the fourteen students rated as having favorable positions in their peer group at the end of the term three rated significantly below the mean. None rated significantly above the mean on response to authority. Of these same fourteen students two rated below the mean and nine rated above the mean on response to authority, however not significantly.

Of the two students having unfavorable positions in their peer group at the end of the term, one rated significantly above the mean on response to authority. The other also rated above the mean, however not significantly.

Of the ten students who improved their position in their peer group following the nursery school experience one ranked significantly below the mean on response to authority. One ranked significantly above the mean. Of the same ten students four rated below the mean and four rated above the mean, however not significantly.

Considering the fourteen students with a most favorable rating and the ten who improved their position in the peer group, four of these twenty-four students rated significantly below the mean on problem with authority and one above. In these cases, there seem to be some tendency for those having some problem with authority to receive a better rating from their peers.

The average rating of the students in their peer group were related to the self-confidence of the students as judged by the teachers in the nursery school.

Of the nine students rated favorably in their peer group at the beginning of the term three rated significantly below the mean on self-confidence as judged by the teachers, and one rated significantly above the mean. One of the nine rated below the mean and four rated above the mean, however not significantly.

Of the nine students having unfavorable positions in their peer group at the beginning of the term two rated significantly below the mean on self-confidence, and one rated significantly above. Four of the nine students rated below the mean and two above, however not significantly.

Of the fourteen students having favorable positions in their peer group at the end of the term three rated significantly below the mean on self-confidence

and one rated above the mean. Of the rest of these fourteen students one rated below the mean and nine rated above the mean on self-confidence, however not significantly.

Of the two students rated as having an unfavorable position in the peer group at the end of the term, one rated above the mean significantly in relation to self-confidence and one rated above the mean, however not significantly.

Of the ten students rated as having improved their position in their peer group following the nursery school experience one rated significantly low on self-confidence. Two of the ten rated significantly high. Three of the ten rated below the mean and four rated above, however not significantly.

Of the twenty-four students having favorable positions or improved positions in the peer group at the end of the nursery school experience, four rated significantly below the mean on self-confidence and three rated significantly above. These results seem to indicate that there is little connection between a favorable or improved position in the peer group following the nursery school experience and a greater feeling of confidence. The results also seem to indicate that there is little connection between an

unfavorable position in the peer group and lack of self-confidence.

IV. Students' Choices of Children in the Nursery School

The forty students in this study were in three different groups, participating in two nursery schools. One group of students and children were in the Park Terrace nursery school in the fall term; one group was in Orchard Street nursery school in the fall and another in the same school in the winter term. These three groups were considered separately in this part of the study since the students were working with three different groups of children.

Since time did not permit extensive ratings of behavior, two areas were selected and the teachers were asked to rate the children on items relating to the child's problem with authority and the child-likeness of his behavior. It was felt that these areas might be related to the student's present response to authority and to her capacity to accept children's behavior. The teachers' ratings of children were weighted and averaged as described earlier.

The children were grouped from the lowest to the highest rating on the two sets of items. A low rating indicated that the child had a greater problem with authority. A high rating indicated that the child receiving this rating had less problem with authority

and showed less child-like behavior. The results of the ratings of the children on these two groups of items can be seen in Table VII and Table VIII.

The student choices of children were obtained from the choice sheet on which each student was asked to name the children she would enjoy supervising in nine different nursery school situations (shown in Methods of Procedure, Figure III). The students' choices of children were related to the ratings made by the teachers on the student's problem with authority and with her pre-conceived standards for children's behavior. The students in the three schools were grouped from lowest to highest rating according to the teachers' judgement of the students, (see Tables IX and X). In table IX the students are listed according to rating on authority. In table X the students are listed according to rating on capacity to accept children's behavior. The students considered, in this part of the study, to have more of a problem with authority and less capacity to accept children are at the top. Students considered, in this part of the study, to have less problem with authority and a greater capacity to accept children's behavior are at the bottom. A mid point line separates these two groups of students. Starred students are those significantly above or below the mean.

TABLE VII

TEACHERS' RATINGS OF CHILDREN
ON ITEMS RELATING TO AUTHORITY

Park Terrace-Fall term

<u>CHILD</u>	<u>AVERAGE OF WEIGHTED RATINGS *</u>
Linda	2.48
Brian	2.9
Alan	4.5
Jane	5
Linden	5.28
Marjorie	5.6
Patty	6.1
Margie	6.83
Bobby	7
Gloria	7.05
Virginia	7.2
Ricky	7.4
Ellie	7.8
Paul	8
Terry	8.28

Orchard Street-Fall term

<u>CHILD</u>	<u>AVERAGE OF WEIGHTED RATINGS *</u>
Virginia	4.1
Roger	4.2
Kreg	4.3
Pat	4.4
Margaret	4.55
Mary Sue	5.28
Susan	5.93
David	6
Jane	6.15
Vicki	6.5
Bill	6.55
Sara	8
Cheryl	8
Janet	8.3
Ray	8.36
Randy	8.43
Claudia	8.5

*low rating - greater problem
high rating - less problem

TABLE VII (cont'd)

TEACHERS' RATINGS OF CHILDREN
ON ITEMS RELATING TO AUTHORITY

Orchard Street-Winter term

<u>CHILD</u>	<u>AVERAGE OF WEIGHTED RATINGS *</u>
David	2.68
Mary Sue	2.90
Kreg	3.72
Roger	4.03
Pat	4.45
Bill	5.27
Jane	5.32
Randy	6.55
Mike	6.95
Steve	7.52
Janna	7.62
Davey	7.78
Carolyn	7.83
Janet	7.83
Ray	8.07
Claudia	8.33

*low rating - greater problem

high rating - less problem

TABLE VIII

TEACHERS' RATING OF CHILDREN
ON ITEMS RELATED TO CHILD-LIKE BEHAVIOR

Park Terrace-Fall term

<u>CHILD</u>	<u>AVERAGE OF WEIGHTED RATINGS *</u>
Jane	2.76
Linda	2.86
Brian	4.18
Bobby	4.22
Patty	4.26
Terry	4.26
Marjorie	4.48
Virginia	4.52
Ellie	4.64
Alan	5.22
Margie	5.42
Linden	5.66
Gloria	5.84
Paul	5.94
Ricky	6.34

Orchard Street-Fall term

<u>CHILD</u>	<u>AVERAGE OF WEIGHTED RATINGS *</u>
Kreg	2.3
Virginia	2.88
Bill	2.98
Mary Sue	3.52
Pat	3.76
Sara	3.96
Margaret	4.4
David	4.72
Roger	4.92
Susan	5.52
Cheryl	5.74
Claudia	5.86
Janet	5.94
Jane	6.2
Ray	6.54
Vicki	6.94
Randy	7.52

*low rating - more child-like behavior
 high rating - less child-like behavior

TABLE VIII (cont'd)

TEACHERS' RATING OF CHILDREN
ON ITEMS RELATED TO CHILD-LIKE BEHAVIOR

Orchard Street-Winter term

CHILD	AVERAGE OF WEIGHTED RATINGS *
Kreg	1.72
Mary Sue	2.48
Bill	3
David	4
Jane	4.08
Pat	4.46
Janna	4.8
Janet	4.98
Mike	5
Roger	5
Davey	5.32
Ray	5.74
Claudia	5.94
Carolyn	6.22
Steve	7
Randy	7.06

*low rating - more child-like behavior
 high rating - less child-like behavior

Children are ranked according to average rating on authority and child-like behavior as judged by the teachers. The low ratings are at the left and high ratings are at the right. A mid point line separates the groups.

When all the choices of children were totaled, it was seen that the students, who in the judgement of the teachers had a greater problem with authority and a greater need to control, made 195 choices of children with more of a problem with authority. These same students made 259 choices of children with less of a problem with authority.

Students whom the teachers judged to have less problem with authority and less need to control chose children with a greater problem with authority 249 times. These same students chose children with less problem with authority 240 times.

The eight students who rated a standard deviation below the mean of the forty students on response to authority, chose children with more of a problem with authority 87 times and chose children with less of a problem with authority 110 times.

The six students who rated one standard deviation above the mean of the forty students on response to authority chose children with more of a problem with

TABLE IX
STUDENTS' CHOICES OF CHILDREN

Students ranked on response to authority	No. of choices in group with problem	Children ranked according to problem with authority															No. of choices in group with less problem
		<u>More problem</u>								<u>Less problem</u>							
		Linda	Brian	Alan	Jane	Linden	Marjie	Patty	Margie	Bobby	Gloria	Ginnie	Ricky	Ellie	Paul	Terry	
*PT2	10	1	1	3	2	1	0	2		3	4	2	1	2	3	1	16
*PT10	10	1	2	1	1	2	2	1		3	3	1	2	4	2	0	15
*PT3	13	3	2	2	0	2	3	1		4	2	0	2	3	0	0	11
PT5	5	0	1	1	1	1	1	0		7	6	1	2	1	2	1	20
PT9	7	0	2	0	2	2	0	1		2	2	2	2	3	6	3	20
PT8	10	1	2	4	1	1	0	1		3	2	1	0	2	3	0	11
PT13																	
PT12	12	2	2	2	1	2	2	1		2	2	2	2	2	2	1	13
PT11	12	3	3	2	2	1	0	1		4	0	1	0	2	1	1	9
PT6	16	5	2	2	3	2	1	1		1	1	0	2	3	2	0	9
PT7	8	1	1	1	1	1	1	2		4	3	0	1	3	4	0	15
*PT1	10	1	1	1	2	2	1	2		2	2	2	2	2	3	2	15
*PT4	15	1	2	2	2	3	3	2		2	1	1	1	3	3	0	11

One student and one child fell on mid-point line - not counted.

TABLE IX (cont'd)
STUDENTS' CHOICES OF CHILDREN

Students ranked on response to authority	No. of choices in group with problem	Children ranked according to problem with authority																No. of choices in group with less problem	
		More problem								Less problem									
		Virginia	Roger	Kreg	Pat	Margaret	Mary Sue	Susan	David	Jane	Vicki	Bill	Sara	Cheryl	Janet	Ray	Randy		Claudia
*OS12	14	1	1	2	1	1	3	2	3		0	3	1	3	2	2	0	0	11
OS2	13	2	3	0	2	2	0	3	1		0	3	0	2	3	3	0	0	11
OS9	11	1	2	1	2	2	1	1	1		0	2	2	2	2	3	2	1	14
OS5	15	2	2	1	1	2	2	2	3		0	2	2	2	1	2	0	1	10
OS7	15	3	3	1	1	0	2	3	2		0	0	4	1	3	4	0	0	12
OS11	13	1	0	1	2	1	3	2	3		0	1	3	3	2	5	0	0	14
OS4	15	0	1	5	1	3	3	0	2		0	2	1	0	3	3	1	0	10
OS6	14	1	0	2	1	3	4	2	1		0	2	2	2	0	2	2	0	10
OS8	15	2	2	1	1	2	1	4	2		1	1	2	2	2	3	0	1	12
*OS1	10	1	1	1	1	2	2	1	1		0	2	1	5	4	4	0	0	16
*OS3	13	1	1	3	2	1	4	0	1		1	2	3	1	3	3	0	1	14
*OS10	20	1	3	2	4	1	2	5	2		0	2	1	1	1	1	0	0	6

One child fell on mid-point line - not counted.

TABLE IX (cont'd)
STUDENTS' CHOICES OF CHILDREN

Students ranked on response to authority	No. of choices in group with problem	Children ranked according to problem with authority																No. of choices in group with less problem	
		More problem								Less problem									
		David	Mary Sue	Kreg	Roger	Pat	Bill	Jane	Randy		Mike	Steve	Janna	Davey	Carolyn	Janet	Ray	Claudia	
*OS26	4	0	1	1	0	0	1	1	1		0	0	6	3	0	5	6	0	20
*OS18	15	0	1	2	3	3	0	1	5		5	0	1	2	0	1	1	1	11
*OS20	15	2	2	3	3	0	1	2	2		0	0	0	2	3	4	3	0	12
*OS17	13	0	2	1	0	3	3	1	3		0	0	2	1	0	5	6	0	14
OS21	13	1	2	4	0	2	1	1	2		2	0	2	0	0	3	5	0	12
OS13	16	3	2	3	3	2	3	0	0		0	0	2	2	0	3	2	1	10
OS14	14	2	2	2	1	1	1	3	2		2	1	2	2	1	2	2	1	13
OS25																			
OS27	8	0	2	0	0	1	1	2	2		0	1	4	1	4	3	5	1	19
OS16	16	3	3	3	2	1	1	2	1		1	0	1	1	1	3	3	0	10
OS24	5	0	0	1	0	1	1	1	1		0	0	2	3	4	7	4	1	21
OS19	13	0	1	4	1	3	3	0	1		4	0	2	1	1	2	4	0	14
OS23	16	1	1	3	1	2	0	1	7		0	0	3	1	1	4	1	1	11
OS15	15	1	2	5	1	1	1	1	3		0	0	2	2	0	5	1	2	12
*OS22	16	4	1	4	1	2	0	0	4		0	0	0	1	0	5	5	0	11

One student fell on mid-point - not counted.

TABLE X
STUDENTS' CHOICES OF CHILDREN

Students rated on capacity to accept children's behavior	No. of choices in more child-like group	Children in rank order of child-like behavior																No. of choices in less child- like group
		<u>More child-like</u>								<u>Less child-like</u>								
		Jane	Linda	Brian	Bobby	Patty	Terry	Marjie	Ginnie	Ellie	Alan	Margie	Linden	Gloria	Paul	Ricky		
*PT10	11	2	1	2	3	1	0	2		4	1	2	2	3	2	2	16	
*PT3	13	0	3	2	4	1	0	3		3	2	3	2	2	0	2	14	
*PT2	10	2	1	1	3	2	1	0		2	3	1	1	4	3	1	15	
PT8	8	1	1	2	3	1	0	0		2	4	5	1	2	3	0	17	
PT13	10	3	1	2	2	1	0	1		3	0	3	1	3	2	1	13	
PT5	11	1	0	1	7	0	1	1		1	1	1	1	6	2	2	14	
PT9																		
PT11	14	2	3	3	4	1	1	0		2	2	6	1	0	1	0	12	
PT12	11	1	2	2	2	1	1	2		2	2	2	2	2	2	2	14	
PT6	13	3	5	3	1	1	0	1		3	2	2	2	1	2	2	14	
*PT7	10	1	1	1	4	2	0	1		3	1	4	1	3	4	1	17	
*PT1	13	2	1	1	2	2	2	3		2	1	2	2	2	3	2	14	
*PT4	13	2	1	2	2	2	0	1		3	2	1	3	1	3	1	14	

A child and student fell on midpoint lines - not counted.

TABLE X (cont'd)
STUDENTS' CHOICES OF CHILDREN

Students ranked on capacity to accept children's behavior	No. of choices in more child-like group	Children in rank order of child-like behavior																No. of choices in less child-like group	
		<u>More child-like</u>								<u>Less child-like</u>									
		Kreg	Virginia	Bill	Mary Sue	Pat	Sara	Margaret	David	Roger	Susan	Cheryl	Claudia	Janet	Jane	Ray	Vicki	Randy	
*OS3	17	3	1	2	4	2	3	1	1		0	1	1	3	1	3	1	0	10
*OS10	15	2	1	2	2	4	1	1	2		5	1	0	1	1	1	0	0	9
*OS8	12	1	2	1	1	1	2	2	2		4	2	1	2	0	3	1	0	13
OS1	11	1	1	2	2	1	1	2	1		1	5	0	4	1	4	0	0	15
OS11	15	1	1	1	3	2	3	1	3		2	3	0	2	0	5	0	0	12
OS4	17	5	0	2	3	1	1	3	2		0	0	0	3	1	3	0	1	8
OS5	15	1	2	2	2	1	2	2	3		2	2	0	1	1	2	0	0	8
PS7	13	1	3	0	2	1	4	0	2		3	1	1	3	0	4	0	0	12
OS6	16	2	1	2	4	1	2	3	1		2	2	0	0	3	2	0	2	11
OS9	12	1	1	2	1	2	2	2	1		1	2	1	2	1	3	0	0	10
OS2	10	0	2	3	0	2	0	2	1		3	2	0	3	3	3	0	0	14
*OS12	15	2	1	3	3	1	1	1	3		2	3	0	2	2	2	0	0	11

One child fell on the mid-point line - not counted.

TABLE X (cont'd)

STUDENTS' CHOICES OF CHILDREN

Students rated on capacity to accept children's behavior	No. of choices in more child- like group	Children in rank order of child-like behavior																No. of choices in less child-like group
		<u>More child-like</u>								<u>Less child-like</u>								
		Kreg	Mary Sue	Bill	David	Jane	Pat	Janna	Janet	Mike	Roger	Davey	Ray	Claudia	Carolyn	Steve	Randy	
*OS26	15	1	1	1	0	1	0	6	5	0	0	3	6	0	0	0	2	11
OS17	17	1	2	3	0	1	3	2	5	0	0	1	6	0	0	0	3	10
OS18	9	2	1	0	0	1	3	1	1	5	3	2	1	1	0	0	5	17
OS13	18	3	2	3	3	0	2	2	3	0	3	2	2	1	0	0	0	8
OS21	16	4	2	1	1	1	2	2	3	2	0	0	5	0	0	0	2	9
OS20	14	3	2	1	2	2	0	0	4	0	3	2	3	0	3	0	2	13
OS14	15	2	2	1	2	3	1	2	2	2	1	2	2	1	1	1	2	12
OS25																		
OS27	13	0	2	1	0	2	1	4	3	0	0	1	5	1	4	1	2	14
OS16	17	3	3	1	3	2	1	1	3	1	2	1	3	0	1	0	1	9
OS19	15	4	1	3	0	0	3	2	2	4	1	1	4	0	1	0	1	12
OS23	15	3	1	0	1	1	2	3	4	0	1	1	1	1	1	0	7	12
OS24	13	1	0	1	0	1	1	2	7	0	0	3	4	1	4	0	1	13
OS15	18	5	2	1	1	1	1	2	5	0	1	2	1	2	0	0	3	9
*OS22	16	4	1	0	4	0	2	0	5	0	1	1	5	0	0	0	4	11

One student fell on midpoint line - not counted.

authority 84 times and children with less problem of authority 73 times.

These results seem to indicate that, in the forty cases studied, those students judged to have more of a problem with authority enjoyed supervising children who offered fewer discipline problems more than they enjoyed supervising children who did present discipline problems. The students judged to have less of a problem with authority enjoyed children difficult to manage almost as well as those children who did not seem as difficult. There was less difference in their choices, however, than in the choices of students with more of a problem with authority.

When all the choices of children were totaled, the students judged by the teachers to have more preconceived standards for children's behavior made 168 choices of children with more child-like behavior. These same students chose children with less child-like behavior 235 times.

The students judged as having greater capacity to accept children's behavior chose children with more child-like behavior 268 times. These same students chose children with less child-like behavior 232 times.

Five students were rated by the teachers to be significantly below the mean on capacity to accept

children's behavior. These students made 64 choices of children with more child-like behavior and 67 choices of children with less child-like behavior.

Seven students who fell one standard deviation above the mean that was established for the forty students on the item related to capacity to accept made 96 choices of children with more child-like behavior and 88 choices of children with less child-like behavior.

The responses of students judged to have less capacity to accept children's behavior indicate, according to cases studied here, that they tend to enjoy supervising or being responsible for children with less child-like behavior.

The responses of students with greater capacity to accept children's behavior indicate, according to this study, a greater acceptance of behavior that is more child-like in nature. These students chose children with child-like behavior more than children with less child-like behavior although the differences are small here.

DISCUSSION AND CONCLUSIONS

As a basis for understanding some of the factors influencing the responses students make in the nursery school laboratory, this study investigated student responses made in the college nursery school laboratory as related to reported childhood experiences.

It is difficult, in a study such as this one, to distinguish adequately the effect of the variables investigated upon each other. The small number of subjects, the differences in skill and experience of the raters, and the limitations of the rating scales are factors which influence the results. There is room for a great deal more research in this area. However, certain conclusions may be suggested based on the results of this study.

Experiences with reasonable methods of discipline in childhood are more typical of these college students. The students reporting reasonable discipline were also ones who reported memories that were either pleasant or unpleasant. In other words, the students who reported unreasonable discipline experiences reported more neutral early memories. Thus, according to the results in this study, discipline experiences in childhood seem to influence

the student's capacity to express some kind of feeling about childhood, its experiences and the people she related to at that time.

An unreasonable discipline experience may cause a repression of feelings about childhood. Experiences in that period may have been unpleasant, parental discipline harsh or rigid, relationships with people unsatisfactory and unsatisfying. The student reporting a neutral memory may have her feelings so well controlled that any feeling is blocked concerning childhood and cannot be expressed, or may not be recognized by the student herself. It would be interesting to study these students reporting neutral memories and discover if feelings are expressed in areas other than those relating to childhood.

The results of this study indicate that students reporting unreasonable discipline experiences and neutral memories have a greater problem with authority, less capacity to accept children's behavior and less self-confidence, as judged by teachers in the laboratory. Students reporting reasonable discipline experiences, pleasant or unpleasant memories, on the other hand, have less of a problem with authority which, by definition means, less need to control and less difficulty in accepting directions.

They also have greater capacity to accept children's behavior and more self-confidence. Therefore, it may be concluded that the method of discipline experienced in childhood is one of the factors influencing a student's response in the nursery school laboratory, particularly in areas relating to authority, acceptance of children's behavior and self-confidence. It may also be concluded here that a student reporting neutral memories, or expressing little feeling, has more problem with authority, less capacity to accept children's behavior and less self-confidence.

According to the results here, there seems to be little relationship between reported childhood experiences and position in a peer group. There was some tendency for students who reported reasonable discipline experiences to improve their position in their peer group after a period of acquaintance. However, this tendency is slight. It is interesting to note that the students who received less favorable ratings from the teachers in respect to authority, acceptance of children's behavior and self-confidence were rated fairly favorably by peers. Again, the differences were small between groups.

The results of this study suggest that there is a ✓ tendency for students judged to have less need to control behavior of others and greater capacity to accept children's behavior to accept children of all kinds about equally. These same students reported more reasonable discipline experiences and early memories that were "feeling" ones. A more valid and extensive rating scale might indicate more significant results in this area which is also worthy of more investigation.

SUMMARY

In the forty cases studied there appeared to be a relationship between reported childhood experiences and student responses in the nursery school laboratory.

The kind of experience the student had with discipline in childhood made a difference in the way she responded in the nursery school. According to ratings done by the teachers on the students, those who reported reasonable discipline methods used with them were rated more favorably by the teacher on response to authority, on acceptance of children's behavior and confidence in themselves. Students who reported experiences with unreasonable discipline were rated more unfavorably by the teachers in these three areas.

Recalling a pleasant or unpleasant memory had little relation to the students' responses in the nursery school laboratory. However, the student who reported an early memory which was neither pleasant nor unpleasant was likely to have more problems with authority, less capacity to accept children's behavior and less self-confidence, as judged by the teachers. The difference here is significant.

Little or no relationship was discovered between the student's position in her peer group

and the kind of childhood experiences which she reported. However, it is interesting to note that the students who were rated by the teacher as having more problem with authority, less capacity to accept children's behavior and less self-confidence tended to be somewhat more acceptable to their peers.

Students with more need to control others and with less self-confidence, as rated by teachers, tended to chose children who were easier to control and who offered less resistance to adults in the nursery school, while those students with less of a problem with authority and less need to control tended to chose more difficult children as often as those children easier to manage. However, none of these differences were large.

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APPENDIX

FIGURE VI

SAMPLE SHEET OF TEACHERS' EVALUATION OF STUDENT

I. Student's feeling and behavior in relation to authority									
A.	Strong need to control others					Free of need to control others			
	1	2	3	4	5	6	7	8	9
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									

REPORTED CHILDHOOD EXPERIENCES

The following reports of methods of discipline used in early childhood and earliest memories are presented exactly as they were written by the student.

PT1 "Main methods of discipline used with me as a child were sending away from the table if not eating properly, being sent into my Dad's office with him as it was in the annex to our house, being spanked very early but for a good reason, and being isolated from other members of the family."

"The first thing I can recall as a child is being sent into the house with my older sister who was afraid of thunder during a midwestern thunderstorm; and being carried upstairs to bed by my dad when I wasn't feeling well."

PT2 "Spankings- often
Reasonings- I was talked to often when I didn't behave as expected."

"Sleeping in my baby bed (2 years old)."

PT3 "My discipline was neither strict nor lax. My parents generally let me be the deciding factor but only with their guidance. I was seldom spanked but rather disciplined by having either parent talk to me and show me the right and wrong."

"I can remember when I was about $2\frac{1}{2}$ and I had a terrific cold and my mother rigged up a vapor tent for me. The memory is very clear."

PT4 "Scoldings if needed and when needed. A chance to explain myself and my action and then my parents explained their side usually. I believe I was never spanked, at least I don't remember ever being spanked. A sharp word or two or criticism were very effective with me."

"The first thing I can recall is my first bee sting when I was about three or four years old. I rested

my elbow on a ledge on our front porch on precisely the same spot the bee had chosen to light."

PT5 "Mostly authoritarian methods- don't think I was ever given many choices- can remember spankings."

"When I was three nearing four we spent the winter in Los Angeles and I can remember this quite well. Things that I might remember before this have no significance to me as to when they happened."

PT6 "A spanking or a firm talking to. Also punishment such as sacrificing something I liked dearly for something I'd done wrong. I was screamed at many a time."

"The first thing I can think of now is when I was about three I think. I was to have my picture taken and I was to stand by a big wire fence with a big bush. I was to stand by the bush but I had a terrific fear that something like a bear was going to jump at me. My mother was too far away to run to and she had a difficult time making me stay there. Finally she made me do it."

PT7 "Slapping face, spanking, being made to sit on a chair, scolding which included belittling and called good for nothing."

"Once my brother, sister, friends and I were playing Snow White. I was Snow White and my brother was the witch who was trying to get me. I fought to get away and gave him a bloody nose, for which I was punished though it was an accident."

PT8 "Spanking with a rubber fly-swatter. Others were undoubtedly used, but don't stand out like the fly-swatter does."

"My grandfather made corsets in one corner of their house and I tied a string across blocking him in. Then I got him, brought him to the string, untied it and let him out and a minute later back in. I did this all by myself and can remember it quite well. No one else seems to recall it."

PT9 "Mother always taught me to take good care of my things while she took care of her things. She wouldn't "bother" mine, and I didn't touch her things (pots, pans, good dishes, perfume, etc.). I still have most of my play things in almost perfect shape-and I don't remember of ever feeling resentful about not being able to have a freer run of the house. I was a "Daddy's" girl, and he always enforced the punishment form of discipline. Mostly, I was talked to, but I can remember receiving a few good spankings."

"Sitting on my grandfather's lap, seeing him in the hospital, and seeing him in the hospital, and seeing him in the funeral home. He died when I was three. Also I remember being around the bakery we owned which was sold shortly after I was six years old."

PT10 "Spanking
Taking away privileges
Sometimes threats which might or might not have been carried through."

"Going across a high swinging bridge across a creek by myself to visit a neighbor. This was about the time my sister was born, as far as I can place the time."

PT11 "A few spankings, talking, and occasional spankings by my father. Whenever my brother or I were punished, whoever did the punishing (or scolding) would be the first one to give us love when we wanted to "make-up". In other words, if Dad would spank us, and we would run to Mom for love, she would say "No, your father was right." My mother admitted later it was hard, but they felt it helped keep us from being a Mommy or Daddy child."

"When my tonsils were removed-2½ years old."

PT12 "Discipline in our house was not a dreaded thing, for we knew that it was fair. My parents got together on the disciplining. What one parent did, the other never vetoes or overruled. Spanking, if necessary, and talking and reasoning were used."

"I remember visiting my grandmother and how, when

she was making bread, she gave us some dough to knead and work with. That same day, we discovered the old chiming clock in the attic."

PT13 "Since I came from a large family, the method of discipline used with each child often varied. We were spanked once in a while but more often we were lectured than physically hurt. Dad being the head of the family would say one word and most of us would quiet down."

"The first thing I remember as a child is my stay in the hospital for an operation on my neck."

OS1 "I can recall never wanting to do anything to displease my parents and I could always tell by the tone of their voice if I had done something wrong. I can only recall one spanking in my life."

"The first thing I can remember is my mother singing to me and my father picking me up and playing with me; also games mother used to play with me and surprises daddy would have when he came home from work and his reading stories to me."

OS2 "I was spanked when I had done terribly naughty things, but most of the time I was scolded orally. In some cases, I can recall being deprived of something, but not very often."

"A birthday party I went to. I can remember I got two bouncing balls for a prize."

OS3 "Spanking, scoldings."

"Approximately four years old-experience of being boarded out; wanting my mother who I always felt loved me."

OS4 "The most drastic measures were an occasional good spanking several times and talking tos from parents which continued as the means through high school, but very seldom."

"I have several memories of about three or four years old. One is of when I got to look thru the hospital window at my new baby brother and all my relatives were there also, I remember the dress I wore and my father held me to see him. I also remember a bad dress I had and once when I stood in the middle of a hayfield in the rain because I was mad at my mother. Also my father used to set me on our old cow's back and let me pretend I was riding her when I was real small."

OS5 "The hair brush, or threat of the hair brush."

"Getting to carry the baby powder and oil to bathe my little brother and watch his bath when he was in the hospital before he was brought home."

OS6 "I was prohibited from doing something which was very important to me, or was made to sit still on a chair."

"The neighbor boy (who was about five years older than I) teasing me and scaring me with his kitten."

OS7 "I was made to sit on a chair; not over ten minutes. I can remember being spanked also. I was told orally what to do, but was never scolded very much or at least not severely."

"I remember staying with a friend who used to make doll clothes for me and playing with dolls. Also riding the horse with daddy. I rode on the front of his saddle when he and my brother went after cows. I don't know as this is my earliest memory as I can't remember which came first. But these were preschool. I remember them the best."

OS8 "I was not spanked very often, but mainly my mother just talked to me and told me what I had done wrong. This would hurt my feelings much more than any spanking--knowing that she was displeased with me for what I had done."

"The only thing I can remember when I was very small (less than three or four, I think) was when I picked up a snake and my older sister screamed, and called mother. Of course mother had me drop it. But I can still remember exactly where I found the snake."

- OS9 "Sitting on a chair and being quiet
Spanking
Reasoning with me
Threatening to deprive (never did)
Taking me away from others"

"A doll which my grandmother made for me. I slept with it for years."

- OS10 "Spankings"

"Running in front of a car and almost being hit; after mother had just said I could cross the if I was very careful to look for cars. (Our street practically no traffic.) I must have been around three, but not four."

- OS11 "Spanking
Tone of voice
Threats"

"Having to be kept in a dark room because my brother hit me with a rope near the eyes. Which was an unpleasant experience."

- OS12 "A. Reasoning--why misdemeanor was wrong
B. Spankings- 1. switch 2. belt 3. slipper
C. Face slapped"

"Going to pre-kindergarten (three or so) and playing on the jungle gym. Also remember playing that the sandbox was the S.S. Matsonia (a ship) and that we were just arriving in Honolulu (it was May Day and we all had leis). Also remember eating ice cream after I had my tonsils out, and waking up in the hospital...same age as above."

OS13 "Being denied privileges--having to complete tasks before being able to do other things."

"Moving day--I can remember riding in a white top buggy seated on the back with feet hanging down. The move was short."

OS14 "My parents seldom used physical punishment-verbal punishment was usually enough."

"I can recall images of my brothers and sisters, my parents, but particularly one of my grandmother of whom I was quite fond. The thing I recall, or that stands out in my memory quite clearly, is seeing her after an auto accident in which I was with her and she was killed."

OS15 "Some spanking
Sitting in one place or another until given permission to move
A little later on- reasoned with
Discipline came mostly from mother."

"Getting my brother from the hospital and planning on getting him. He's adopted. One rather vague family experience before this. We were at the cabin (in the mountains) and the family was having fun together."

OS16 "A combination of autocratic and democratic discipline was used. Much of the time, were expected to obey without question and explanations were given later."

"This is difficult to answer- I remember pets, grandmother's stories, trips. I am not sure of the age- approximately three."

OS17 "Scoldings
Being sent to bed
Spankings"

"Seeing my sister in the hospital room soon after she was born. She is 2½ years younger than I."

OS18 "My mother spanked me. My father talked to me and denied me privileges when I took advantage of them."

"Trying to find an excuse to get outside so I could play in the snow."

OS19 "Scoldings
Discussion or lecture
Spankings"

"A trip when we went to the snow. I remember getting up real early in the morning and then later on sliding down a snowy hill in a dish pan. Later on I remember Dad teaching me to ice skate. I must have been 2½ or three years old."

OS20 "My mother disciplined me either by shaking me by the hair, or a swat on the seat. My father by a spanking with a razor strap, or getting mad at me and telling my mother to get me out of his way."

"Standing in a garden at our house watching my dad put a roof on our new house. I had my dog with me and I was waiting for someone or something. I can remember it was early spring and I had on my snowsuit."

OS21 "Scolding. I was seldom spanked. I usually felt worse after a scolding than after the hardest spanking."

"The Christmas my brother was born and I was 3½. I stayed at my grandmother's and got a great big rocking horse. Anything that has to do with horses I can remember."

OS22 "I can remember mother sitting down and talking with me when I'd done something wrong. She says that at the very first she spanked but I don't recall this. Every so often she'd deprive me of something I wanted to do but talking or scolding were the main methods and I didn't like it at all!"

"I can remember swinging on two rings by my hands and dropping down into a sandbox below. I did this over and over. This was at nursery school. Along with it is the memory of riding around and around the play room at the nursery school on a tricycle while mother played the piano. There were other children riding too."

- OS23 "Word of mouth
Snapping of dad's fingers."

"Each evening spent around the fire eating an apple before bed time and then dad would sing us a song. "Off to bed you must go!" he would say and we were satisfied."

- OS24 "I was never spanked or otherwise physically disciplined. My mother usually talked to me and explained what I had done wrong and that she was displeased. I was sometimes denied certain things I wanted to do if I had misbehaved."

"I have no very early memories. I think my first memory was around the age of five when I had some pictures taken in our yard. I wore a very special dress and was quite excited."

- OS25 "Usually harsh words were sufficient to reduce me to tears. We always knew when we were out of line by the look we were given- usually enough! There were occasional severe spankings. My father came from an old country heritage of the child's strict obedience and submission to parents and adults."

"Several things which I cannot put chronologically. One is in connection with our big collie dog, Sheppie, and crawling under the house to get her puppies with my little brother.

Another is being pulled in a wagon by my mother out to the field where Dad was because my hernia had paralyzed me (I don't remember how much)."

- OS26 "If we were doing something mother didn't approve of she tried to divert our attention to something

else. We were seldom spanked and never put into a room by ourselves."

"It is impossible to say which of my memories is the earliest. I can remember being given anesthetic for an operation when I was four."

OS27 "Back talking to parents was forbidden, strict obedience to parents, especially father, was expected. Disobedience was punished by spanking."

"Kindergarten is the first experience I can recall clearly and I can still remember the building and grounds, some of the routines and the places in the room they were performed."