

AN ABSTRACT OF THE THESIS OF

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Title: FANTASY IN STORIES SPONTANEOUSLY TOLD BY TWO
RELATIVELY PRIVILEGED GROUPS OF PRESCHOOLERS

Abstract approved


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The purpose of this investigation was to duplicate the methodology of the Pitcher and Prelinger (1963) study, using their theoretical framework and category system, to examine the cultural impact upon the development of a group of socioeconomically disadvantaged preschool children as reflected in their fantasy products, specifically in their spontaneously told stories. The results for this disadvantaged group were analyzed separately, and were compared, where possible, with the Pitcher and Prelinger data on a socioeconomically privileged group of children.

The general assumption underlying the hypotheses is that experiences due to cultural impact will be differentially expressed in the fantasy products of two socioeconomically different groups of children and will be reflected in their spontaneously told stories. The three null hypotheses formulated to test for differences within the less privileged group were: formal aspects of the stories,

which presumably represent the child's ego structure, do not differ for boys and girls of the two age groups; story contents, which presumably represent the range of experience stored in the child, are independent of age, sex, and number of parents; and, the predominant psychosocial issue in the stories do not differ for boys and girls of the two age groups. The hypotheses formulated for comparison of the two different socioeconomic groups were: formal story aspects and psychosocial modalities do not differ for privilege group; and, story contents are independent of privilege group.

The data (60 stories) were collected by the investigator using Jung's "free association" method and were rated by three judges using the Pitcher and Prelinger category system. Satisfactory inter-judge reliability agreement was established on the ratings. Analysis of variance and the χ^2 test of independence were used to analyze the data for tests within the less privileged group; whereas, analysis for the comparison of the two groups, with the exception of one modified χ^2 test, had to be carried out on the basis of inspection alone due to the particular manner in which Pitcher and Prelinger reported their data.

Stories were collected from 30 socioeconomically disadvantaged three- and four-year-old children enrolled in a United-Fund-supported day nursery in Portland, Oregon in the summer of 1964. The subjects, designated as socioeconomically disadvantaged (or

less privileged) children were from families for whom the median annual take-home income is \$3234.00; 53% of the sample were from single-parent families and 47% were from two-parent families; and, 21% of the parents had college or graduate education while 79% had high school education. The socioeconomically privileged subjects of the Pitcher and Prelinger study were from two-parent families of professional people, attended exclusive private nursery schools, and 60% of them showed superior capacity on intelligence tests.

The results obtained within the less privileged group indicated that interaction of sex and age accounts for the significant difference in formal aspects as well as in relevant material on psychosocial modalities expressed in the stories; and, that the choice of the two major themes in the story contents category was dependent upon the sex of the child. Outstanding differences on the means for the sex and age groups were described and discussed.

Findings on the comparison of data for the two relatively privileged groups showed that choice of themes in the stories was dependent on socioeconomic (privilege) group; the privileged group used themes reflecting socialization more often than the less privileged group and the less privileged group used themes centering in the self more often. Outstanding differences in the group means for the two relatively privileged groups were reported and discussed.

Tentative explanations of the results in light of socio-cultural factors were considered and obvious weaknesses of the study were

pointed up. It was concluded that fantasy products, in the form of spontaneously told stories, for the two relatively privileged socio-economic groups of preschoolers do, at least to some degree, differentially reflect socio-cultural impact on child development.

Fantasy in Stories Spontaneously Told by Two
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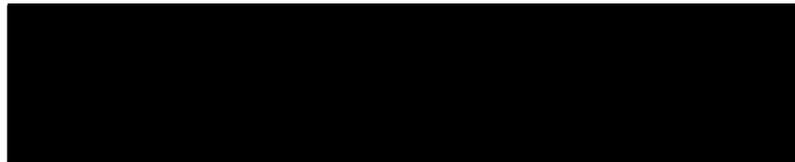


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TABLE OF CONTENTS

<u>Chapter</u>		<u>Page</u>
I	THE PROBLEM AND PURPOSE OF THE STUDY	1
	The Problem	1
	Purpose of the Study	13
	Hypotheses	16
II	DESIGN: SUBJECTS AND PROCEDURE	19
	Subjects	19
	Procedure	21
III	THE DATA AND THEIR TREATMENT	38
IV	DISCUSSION AND CONCLUSIONS	58
	Discussion of Results	58
	Conclusions	71
V	SUMMARY	80
	BIBLIOGRAPHY	84
	APPENDICES	86
	APPENDIX A	86
	APPENDIX B	88
	APPENDIX C	94
	APPENDIX D	109
	APPENDIX E	111

LIST OF TABLES

<u>Table</u>		<u>Page</u>
I	Inter-judge Rating Reliability Based on Data from 15 Stories for Three Judges	30
II	F-Test of Mean Ratings on Formal Aspects in the Stories of Less Privileged Children in Relation to Sex and Age	34
III	Independence of Kinds of Character and Age, Sex, and Number of Parents for the Less Privileged Group	36
IV	Independence of Themes and Sex for Children of the Less Privileged Group	37
V	Independence of Themes and Age for Children of the Less Privileged Group	38
VI	Independence of Themes and Number of Parents for Children of the Less Privileged Group	38
VII	Independence of the Sub-categories Within Theme Centering in the Self in Relation to Sex for Children of the Less Privileged Group	40
VIII	Independence of the Sub-categories Within Theme Reflecting Socialization in Relation to Sex for Children of the Less Privileged Group	40
IX	F-Test of Mean Ratings on Psychosocial Modalities in the Stories of Less Privileged Children in Relation to Sex and Age	42
X	Mean Ratings on Formal Aspects (S1-S7) in Stories of Children of Privileged and Less Privileged Groups	46
XI	Mean Ratings on Psychosocial Modalities (M1-M4) in Stories of Children of Privileged and Less Privileged Groups	47
XII	The Comparison of Frequencies of Story Contents, Characters and Themes in Relation to Privilege Group	52

<u>Table</u>		<u>Page</u>
XIII	The Comparison of Kind of Story Characters in Relation to Privilege Group	53
XIV	The Comparison of Themes in Relation to Privilege Group	55
XV	The Comparison of Frequencies of Themes in Relation to Age of the Privileged Group	56
XVI	The Comparison of Frequencies of Themes in Relation to Age of the Less Privileged Group	57

FANTASY IN STORIES SPONTANEOUSLY TOLD BY TWO RELATIVELY PRIVILEGED GROUPS OF PRESCHOOLERS

CHAPTER I

THE PROBLEM AND PURPOSE OF THE STUDY

The Problem

In studying the thinking of human beings psychologists and psychoanalysts have attempted to distinguish realistic thinking from unrealistic thinking, sometimes referred to as fantasy which has been defined variously within different theoretical frameworks by different people. In the following paragraphs an attempt is made to examine the nature, character, and function of fantasy within different frameworks.

Pitcher and Prelinger (1963) discuss several approaches to fantasy in their book "Children Tell Stories". They (Pitcher and Prelinger, 1963) mentioned that Freud considered thought to be regulated by the reality principle involving the representations of real objects; while fantasy is kept free from reality testing and is subordinated to the pleasure principle. Fenichel (1945) stated that fantasy is thinking not followed by action.

Symonds (1946) considers fantasy as a very real part of the mind, and as influential in shaping personality and guiding behavior of the individual. He defines fantasy, as almost synonymous with

with drive, as emotionally toned and says it is the impulse toward action from which the drive of the fantasizing person is mentally anticipated or mentally fulfilled.

Vinacke's (1952) bipolar relationship of thinking includes the "realistic pole" which has been called "reasoning", "conceptualizing" or "problem solving" in psychology, and the opposite pole, "imagination" which represents the internal need conditions of the individual. To him, autistic thinking which includes fantasy, dreams, and wishful thinking refers to mental processes of free activities are evoked primarily by internal stimuli; while imaginative thinking is the free activities of imagination primarily evoked by external stimuli, such as play and projective tests. He defines fantasy as a conscious mental activity of wish fulfillment which is more detached from reality than imaginative activity.

Murray (1937) and Symonds (1946) distinguish fantasy from other mental process saying that fantasy is egocentric, always concerned with personal relations, pleasurable, exaggerative, hardly conscious, lacking pressure or urgency, autonomous, quasi-real, time manipulative, monopolizing of attention, pictorial and dramatic, and a kept secret of the person fantasizing.

Fantasy, according to different experts, serves a special function in the development of the child's personality. Freud (1962) stressed in 1911 that fantasy is a mode of thought which is free from

reality testing and is a suitable vehicle for expression of sexual impulses. Anna Freud (1946) stressed that in the process of ego development the discharge of libidinal energies through fantasy will profoundly weaken the relations between the ego and reality.

Hartmann (1958) indicates the possible pathological implications of reliance on fantasy for drive gratification. He discusses the adaptation value of fantasy for the mastery of reality saying that fantasy can, "by connecting past and future, become the basis for realistic goals" (Hartmann, 1958, p. 36). Symonds (1946) points out that in fantasy one may find the present desire similar to past experience and then imagines the present desire as a wish which might be fulfilled in the future.

Vinacke (1952) states that the functions of fantasy are to fulfill wishes, to let the individual escape difficult, frustrating or conflicting situations, to let the mind of the individual relax, to explain reality in ambiguous situations, and to be used as a basis for realistic thinking. Ausubel (1958) says that a child's fantasy life reflects his behavioral trends which are controlled in his personality organizations and that it reveals his basic needs, feelings, attitudes, and uninhibited and restrained aspirations. In discussing the different types of fantasy he states culturally generated fantasy has close ties to reality while individual fantasy production may be private and unshared and more unrealistic. He points out the functions and the significance of fantasy in child development claiming that through

fantasy a child identifies himself with all kinds of people; fantasy, immeasurably extended in time and space widens the child's sphere of interaction with persons, objects and events thus increases the child's "level of social sophistication" and broadens the base of moral values; spontaneously generated fantasy in child's play serves as one of the devices in a culture for socializing the child. Fantasy, according to Ausubel (1958), not only serves as a temporary escape from frustration of every day life but also reduces anxiety and threats to self-esteem by rehearsing unsuccessful solutions. The experience the child gains in fantasy behavior directs him in intellectual and motor development. Symonds (1946) has made a similar statement concerning the function of fantasy in child's mental growth and personality development. He specially points out that fantasy may serve as a prelude to constructive thought and action. He stresses that creativeness of thought must be sought in the freedom of fantasy,

Pitcher and Prelinger (1963, p. 15) state that "in children's play particularly in role playing, fantasy serves in . . . the differentiation, definition, and integration of parts of the ego, particularly of identifications, roles, and skills and this contributes to the gradual socialization of drives." In their study of children's stories in which the emphasis is one of the manifestation of ego development rather than of unconscious drives, they feel that fantasy can only

be studied indirectly by means of inferences made from projective tests, dreams, drawing, stories, and the like. In addition they mention that we can obtain more information concerning the internal synthesis of personality development of the child through his spontaneously expressed fantasy. In his criteria to measure strength of fantasy Murray (1938) also points out that the strongest fantasies center around the spontaneously selected topics of conversation.

In the literature many studies of fantasy are either closely linked with imaginative responses to projective test or compare fantasy and overt behavior through structured means (Brittain, 1907; Libby, 1908; Markey, 1935; Murray, 1938; Balken, 1942 and 1944; Sanford, 1943; Bach, 1945; Alschuler and Hattwick, 1947; Machover, 1949). As Pitcher and Prelinger (1963) point out, few studies can be found in the literature of spontaneous fantasy under controlled quantitative test situations, especially among studies of children of preschool age. In an earlier attempt by Pitcher and Prelinger (1963) to utilize projective techniques, certain pictures in the CAT series was unsuccessful because the children were not prompted to any free association. In that study they used the free association method developed by Jung to obtain data in the form of stories told spontaneously by their subjects. They concluded that there exists a complete lack of adequate studies of conscious manifestation of fantasy in child development.

In the light of the apparent importance of fantasy in the development of children and in view of the lack of information under controlled conditions allowing for quantification of findings, the need for controlled qualitative studies in this area seem obvious. The present study was designed as an attempt to partially meet this need.

One of the earliest studies on spontaneous fantasy is Griffith's (1935) elaborate study of spontaneous fantasy of 50 five-year-olds of both sexes. She used a technique which combined observation, interview, free association, and projective testing and concluded that fantasy has an important function in emotional and intellectual development of children. Symonds (1949) in his investigation of spontaneous fantasy of adolescents found very similar responses from projective tests and pictures drawn. He used other data such as association to completed stories in interrelating the results, from which he noted that older children express more complicated themes than do younger children. Sarason (1944) has submitted data to show the similarity between dreams and TAT stories and found that both sources were undoubtedly complementary to each other.

A more recent study of fantasy of preschool children through spontaneously told stories was done by Pitcher and Prelinger (1963). Their study emphasizes manifestation of ego development of

children. They used the method of free association to collect stories spontaneously told by children and focused on the characteristics of the elaboration of conscious fantasies. They formulated the following propositions about the nature of fantasy processes; fantasy processes are mobilized by drives to express their aims and objects which are subjected to being controlled, channeled, or modified by forces; that fantasy, a basically unconscious activity, represents a primitive, primary form of thought; the contents of conscious expressions of fantasies are derived from experiences with nature, culture, people, and with the self and are modified differently and characteristically on different developmental levels, or by other factors such as sex differences.

These propositions condition one another and each affects in some degree the formation of the final fantasy product. Also, the kind of vehicle and the skills or faculties the person uses to express fantasy (such as auditory and speech-motoric functions required in story telling, coordination of visuomotoric function required in picture drawing) might alter the structure of the manifest product. Time required for expression varies according to the vehicle used. Three foci were used in their study to consider children's verbally expressed fantasies, namely 1) their "formal aspects", 2) their contents, and 3) the psychosocial point of view formulated by Erikson in 1950.

The "formal aspects" of the stories reflect the developments of the ego's organizing, integrating, and differentiating capacities. The assumptions underlying the seven dimensions which Pitcher and Prelinger used to rate the stories are: 1) the physical and fantastic space used in the stories might represent some aspects of the children's implicit map of the world and supposedly it would broaden and clarify itself as development proceeds; 2) the main characters in the stories are increasingly differentiated with age and might reflect the relative differentiation of the boundaries of self and of animal objects; 3) the inner complexity of the characters might represent another aspect of differentiation within the ego; 4) the increase of activity rather than passivity of the characters as the child gets older might reflect the increasing sense of mastery of his actions and of his environment; 5) the degree of realism in the stories can be explained in two ways, that in Freud's sense the child would show increase in realism as age increases; and that Pitcher and Prelinger argue that as the child becomes better related to reality he will feel free to use imagination to channel his drives; 6) the degree of descriptions of thought and of emotional processes in the stories; 7) action vs. thought process is assumed to indicate further differentiated perception. The authors think that drives, by definition, are unchanged. However, the ways to express drives do change during the course of development when the child encounters

certain characteristic conflicts and issues. Thus, it seems possible to study the child's response to those limited conflicts and issues rather than to analyze his stories purely in terms of drives.

According to Pitcher and Prelinger (1963, p. 22) the characters and the themes may suggest "the range of experience of the child of a particular age in terms of the physical world, or interpersonal relationships, and of pleasure and pain, gratification and frustration, enhancement and oppression, enthusiasm and fear, opportunity and limitations, moralistic restriction and individual expression, and many others." The two major themes are theme centering in the self and theme reflecting socialization. Pitcher and Prelinger described aggression as destructive, hostile or harmful behavior which is primarily for the discharge of preoccupying tension. This is not the psychoanalytic concept of aggression. Themes of hurt, misfortune, or death are relevant to the insecure feeling of self which the developing ego will gradually overcome. The theme of socialization reflects social issues which will emerge as conflicts when the ego interacts with the environment. The analysis of story contents may reflect different cultural and social impact upon individuals of different background. The authors suggest that an exclusive study might determine the cultural impact upon children of different social classes as reflected in their fantasy products.

The psychosocial modalities refer to the "over-all implication of certain forms and contents of behavior, thought and experience" (Pitcher and Prelinger, 1963, p. 209) as expressed in the child's fantasy products. The four issues considered in the study are: M1, "trust vs. mistrust," which is related to mothering, support, comfort, and protection; M2, "autonomy vs. shame and doubt," which involves problems of bodily needs and problems of conformity; M3, "initiative vs. guilt," which indicates the sense of mastery, the assertion of the self and use of locomotor apparatus of the child; and M4, "industry vs. inferiority," which indicates the child's freedom in doing things for himself, his intellectual achievement, and his school readiness. Pitcher and Prelinger (1963) say that their material is much too limited to allow a decisive test of Erikson's theory of psychosocial development; and that any single test or experiment is likely not able to prove this kind of theory.

The purpose of the present study is to investigate the validity of this contention using Pitcher and Prelinger's "theoretical" framework. The study examines the fantasy products of a group of children of a socioeconomic background which is highly different from that of the subjects of the Pitcher and Prelinger study in that 53% of the subjects are from single-parent families and the overall median take-home income of the sample is below \$3300.00 per year.

The subjects of the Pitcher and Prelinger study were

described as a group of socioeconomically privileged children, aged two to five, who attended private schools in New Haven and its surrounding communities, and the great majority of whose parents are professional people. The scores of various intelligence tests and results of Developmental Evaluations show 60% of the children of superior capacity, 33% of high average, and 7% as average. Such a sample obviously would not be claimed to be representative of American children of this age. In contrast the subjects for the previous study attend a United Fund-supported day nursery and are described as being of average intelligence.

The findings of Pitcher and Prelinger's study are summarized below:

In the "formal aspects" of the stories the findings indicate a consistent trend of increasing use of wider space in the stories of both sexes as age progresses. However they found that as children get older the main figures in the stories become less clearly identifiable. This finding is opposite to the direction hypothesized. The results generally suggest that "internal complexity," "passivity" rather than "activity," and "use of fantasy and imagination" increase with age. The sex trend of these three variables is less clearly manifested.

Pitcher and Prelinger examining the age changes in characters in terms of raw frequencies found that the nature of characters in

the stories in general moves from fluid to fanciful characters with an increasing number and variety of characters as age increases. As for significant sex differences, boys show a greater emphasis on objects, things, and occupational roles, while girls mention more domestic animals.

The age trends in themes are not clear. However, generally speaking frequencies of aggression, morality, death, dress, and sociability increase with age. Theme of crying decreases as age proceeds. But such increase of frequencies with increasing age is undoubtedly due to the increasing length of the stories. A significant sex difference in terms of theme preference showed that there is an apparent trend that girls prefer social themes while boys prefer themes centering in the self. As for other sex difference, there is greater frequency of mention of aggression among boys, and of "sociability" and "crying" among girls. Trends showed that boys mention more themes of hurt and misfortune while girls more of morality and dress. They found no significant sex difference among other themes.

The findings for the psychosocial modalities are discussed in terms of each of Erikson's stages appropriate to the age group under consideration. There is an over-all sex difference reported, On the issue of "trust vs. mistrust" no significant age trend is shown in either sex but more relevant material is shown in stories

of girls of all ages, while boys emphasize more the issue of "initiative." On the issue of "autonomy" relevant material is limited in the stories and age trend is inconsistent. No direct concern or description of the eliminative function is mentioned in the stories. Increase of relevant material on the issue of "initiative" are shown in boys with increasing age. There is no clear-cut trend and less relevant material in girls' stories. On the issue of "industry," there is a slightly increasing age trend of more relevant material for boys than for girls.

Purpose of the Study

The purpose of this investigation is to duplicate, in so far as possible, the methodology of a study by Pitcher and Prelinger using their theoretical framework in order to examine the cultural impact upon the development of a group of socioeconomically disadvantaged¹ preschool children as reflected in their fantasy products, specifically in spontaneously told stories. Here, socioeconomically disadvantaged refers to the fact that 53% of the subjects come from single-parent families whose income is limited.

The hypotheses of Pitcher and Prelinger were adopted for the study also. These hypotheses are formulated on the following

¹ Throughout the study "disadvantaged" and "less privileged" are used interchangeably.

assumptions: With regard to the formal aspects of the stories it is assumed that 1) as development proceeds the use of physical and fantastic space in the stories would be broader and less restrictive reflecting an expanding cognitive scope; 2) the increasingly differentiated main figure and the more logic and sequence found in thinking and in organizing the stories makes manifest growth in the capacity for perceptual differentiation, increasing awareness of, and having consistent identities with, people; 3) the inner differentiation of the story characters might reflect that as the child grows he does not merely act as a whole, but is able to bring in various processes involved in perception such as seeing, feeling, hearing, and the like; 4) the child's mastery of his actions and his immediate environment moves toward activity rather than passivity as well as increasing realism with increased age; 5) there would be more thought processes, rather than action and emotional differentiation, which indicates further perceptual differentiation (including interpersonal aspects of perceptiveness such as empathy) as age increases.

Pitcher and Prelinger (1963) assume that the content analysis of the stories should reflect the content and range of experience of the child. The child tells the stories in a way that is acceptable to him, but the unconscious wishes and ideas are disguised and can not be immediately comprehensible. This notion is based on the findings of

Werner (1957) and on others' findings that animatic thinking hold an important place in the child's mind. Pitcher and Prelinger assume that the main characters in the child's fantasy production are people, animals, or objects. The themes centering in the self may express not only aggressive impulses of the preschool child or his concern with physical harm, but also the preoccupation with the possible loss of a secure sense of self. The child who relatively lacks experience, ability to distinguish between fact and fantasy, and a concept of time tends to make every experience potentially destructive to express his fears. As the investigator asks the child to open up his inner world to tell a story, the child may wish to conform or please the adult and likely will tell his story in a relatively disguised form or utilize certain defenses. The special importance of the theme of relations with parents is expressed by Erikson (1950) who states that the mutuality in the parent-child relationship, with parents as the most clearly available models, influences the ego development of the child. Themes of morality may involve the parental approval or disapproval by example or censure of right and wrong; and also may reflect the child's past experience in relation to moral issues and his wishful modification of such experience. Other social themes are less significant since they are expressed in highly stereotyped and empty manner.

The definitions of psychosocial modalities are based on Erikson's developmental formulations that prominent themes would be manifested in the behavior of individuals at different developmental stages. Pitcher and Prelinger (1963) assume that the child's developing capacities interact with his experience and with his needs in certain ways leading to the manifestation of a specific "issue" at different stages of development. They point out that Erikson's psychosocial modalities refer to over-all implications of certain forms and contents of behavior, thought and experience.

The results from the present study will be compared and contrasted, where possible, with those of Pitcher and Prelinger. Quantitative comparisons for the two studies will be made on the "formal aspects," "story contents," and "psychosocial modalities" for the three- and four-year olds.

Hypotheses

The general assumption underlying the hypotheses tested in the study is simply that experiences due to cultural impact will be differentially expressed in the fantasy products of two relatively socioeconomically privileged groups of children and will be reflected in their spontaneously told stories.

The specific hypotheses used to test the data for differences within the socioeconomically disadvantaged group are the following:

1. Formal story dimensions do not differ for boys and girls of the two age groups. The test will be made on the basis of use of physical and fantastic space, the differentiation of the main figure, the inner differentiation of the story characters, activity vs. passivity, realism, thought processes vs. action, and emotional differentiation expressed in the stories.

2. The story contents are independent of age, sex, and number of parent. The test will be made on the basis of the frequencies of kinds of characters and the frequencies of two types of themes, centering in the self and reflecting socialization, mentioned in the stories.

3. The predominant psychosocial modalities do not differ for boys and girls of the two age groups. The test will be made on the basis of the ratings of psychosocial issues for the stages of development, namely, "trust," "autonomy," "initiative," and "industry" as mentioned in the stories.

In addition, the following three hypotheses are used to directly compare the data for the socioeconomically disadvantaged group of children with the data for the highly privileged group of Pitcher and Prelinger's study:

1. Formal story dimensions do not differ for the two relatively privileged groups.

2. The story contents are independent of the socioeconomic

background.

3. The psychosocial modalities do not differ for the two relatively privileged groups.

CHAPTER II

DESIGN: SUBJECTS AND PROCEDURE

Subjects

The sample of subjects on which the study is based is one of convenience and is in no way representative of preschoolers in general. It does, however, represent a socioeconomic population different from Pitcher and Prelinger's privileged group. On the whole, the subjects, if classified in terms of the income of their families, may be described as a group of economically disadvantaged children; while in general they come from families who have a favorable social, cultural and educational background. The social background cannot be regarded as favorable in all aspects since a high proportion of the children come from single-parent families.

Thirty children, including 13 girls and 17 boys of ages ranging from three to four years and eleven months, contributed stories to this study. They are children who were enrolled in Fruit and Flower Day Nursery in Portland, Oregon in the summer of 1964. Of the 30 children participating in the study, 16 children come from 16 single-parent (mother) families, the remaining 14 come from 13 two-parent families (one family contributed two subjects to the study). Of the 29 families, 3 mothers and 8 fathers have

completed college or are pursuing graduate work. Of these 1 mother is from the single-parent group. The remaining 5 fathers and 26 mothers have had high school or some college education. In the 16 single-parent families 14 mothers are divorced, 1 separated, and 1 widowed. Two mothers are students, 1 a state college student and 1 a beauty college student, the remaining mothers in the single-parent group include 1 advertising writer, 1 studio model, 1 telephone service woman, 1 medical technician, 1 accounting bookkeeper, 3 clerks, 5 secretaries, and 1 on welfare. These families have a median annual take-home income of approximately \$2737.20. of the 13 mothers in the two-parent group there are 2 college students, 2 secretaries, 7 clerks, 1 laboratory technician, and 1 registered nurse. The occupations of fathers include 1 college professor, 1 artist, 1 insurance salesman, 1 auto salesman, 1 production worker, 1 clerk and 7 college students, five of which are medical students. The median annual take-home income of two-parent families is approximately \$5094.00. In summary, of the 30 children, 16 come from single-parent families and 14 come from two-parent families. All mothers except 5, who are students, are working women. The median annual take-home income for all families in the study is approximately \$3234.00. All three- and four-year-olds from among the six age groups in the nursery constitute the sample of this study. No data was collected in terms of their intellectual

ability. All subjects, except one four-year-old intellectually "slow" child who was eliminated from the sample, were admitted to the nursery as healthy, normal children. The distribution of children by age and sex, the parents' education, marital status, and occupation are reported in Appendix A, Tables I, II, III, IV respectively.)

The children in the nursery are divided into six groups on the basis of their chronological age (2-5 years) and level of maturity as it is judged by the educational director and the social worker of the nursery. The parents bring the children to the nursery before nine o'clock in the morning. The children spend their day in the nursery till their parents come to take them home at five in the afternoon. They have a substantial dinner at noon and a snack in the morning and afternoon and follow a group routine having indoor and outdoor activities. After dinner they have a three-hour "nap" period.

Procedure

The 30 children contributed 60 stories in all. Each child was expected to tell the investigator two stories at least one week apart. Practically speaking, the investigator worked in the nursery as a "page" teacher rather than as an assistant teacher. Though the Director set a general schedule which would allow the investigator an opportunity to be with the five different groups of children aged

three and four, her job was to offer help whenever any one of the six groups needed it. She was expected to replace any head teacher in the event of either vacation or sick leave. This made it difficult to collect the two stories of each child at least seven days apart. Of these stories recorded 4 of them are only one to two days apart. Of the four-year-olds 17 (6 girls, 11 boys) were asked to contribute 34 stories, and 13 three-year-olds (7 girls, 6 boys) were asked to contribute 26 stories. All stories were collected during the summer from June 15 to August 23, 1964. During a period of 60 school days the investigator worked as an assistant teacher participating in group and routine activities with the children. The first two weeks was used as a "warming up" period. To establish good rapport with the children was assumed to be important, especially with this age group, in order that "free association" and spontaneity in their storytelling might be enhanced. The children in the nursery seemed to be at ease with visitors possibly due to their previous experience of having a constantly changing flow of volunteers at the nursery.

During the "warming-up" period the procedure of data collecting was explained to the teachers in a staff meeting. It so happened that during the data collecting period it was difficult to maintain uninterrupted progress with the study. In several cases when rapport had been established and the child was ready to tell his story, other children joined in to make contact with either the

prospective storyteller or with the investigator. In such a situation the established relationship was lost and any attempt to proceed with the storytelling was abandoned.

"Free association," the technique developed by Jung, was used in collecting the data, verbalization being the vehicle of expression. Following the procedure set up by Pitcher and Prelinger the stories were gathered through the following steps:

The investigator, always with pencil and paper pad in hand, waited to find a child playing apart from the group in a quiet corner, sitting or standing, or looking around alone in a between-play interlude, either indoors or outside. She then approached the child, sat near him, and suggested that he tell her a story. The following procedure describes the approach used.

Investigator: "Tell me a story. What could your story be about?" (At the first trial if the child would not respond, then the investigator would say: "Not today, but perhaps another day you will tell me a story.")

(When the child responds with a mention of any subject:

Investigator: (at once) "That's a very good thing to tell a story about. What happened to the doggy (kitty etc. whatever the child mentioned)?"

(In order to keep the story going as long as possible the investigator expresses enthusiasm and questions the child,

"What happened next?" He would not be given any suggestions as to how the story should proceed.)

(The older children may tend to retell their favorite stories which they have been told in school or they have watched on television. The investigator would wait until they finished telling their "second-hand" stories and then suggest, "Now I'd like a story that is your very own, one that nobody else told you, that you made up all by yourself."

(If the child seems not ready to tell the story with spontaneity at that moment then the investigator would with understanding, say to the child, "Not today, but perhaps another day you will tell me a story."

Investigator: (after the child finished telling his story)

"Thank you. It's a wonderful story." (with an appreciative smile.)

The general reaction of the child throughout the story telling period was recorded; for example, whether or not he enjoys telling the story, whether he has a free flow of ideas, his reaction to the investigator when she requests him to tell her a story, and any other seemingly significant happening occurring during the telling of the story, such as interruption or disturbance by other children.

With regard to recording of the stories, an attempt was made to record children's stories on a recorder and write down their stories simultaneously in order to establish recording reliability. This method of data collecting requires that the children tell their stories in a quiet, isolated setting. The reaction of several children to this procedure was tested by the investigator at the end of the "warming-up" period. The result was unsatisfactory, in that the children were either nervous and tense in front of the microphone, or were fascinated by the operation of the machine. The over-all effect produced hesitation in speech or reluctance to continue telling their stories, for some of the children, and a tendency to prolong their stories intentionally and awkwardly. In general, the children seemed to feel uneasy in the situation following the allotted time for "warming-up" and the technique was abandoned. This particular investigator has, however, had extended previous experience of recording children's behavior in a nursery school setting and could possibly be assumed to have become quite

efficient in observing and recording child behavior, especially this direct recording of stories of exact verbalizations, independent of on the spot interpretation. It may also be assumed that recording errors are less probable when no attempt is made to interpret on the spot. In this study no recording reliability per se was established. A total of 12 stories, 3 stories randomly selected from each age group of each sex are recorded in Appendix B. It should be noted that the stories have been recorded in fairly acceptable English, that is, excluding the typical "error" or mode of expression used by the child; for example, "some'ing" was replaced by "something."

The category system of Pitcher and Prelinger was used in this study to rate the data in a uniform way for comparison. Each of the seven formal structural dimensions was rated on a five-point-rating scale in which each step is defined. The scale definitions are reported in Appendix C. Half-point ratings such as 2.5, 4.5 were permissible. With regard to the contents of the stories, the classifications was made on frequency counts across all stories on two aspects: characters and themes. Each is independently judged and reported separately for quantitative analysis. Only one entry was made to represent each category of the characters and themes regardless of how many times it was mentioned in the story. That is, only the first reference to a given

character or theme was recorded. The psychosocial modalities were rated on a three-point-scale indicating the degree to which relevant material for each issue is present in each story. The directions for rating the stories on these variables are presented in Appendix C.

CHAPTER III

THE DATA AND THEIR TREATMENT

Using Pitcher and Prelinger's category system 60 stories in this study were rated by a team of three judges. Rating reliability was established by the percent agreement pooled from the ratings of the three judges on formal aspects, content, and psychosocial modalities on 15 stories randomly selected from Pitcher and Prelinger's study.

The three judges included two professors and a female graduate student in Child Development. Each of them had a copy of the instructions and general rules for rating and a copy of the original category system reported in Appendix C. Six stories randomly selected from Pitcher and Prelinger were used for purposes of familiarizing the judges with the system. After the investigator had met with the three judges several times to clarify some disagreements and to establish mutual agreement on certain rating items, five stories were given to each judge to categorize independently. The percent agreement of the ratings of these five stories by the judges was computed on the following bases: 1) two out of three agreement within a 0.5 difference on a five-point scale for the ratings of formal aspects; 2) three out of three agreement for the contents of the

of the stories; and 3) two out of three agreement for the psychosocial modalities. The following formula was used for computing percent agreement:

$$\text{Percent of agreement} = \frac{\text{number of agreements}}{\text{agreements} + \text{disagreements}} \times 100$$

The percent agreement on a cursory check of the ratings on the five stories over all categories reached a level of 91.03% which was regarded as a level adequately high to permit further reliability checks within categories. For this purpose the judges were then given an additional ten stories which were also randomly selected from the Pitcher and Prelinger stories. The average percent of agreements combined for the judgements of the three judges on the 15 stories for each set of categories are: for the formal aspects 97.14%; for the story contents (characters, themes centering in the self, and themes reflecting socialization) 88.14%; and for psychosocial modalities 91.66%. The over-all average percent of agreement across the three sets of categories is 90.80%. The above-mentioned percentages of agreement as reported in Table I, page 30 are satisfactory except for the reliability of the sub-category "mortality" under the themes reflecting socialization, which showed a percent agreement of 60% which is of questionable use.

Rating reliability data are included in Appendix D and are reported separately for each of the sub-categories on the three major

variables. The reliability on the entire category system ranged from 60% to 100%.

Table I. Inter-judge Rating Reliability
Based on Data from 15 Stories
for Three Judges

Category	Percent of Agreement (%)
Formal variables	97.14
Contents	88.14
Psychosocial modalities	91.66
Over-all	90.80

Pitcher and Prelinger's category system was used to analyze the 60 stories collected from 30 disadvantaged children. The stories were rated by three judges in terms of the three major variables of the category system namely, formal aspects of the stories, story contents, and psychosocial modalities expressed in the stories.

In review, the formal aspects include seven dimensions--the use of space, external differentiation of the main figure, the inner complexity of characters, range of activity or passivity of characters, realism, action vs. thought processes, and emotional differentiation--all of which are intended to give some idea of how the developing ego of the young child organizes, integrates, and

differentiates his experiences derived from the outside, in combination with his internal emotions, to establish his sense of mastery over the environment. The story contents, which include characters and themes used in the stories, may be assumed to suggest the range of experience of the young child as he interacts with, and reacts to, people, things, objects, and social and cultural demands in the physical world. The psychosocial modalities, which include the issues of "trust", "autonomy", "initiative", and "industry" from Erikson's psychosocial formulations, presumably make manifest some of the ways in which the child's capacities interact with his experience and needs in problem solving or, more broadly, coping behavior.

It will be recalled that this study was designed to test two sets of hypotheses--those pertaining to within differences in the less privileged group, and those pertaining to a direct comparison of the two relatively privileged groups. The formal aspects of the stories were rated on a five-point scale; the contents of the story were rated by frequency count; and the psychosocial modalities were rated on a three-point scale. The two types of statistical treatment applied to the data of the present study are the χ^2 test of independence and the F-test of analysis of variance. When the major category showed significant results further testings of the sub-categories of the major category was carried out in order to detect any significant

results at a lower level in the category.

The hypotheses pertaining to within differences in the less privileged group are that the means of the three major variables-- formal aspects, story contents, and psychosocial modalities -- do not differ for boys and girls nor for single-parent children vs. two-parent children. The mean ratings of formal aspects and psychosocial modalities were analyzed by an analysis of variance F-test. The contents of the stories, the characters and themes, were analyzed by a χ^2 test of independence in which .05 level of significance was chosen as the acceptable level.

Hypothesis one on the disadvantaged children stated a "no-difference" expectation for the formal aspects of the stories for boys and girls of ages three and four. The formal aspects under consideration are: S1, expansion or use of physical and fantastic space, S2, external differentiation of the main figure, S3, inner complexity of characters, S4, range of activity or passivity of characters, S5, degree of realism, S6, action vs. thought processes, and S7, emotional differentiation. In order to test the age and sex differences within the data on disadvantaged children mean ratings on the formal aspects were examined by use of analysis of variance F-test at .05 level of significance. The F values for the main effect sex are: S1, 0.00, S2, 0.00, S3, -0.035, S4, -0.49, S5, 0.00, S6, -0.073, and S7, 0.00; and for the main effect age are: S1, -0.35,

S2, -0.19. S3, -0.035, S4, 0.0017, S5, 0.00, S6, -0.073, and S7, -0.092. These results which are reported in Table II, page 34 indicate that significance does not obtain with regard to the main effects, sex and age, among the seven dimensions of the formal aspects of the stories. The F values for the interaction between sex and age on the formal aspects are: S1, 10.59, S2, 10.88, S3, 10.16, S4, 10.51, S5, 10.47, S6, 9.76, and S7, 10.31 which were significant at the .05 level of confidence. These results indicate that with regard to the formal aspects neither age nor sex taken alone account for the variance; rather, it is these two variables in interaction that account for differences among individual children.

In testing the second hypothesis on the less privileged children which states that the frequencies of kinds of characters and frequencies of themes, centering in the self and reflecting socialization, do not differ for three-year-old and four-year-old children, nor for boys and girls, nor for single-versus-two-parent children. The raw data of frequencies of kinds of characters in relation to age, sex, and single- and two-parent children are summarized in Appendix E, Table I, page 111. The χ^2 test of independence with a .05 level of confidence was used. With regard to the frequencies of kinds of characters, specifically persons, animals, and objects in relation to age, sex, and single-versus-two-parent, chi-squares were found to be 2.35, 1.65, and 0.63 respectively which are not

Table II. F-Test of Mean Ratings on Formal Aspects^a in the Stories of Less Privileged Children in Relation to Sex and Age

Source of Variation		Degree of Freedom	Mean Squares	F	N = 30 ^b N ₀ = 7.05 ^c
<u>Formal Aspects</u>					Critical F at .05 level
S1	Sex	1	0	F _{sex} = 0	F _{1,26} = 4.22
	Age	1	3.92	F _{age} = -0.35	F _{1,26} = 4.22
	Sex x Age	1	-118.24	F _{S x A} = 10.59 ^d	F _{1,26} = 4.22
	Error	26	- 79.10	interaction	

S2	Sex	1	0	F _{sex} = 0	F _{1,26} = 4.22
	Age	1	2.00	F _{age} = 0.19	F _{1,26} = 4.22
	Sex x Age	1	-116.64	F _{S x A} = 10.88 ^d	F _{1,26} = 4.22
	Error	26	- 75.61	interaction	

S3	Sex	1	0.08	F _{sex} = -0.035	F _{1,26} = 4.22
	Age	1	0.08	F _{age} = -0.035	F _{1,26} = 4.22
	Sex x Age	1	- 22.96	F _{S x A} = 10.16 ^d	F _{1,26} = 4.22
	Error	26	- 15.93	interaction	

S4	Sex	1	5.78	F _{sex} = -0.49	F _{1,26} = 4.22
	Age	1	0.02	F _{age} = 0.0017	F _{1,26} = 4.22
	Sex x Age	1	-125.30	F _{S x A} = 10.51 ^d	F _{1,26} = 4.22
	Error	26	- 84.08	interaction	

S5	Sex	1	0	F _{sex} = 0	F _{1,26} = 4.22
	Age	1	0	F _{age} = 0	F _{1,26} = 4.22
	Sex x Age	1	-133.12	F _{S x A} = 10.47 ^d	F _{1,26} = 4.22
	Error	26	- 89.69	interaction	

Table II. (continued)

Source of Variation		Degree of Freedom	Mean Squares	F	$N = 30^b$ $N_0 = 7.05^c$
<u>Formal Aspects</u>					Critical F at .05 level
S6	Sex	1	0.18	$F_{sex} = -0.073$	$F_{1,26} = 4.22$
	Age	1	0.18	$F_{age} = -0.073$	$F_{1,26} = 4.22$
	Sex x Age	1	- 24.10	$F_{S \times A} = 9.76^d$	$F_{1,26} = 4.22$
	Error	26	- 17.40	interaction	

S7	Sex	1	0	$F_{sex} = 0$	$F_{1,26} = 4.22$
	Age	1	0.24	$F_{age} = -0.092$	$F_{1,26} = 4.22$
	Sex x Age	1	- 26.80	$F_{S \times A} = 10.31^d$	$F_{1,26} = 4.22$
	Error	26	- 18.36	interaction	

^a Formal aspects (S1 to S7) include:

- S1 Expansion
- S2 External differentiation of the main figure
- S3 Inner complexity of characters
- S4 Range of activity or passivity of characters
- S5 Realism
- S6 Action vs. thought processes
- S7 Emotional differentiation

^b Counts based on all stories of all 30 children of the less privileged group. (N = 60)

^c Corrections for uneven number of children in different age groups and in different sex groups.

^d Significant at the .05 level of confidence.

significant at .05 level of confidence. These results, reported in Table III indicate that the three-year-old and four-year old boys and girls of single-parent and two-parent families do not differ in the frequency with which they mention persons, animals, and objects in their stories.

Table III. Independence of Kinds of Character^a and Age, Sex, and Number of Parents for the Less Privileged Group

Age/Sex/No. of Parent	Characters	χ^2
Three-year-old vs. Four-year-old	Persons, animals, and objects	2.35 ^b
Boys vs. Girls	Persons, animals, and objects	1.65 ^b
Single-parent vs. Two-parent	Persons, animals, and objects	0.63 ^b
		d.f. = 2 with $\chi^2_{.95} = 6.0$

^a Includes three categories of characters --persons, animals and objects.

^b Not significant at .05 level of significance.
Counts based on all 60 stories.

In testing the two themes--those centering in the self and those reflecting socialization in relation to sex -- a chi-square of 4.73 was obtained which is significant at the .05 level. These results are reported in Table IV, page 37. In testing the relationship between these two themes and age a chi-square 0.32 was found, and

between the two themes and number of parents a chi-square of 0.40 was found, neither of which is significant at the .05 level. The latter two tests are reported in Table V, page 38 and Table VI, page 38 respectively. (The raw data of frequencies of themes in relation to age, sex, and single-versus-two-parent children are reported in Appendix E, Table II, page 112). These results indicate that dependence obtains with regard to the theme centering in the self and theme reflecting socialization in relation to sex; and that independence obtains with regard to the two themes in relation to both age and number of parents among less privileged children.

Table IV. Independence of Themes^a and Sex for Children of the Less Privileged Group

Sex	Themes		Total
	Centering in the self	Reflecting Socialization	
Boys	45 (39.0)	19 (25.0)	64
Girls	33 (39.0)	31 (25.0)	64
Total	78	50	128

$$\chi^2 = 4.73^b \quad \text{d.f} = 1 \quad \text{with} \quad \chi^2_{.95} = 3.8$$

^a Themes include theme centering in the self and theme reflecting socialization.

^b Significant at the .05 level of significance.

Counts based on 60 stories.

Table V. Independence of Themes^a and Age for Children of the Less Privileged Group

Age	Themes		Total
	Centering in the Self	Reflecting Socialization	
3	32 (30.47)	18 (19.53)	50
4	46 (45.53)	32 (30.47)	78
Total	78	50	128

$\chi^2 = 0.32^b$ d.f. = 1 with $\chi^2_{.95} = 3.8$

^a Themes include theme centering in the self and theme reflecting socialization.

^b Not significant at the .05 level of significance.

Counts based on all 60 stories.

Table VI. Independence of Themes^a and Number of Parents for Children of the Less Privileged Group

No. of Parent	Themes		Total
	Centering in the Self	Reflecting Socialization	
Single-parent	45(43.26)	26 (27.73)	71
Two-parent	33 (34.73)	24 (22.27)	57
Total	78	50	128

$\chi^2 = 0.40^b$ d.f. = 1 with $\chi^2_{.95} = 3.8$

^a Themes include theme centering in the self and theme reflecting socialization.

^b Not significant at the .05 level of significance.

Counts based on all 60 stories.

Further testing of the sub-categories of the two major themes, sub-categories of aggression, death, hurt and misfortune were considered within the theme centering in the self; and within the theme reflecting socialization the sub-categories of relations with parents, morality and other social themes (nutriance, dress, sociability, crying) were considered, in relation to sex yielded chi-square values of 1.26 for sub-categories within theme centering in the self and 3.68 for sub-categories within theme reflecting socialization which are not significant at the .05 level. These results are not significant at the .05 level, and are reported in Table VII, page 40 and Table VIII, page 40, respectively. These results indicate that independence obtains with regard to the sub-categories of both major themes in relation to sex.

In testing hypothesis three on the less privileged children, namely, that the psychosocial issue predominant in their stories does not differ for boys and girls of age three and four, an analysis of variance F test at the .05 level of confidence was used. For the main effects, the F values for sex are: M1, -0.004, M2, 0.019, M3, -0.069, and M4, -0.32; and for age are: M1, -0.039, M2, -0.32, M3, -0.017 and M4, -0.0098, none of which are significant at .05 level of confidence. With regard to the interaction of age and sex on the four variables--M1, trust vs. mistrust, M2, autonomy vs. shame and doubt, M3, initiative vs. guilt, M4,

Table VII. Independence of the Sub-categories Within Theme Centering in the Self in Relation to Sex for Children of the Less Privileged Group^a

Sex	Theme Sub-categories			Total
	Aggression	Death	Hurt and Misfortune	
Boys	14 (15.58)	13 (10.39)	18 (19.04)	45
Girls	13 (11.42)	5 (7.61)	15 (13.96)	33
Total	27	18	33	78

$$\chi^2 = 1.26^b \text{ d.f.} = 2 \text{ with } \chi^2_{.95} = 6.0$$

^a Counts based on all 60 stories.

^b Not significant at the .05 level of significance.

Table VIII. Independence of the Sub-categories Within Theme Reflecting Socialization in Relation to Sex for Children of the Less Privileged Group^a

Sex	Theme Sub-categories			Total
	Relation to Parents	Morality	Other Social Themes	
Boys	11 (10.26)	6 (4.18)	2 (4.56)	19
Girls	16 (16.74)	5 (6.82)	10 (7.44)	31
Total	27	11	12	50

$$\chi^2 = 3.68^b \text{ d.f.} = 2 \text{ with } \chi^2_{.95} = 6.0$$

^a Counts based on all 60 stories.

^b Not significant at the .05 level of significance.

industry vs. inferiority, the F values are: M1, 10.20, M2, 9.62, M3, 4.38, and M4, 9.93, all of which are significant at the .05 level of confidence. These results reported in Table IX, page 42 indicate that with regard to the four psychosocial issues variability does not exist due to sex nor due to age, rather, interaction of sex and age account for the variance which obtains.

The second set of analysis run in this study were done in an effort to compare and contrast where possible the data on the subjects from this less privileged group of children with those on the three- and four-year-old subjects of the highly privileged group studied by Pitcher and Prelinger. Quantitative comparison for the two studies will be made on the formal aspects of the stories, story contents, and psychosocial modalities for three- and four-year olds. Statistical analysis will be run on the story contents only since they are the only data in the Pitcher and Prelinger study reported in a manner that allows for retrieval of the data for direct statistical comparison.

With regard to the formal aspects and the psychosocial modalities the raw means of three-year-olds and four-year-olds in this study as well as in Pitcher and Prelinger study were computed for comparison. These were compared by inspection alone since the Pitcher and Prelinger data does not report individual scores. In the Pitcher and Prelinger study the raw means of the formal aspects

Table IX. F-Test of Mean Ratings on Psychosocial Modalities^a in The Stories of Less Privileged Children^b in Relation to Sex and Age

Source of Variation	Degree of Freedom	Mean Squares	F	N = 30 N ₀ = 7.05 ^c	
<u>Modalities</u>				Critical F at .05 level	
M1	Sex	1	0.02	$F_{sex} = -0.004$	$F_{1,26} = 4.22$
	Age	1	0.18	$F_{age} = -0.039$	$F_{1,26} = 4.22$
	Sex x Age	1	-47.22	$F_{S \times A} = 10.20^d$	$F_{1,26} = 4.22$
	Error	26	-32.61	interaction	

M2	Sex	1	0.08	$F_{sex} = -0.019$	$F_{1,26} = 4.22$
	Age	1	1.28	$F_{age} = -0.32$	$F_{1,26} = 4.22$
	Sex x Age	1	-38.96	$F_{S \times A} = 9.62^d$	$F_{1,26} = 4.22$
	Error	26	-28.56	interaction	

M3	Sex	1	0.32	$F_{sex} = -0.069$	$F_{1,26} = 4.22$
	Age	1	0.08	$F_{age} = -0.017$	$F_{1,26} = 4.22$
	Sex x Age	1	-46.08	$F_{S \times A} = 4.38^d$	$F_{1,26} = 4.22$
	Error	26		interaction	

M4	Sex	1	0.65	$F_{sex} = -0.32$	$F_{1,26} = 4.22$
	Age	1	0.02	$F_{age} = -0.0098$	$F_{1,26} = 4.22$
	Sex x Age	1	-20.36	$F_{S \times A} = 9.93^d$	$F_{1,26} = 4.22$
	Error	26		interaction	

^a Modalities (M1 to M4) include:

M1 Trust vs. mistrust

M2 Autonomy vs. shame and doubt

M3 Initiative vs. guilt

M4 Industry vs. inferiority

^b Counts based on all 60 stories.

^c Correction of uneven number of children in different age groups and different sex groups.

^d Significant at the .05 level of confidence.

and psychosocial modalities were computed on frequencies based on one story from each of ten boys and ten girls in the three-year-old and four-year-old groups making a total of 40 stories; while in this study, the raw means were computed on the total of 60 stories-- two stories from six three-year-old and eleven four-year-old boys, and seven three-year-old and six four-year-old girls.

For the formal aspects examining the mean ratings of boys and girls of the two relatively privileged groups, for S1, use of space for privileged boys is 3.2, for less privileged boys is 2.7, for privileged girls is 2.5, and for less privileged girls is 2.7, which do not show a discrepancy between boys or between girls in the two relatively privileged groups. These results do suggest, however, that privileged boys expand their use of space outside home property, familiar places, and institutions (school, store, zoo, movie), while the expansion of space of privileged girls, less privileged boys and girls is still inside the house or within the home property (yard, garden). For S2, differentiation of the main figure, the mean ratings from high to low (low score means high differentiation), for privileged boys is 2.5, for less privileged boys is 2.7, for privileged girls is 3.0, and for less privileged girls is 2.7, indicate that to some degree the main figures in the stories of three- and four-year-old boys and girls of the two relatively privileged groups can be distinguished in that there is an increasing differentiation of the

main figures from 3.0 for privileged girls through both sexes of the less privileged to the highest differentiation for privileged boys at 2.5. The ratings on S3, inner complexity of character show 1.5 for privileged boys, 1.2 for less privileged boys, 1.5 for privileged girls, and 1.3 for less privileged girls. Again these results show no discrepancy among boys and girls of the two relatively privileged groups in inner complexity of the characters in the stories. However, it does indicate three- and four-year-old boys and girls of the two relatively privileged groups the characters in the stories act or experience as a whole without showing ability to perceive, think, or feel. S4, range of activity or passivity of characters (lower the rating the higher the activity level of the characters in the story), the ratings for privileged boys is 1.6, for less privileged boys is 3.2, for privileged girls is 2.5, and less privileged girls is 2.4. The mean rating 3.2 of less privileged boys was double the rating 1.6 of privileged boys. Such a difference can not be claimed a significant difference between these two groups of boys in activity level on the basis of inspection alone; however, a trend for the less privileged boys to show more passivity in their stories is definitely presented and with high probability would show significance under statistical test. On S5, realism, the ratings for privileged boys is 3.6, for less privileged boys is 3.4, for privileged girls is 3.3, and for less privileged girls is 2.9 which indicate three- and

four-year old less privileged boys and privileged girls show a very similar degree of balance of fantasy and realism in their stories while the privileged boys tend toward using fantasy and less privileged girls tend toward a balance in fantasy and realism in their stories. In the ratings on S6, action vs. thought processes, a low score is indicative of high action and low thought differentiation. The mean score obtained for privileged boys is 1.1, for less privileged boys is 1.2, for privileged girls is 1.1, and for less privileged girls is 1.3, and on S7, emotional differentiation for privileged boys is 1.3, for less privileged boys is 1.3, for privileged girls is 1.5, and for less privileged girls is 1.4. All these results for S6 and S7 suggest that three- and four-year-olds of both sexes are very similar, exhibiting low differentiation of thought and emotions in their stories. The mean ratings of formal aspects of the two relatively privileged groups are reported in Table X, page 46.

The comparison of the psychosocial modalities of the two relatively privileged groups was also made by simply inspecting the raw mean ratings which are set up according to a three-point scale expressing the amount of material in the stories relevant to each psychosocial issue associated with Erikson's stages of development. The magnitude of the ratings across the different issues indicate that children of three and four were concerned not only for the predominant issues M2, autonomy and M3, initiative which are

Table X. Mean Ratings on Formal Aspects (S1-S7)^a in Stories of Children of Privileged and Less Privileged Groups

Formal Aspects	Boys		Girls	
	PG ^b	LPG ^c	PG	LPG
S1	3.2	2.7	2.5	2.7
S2	2.5	2.7	3.0	2.7
S3	1.5	1.2	1.5	1.3
S4	1.6	3.2	2.5	2.4
S5	3.6	3.4	3.3	2.9
S6	1.1	1.2	1.1	1.3
S7	1.3	1.3	1.5	1.4

^a S1 - S7 includes:
 S1 Expansion
 S2 External differentiation of the main figure
 S3 Inner complexity of characters
 S4 Range of activity or passivity of characters
 S5 Realism
 S6 Action vs. thought processes
 S7 Emotional differentiation

^b PG - privileged group. Counts based on one story from 10 boys and 10 girls in three-year-old and four-year-old group making a total of 40 stories.

^c LPG - less privileged group. Counts based on two stories from 6 three-year-old boys, 11 four-year-old boys, 7 three-year-old girls, and 6 four-year-old girls making a total of 60 stories.

expected for these specific ages for the issues of other developmental stages as well. In general the ratings on issues for all four subgroups at both ages ranged from 1.0 to 2.1. The mean ratings on psychosocial modalities of the two relatively privileged groups of children of ages three and four are reported in Table XI.

Table XI. Mean Ratings on Psychosocial Modalities (M1-M4)^a in Stories of Children of Privileged and Less Privileged Groups

Modalities	Age	Boys				Girls			
		3		4		3		4	
		PG ^b	LPG ^c	PG	LPG	PG	LPG	PG	LPG
M1		1.7	1.8	1.7	1.6	1.9	1.5	2.0	2.0
M2		1.5	1.3	1.1	1.9	1.7	1.4	1.0	1.6
M3		1.8	1.9	2.1	1.7	1.5	1.4	1.7	1.8
M4		1.2	1.2	1.4	1.2	1.0	1.0	1.1	1.1

^a M1 - M4 includes:
M1 Trust vs. Mistrust
M2 Autonomy vs. Shame and Doubt
M3 Initiative vs. Guilt
M4 Industry vs. Inferiority

^b PG - privileged group. Counts based on one story from 10 boys and 10 girls in three-year-old and four-year-old groups making a total of 40 stories.

^c LPG - less privileged group. Counts based on two stories from 6 three-year-old boys, 11 four-year-old boys, 7 three-year-old girls, and 6 four-year-old girls making a total of 60 stories.

Scrutinizing the ratings of children of the same sex but of different age the ratings for three-year-old privileged boys and less privileged three-year-old boys respectively are: M1, trust is 1.7 and 1.8, M2, autonomy is 1.5 and 1.3, M3, initiative is 1.8 and 1.9, and M4, industry is 1.2 and 1.2, indicate that three-year-old boys of the two groups express more relevant material on initiative and trust; and less on M2, autonomy and M4 industry, that is, in terms of amount of material relevant to the issue three-year-old boys express the issue in the order of M4, M2, M1 and M3 from least to most. The ratings for four-year-old privileged boys and less privileged four-year-old boys respectively are: M1 is 1.7 and 1.6, M2 is 1.1 and 1.9, M3 is 2.1 and 1.7, and M4 is 1.4 and 1.2 which indicate four-year-old privileged boys show the greatest degree of relevant material expressed on any issue for all groups and this score is on M3, initiative equals 2.1. Four-year-old less privileged boys express a degree of relevant material similar for M2, autonomy and M3, initiative in their stories whereas privileged four-year-old boys show a low rating 1.1 on M2. With regard to girls of different age in the two relatively privileged groups, the ratings of three-year-old privileged girls and three-year-old less privileged girls respectively are: M1, 1.9 and 1.5, M2, 1.7 and 1.4, M3, 1.5 and 1.4, and M4, 1.0 and 1.0 which indicate that three-year-old privileged girls express more relevant material on each of M1, M2,

and M3 than three-year-old less privileged girls do. The highest score for the less privileged group is equal to the lowest score of the privileged on these three whereas the ratings on M4 for both groups is 1.0 which is identical. The ratings for four-year-old privileged girls and less privileged girls respectively are: M1, 2.0 and 2.0, M2, 1.0 and 1.6, M3, 1.7 and 1.8, and M4, 1.1 and 1.1. Examining the above ratings on the scores of four-year-old privileged as well as less privileged girls indicate that girls express a relatively high degree, a rating of 2.0 on the three-point scale, of relevant material on M1, trust vs. mistrust. This 2.0 rating on M1 is the highest rating among the four issues for both groups of four-year-old girls, and also is the second highest rating among all ratings on all issues of the two relatively privileged groups. Within the privileged and less privileged groups of four-year-old girls the ratings on M3, initiative, are the second highest ratings among all issues in both groups. The rating on M2 of 1.0 for four-year-old privileged girls is at the lowest point on the scale. The ratings on M4 of four-year-old girls of privileged and less privileged groups are both 1.1 which is equally low on the scale.

Examining the ratings of all children on all issues, we find that on M1, trust, except for the relatively high score for four-year-old girls, the scores on degree of relevant material expressed in the stories of both relatively privileged groups show no discrepancy

in relation to either age or sex. On M2, autonomy, except for the minimal ratings for four-year-old privileged boys and girls (1.1, 1.0 respectively) there is no discrepancy among the ratings on this issue. On M3, initiative, the rating of four-year-old privileged boys (2.1) is the highest score on initiative while three-year-olds from both groups exhibit low scores (less privileged 1.4 and privileged 1.5). The ratings for three-year-old boys and four-year-old boys for both relatively privileged groups and for four-year-old less privileged boys show no difference in their initiative ratings which all fall at 1.8 plus or minus 0.1. The ratings for relevant material on M4, industry in all stories of all children are at the minimal level (1.0 to 1.4) on the three-point scale. These results on M4 suggest that three- and four-year-olds are only beginning to deal with the issue of industry on their psychosocial development.

With regard to comparison of the less privileged with the privileged groups on story contents the only statistical comparison possible is the frequencies of kinds of character in relation to age and frequencies of themes in relation to age. That is to say, comparison of sex differences were not possible. Because of the limited age range of subjects of this study and the particular manner in which the Pitcher and Prelinger data are reported a χ^2 "Independence Test" modified by the likelihood of being privileged or less privileged in the given sample (Wert, 1954, p. 152) was used to test the

independence of characters and themes in relation to age in the two groups at the .05 level of confidence. The Pitcher and Prelinger data for this test was based on 40 stories, one story from ten boys and ten girls in the three-year-old and four-year-old groups; the data for the less privileged group were based on the first story by all three- and four-year-old children making a total of 30 stories, eleven four-year-old and six three-year-old boys, and six four-year-old and seven three-year-old girls.

First, in comparing the frequencies of characters and themes in relation to age for three- and four-year-old children of the two relatively privileged groups, chi-square was found to be 0.47 which is not significant at the .05 level of confidence. The result indicates that three- and four-year-old children of the two relatively privileged groups do not differ in over-all story contents, characters and themes. This result is reported in Table XII, page 52.

Secondly, in comparing content sub-category frequencies of kinds of characters, for the privileged and less privileged groups of children, chi-square was found to be 1.77 which is not significant at the .05 level of confidence. This result reported in Table XIII, page 53, indicates that independence obtains with regard to the sub-category, characters, in relation to being in the privileged or less privileged group of children. Similarly, comparing the content sub-category, themes, for the privileged and less privileged groups,

Table XII. The Comparison^a of Frequencies of Story Contents, Characters and Themes in Relation to Privilege Group

Group	Story Contents		Modified Total Entries of Content Categories, Characters and Themes
	Characters	Themes	
PG ^b	86 (88.00)	67 (70.36)	760
LPG ^c	68 (66.00)	56 (52.71)	570
Total	154	123	1330

$$\chi^2 = 0.47^d \text{ d.f.} = 2 \text{ with } \chi^2_{.95} = 6.0$$

- ^a χ^2 Independence test, modified by likelihood of being privileged or less privileged in the given sample, was used.
- ^b PG (privileged group) counts based on one story from 10 boys and 10 girls in each age group. A total of 40 stories.
- ^c LPG (less privileged group) counts based on first story from all children including 11 four-year-old boys, 6 four-year-old girls, 6 three-year-old boys, and 7 three-year-old girls. A total of 30 stories.
- ^d Not significant at the .05 level of confidence.

Table XIII. The Comparison^a of Kind of Story Characters
in Relation to Privilege Group

Group	Characters			Modified Total Entries of Characters
	Persons	Animals	Objects	
PG ^b	35 (38.28)	29 (30.28)	22 (19.43)	400
LPG ^c	32 (28.71)	24 (22.71)	12 (11.57)	300
Total	67	53	34	700

$$\chi^2 = 1.77^d \text{ d.f.} = 3 \text{ with } \chi^2_{.95} = 7.8$$

^a χ^2 Independence test, modified by likelihood of being privileged or less privileged in the given sample, was used.

^b PG (privileged group) counts based on one story from 10 boys and 10 girls in age group. A total of 40 stories.

^c LPG (less privileged group) counts based on first story from all children including 11 four-year-old boys, 6 four-year-old girls, 6 three-year-old boys, and 7 three-year-old girls. A total of 30 stories.

^d Not significant at the .05 level of confidence.

chi-square was found to be 6.63 which is significant at the .05 level of confidence. This result reported in Table XIV, page 55 indicates that dependence obtains with regard to the two major themes in relation to being a child in one of the two relatively privileged groups. Further testing on the content sub-category, themes, in relation to age in the privileged group yielded a chi-square of 0.24 which is not significant at the .05 level of confidence. Similarly, testing themes in relation to age in the less privileged group yielded a chi-square of 0.84 which is not significant at the .05 level of confidence. The results of these two tests were reported in Table XV, page 56 and Table XVI, page 57 respectively. The results indicate that independence obtains with regard to the content sub-category, themes, in relation to being a three-year-old or four-year-old in either the privileged group or less privileged group. Relating these results to the significant result of which dependence obtains with regard to the two major themes in relation to being a privileged or less privileged child it is shown that the frequency with which the two major themes, theme centering in the self and theme reflecting socialization, occur in the stories is dependent upon whether the story is told by a less privileged child or a privileged child regardless of whether the child is three- or four-year-old.

Table XIV. The Comparison^a of Themes in Relation to Privilege Group

Group	Themes		Modified total entries on themes
	Theme Centering in the Self	Theme Reflecting socialization	
PG ^b	37 (45.71)	30 (24.57)	360
LPG ^c	43 (34.29)	13 (18.43)	270
Total	80	43	630

$$\chi^2 = 6.63^d \text{ d.f.} = 2 \text{ with } \chi^2_{.95} = 6.0$$

^a χ^2 Independence test, modified by likelihood of being privileged or less privileged in the given samples, was used.

^b PG (privileged group) counts based on first story from 10 boys and 10 girls in each age group. A total of 40 stories.

^c LPG (less privileged group) counts based on first story from all children including 11 four-year-old boys, 6 four-year-old girls, 6 three-year-old boys, and 7 three-year-old girls. A total of 30 stories.

^d Significant at the .05 level of confidence.

Table XV. The Comparison^a of Frequencies of Themes^b in Relation to Age of the Privileged Group

Age	Themes		Modified Total Entries of Themes
	Theme Centering in the Self	Theme Reflecting Socialization	
3	17 (18.50)	15 (15.0)	180
4	20 (18.50)	15 (15.0)	180
Total	37	30	360

$$\chi^2 = 0.24^c \text{ d.f.} = 2 \text{ with } \chi^2_{.95} = 6.0$$

^a χ^2 Independence test, modified by likelihood of being privileged or less privileged in the given sample, was used.

^b Counts based on one story from 10 boys and 10 girls in each age group. A total of 40 stories.

^c Not significant at the .05 level of confidence.

Table XVI. The Comparison^a of Frequencies of Themes^b in Relation to Age of the Less Privileged Group

Age	Themes		Modified Total Entries of Themes
	Theme Centering in the Self	Theme Reflecting Socialization	
3	18 (18.63)	4 (5.63)	117
4	25 (24.33)	9 (7.36)	153
Total	43	13	270

$$\chi^2 = 0.84^c \text{ d.f.} = 2 \text{ with } \chi_{.95}^2 = 6.0$$

^a χ^2 Independence test, modified by likelihood of being privileged or less privileged in the given sample, was used.

^b Counts based on first story from all children including 11 four-year-old boys, 6 four-year-old girls, 6 three-year-old boys, and 7 three-year-old girls. A total of 30 stories.

^c Not significant at the .05 level of confidence.

CHAPTER IV

DISCUSSION AND CONCLUSIONS

Discussion of Results

The purpose of this study is to examine the cultural impact upon the development of a group of socioeconomically disadvantaged preschool children as reflected in their fantasy products, specifically in their spontaneously told stories. A secondary aim of the study is to compare the fantasy products of the two socioeconomically different groups. The general assumption underlying the hypotheses tested is simply that the cultural impact on the development of the two socioeconomically different groups of children will be differentially reflected in their fantasy products as represented by spontaneously told stories. Three major null hypotheses were tested (one on each of the formal aspects, the story contents, and the psychosocial modalities expressed in the stories) for within group comparison of the less privileged children and (where possible) for the comparison of the data on the two relatively privileged groups.

The results for hypothesis one, which was tested to determine the difference in formal aspects expressed in the stories due to sex and age, in the less privileged group, indicate that there are no significant differences attributable to the sex or age of the child, considered separately, but that sex and age in interaction yield the differences in the individual children's fantasy products. That is,

there is little uniformity found between ages of the two sex groups with regard to their ego structure as reflected in the formal aspects expressed in their spontaneously told stories. It should be recalled that the formal aspects of the stories considered in this test were: the use of space, which is thought to represent some aspects of the cognitive map of the child's world; the differentiation of the main figure in the story, which reflects the relative perceptual differentiation of the boundary of self and of animate objects; the inner complexity of the characters, which reflects the aspects of differentiation of inner process such as thinking, perceiving and feeling within the ego; the range of activity and passivity of the characters, which reflects the child's mastery of his actions and his environment; the degree of realism in the story, which indicates the degree of freedom used in channelling his drives through imagination in relation to his use of reality; and the degree of expression in the stories of the two processes of action vs. thought, and emotional differentiation which indicate further perceptual differentiation within the child's ego. In examining the raw mean ratings for all these dimensions it can be seen that there is no evidence of differences in the stories due to sex or age differences except for that on S4, range of activity and passivity and on S5, degree of realism; boys tend to express more passivity and more fantasy (less realism) than do girls. These findings, according to the underlying assumptions indicate that boys

have less mastery over their actions and their environment but that they are better related to reality in the sense that they are more secure and feel freer to use fantasy, that is, to sublimate or control their drives through fantasy. This may appear to be a contradiction in that to have less mastery over one's actions and environment one might be thought of as being less well related to reality. However, lack of mastery undoubtedly entails repeated failure experience, and, if the child copes with failure by channelling his drives (aggression, for example) in fantasy, it could be concluded that he is in greater contact with reality since the need to control would emerge as a result of being aware of consequences. However, in interpreting these results adequately it would be essential to inquire into the extent to which fantasy is used as a substitute for reality. Whichever interpretation is adopted, it is clear that on these two aspects of the stories there is a tendency for boys and girls in this group to be different.

The results for hypothesis two were tested for the independence of frequencies of kinds of characters and frequencies of themes expressed in the stories in relation to age, sex, and number of parents of the less privileged children. All but one of these relations are insignificant and provide insufficient evidence to reject the null hypothesis. The only significant result indicates that the two major themes, theme centering in the self and theme reflecting socialization

are dependent upon sex; that is, boys and girls reflect a different range of experience, as expressed in the themes, in their fantasy products. The story contents which presumably reflect the range of experience stored in the child are regarded as being relevant to some qualities of the child's ego structure and presumably reveal the child's adapting capacity in his immediate environment. Therefore, the range of experience as expressed in a child's fantasy product make manifest the cultural and social demands, expectations, limitations and opportunities to explore the environment which are directly or indirectly imposed on the child according to his socio-economical background. In examining the raw frequencies of boys and girls expressed in the major themes, there are higher frequencies for boys on the theme centering in the self than for girls, and there are higher frequencies for girls on the theme reflecting socialization. These findings could be explained in terms of the socioeconomic background of the children; in a family of a lower socioeconomic class, boys might have more feelings of insecurity due to the frequent absence of the father figure in the family and more conflict around discipline and the female authority figure (mother). Thus boys might be expected to express such insecure feelings through aggressiveness and fears as found in the theme centering in the self. The socioeconomically disadvantaged girls on the other hand, may have less conflict and insecurity because of

better opportunity for sex role identification, a closer relationship with the authority parent (mother), and more opportunities to be socialized into the female role. This type of experience would account for the fact that girls expressed more relevant material on the themes of relation with parents, morality, nurturance, dress, and crying as categorized in the theme reflecting socialization than did boys. Also, due to the different sex role cultural expectation for boys and girls in general a boy and a girl may react or interact differently with people, objects, and things. On this basis the kinds and the amounts of experience stored in a boy or in a girl would be expected to be different. The present result in terms of choice of theme seems to support such notion that the analysis on characters expressed in the stories indicates that these boys and girls reflect the cultural expectation for boys and girls in general.

The results for hypothesis three which were tested for the difference in psychosocial modalities expressed in the stories due to sex and age of the less privileged children indicate that there is no significant differences attributable to the sex or age of the child alone; but it is the interaction of sex and age that yields the difference in the stories of individual children. In other words, there is little uniformity found between the ages of the two sex groups with regard to the amount of relevant material expressed on the psychosocial issues at different developmental stages as reflected in their

fantasy products. It should be recalled that the psychosocial modalities of the stories considered in this test were: the issue on "trust vs. mistrust," which is related to mothering, support, protection, and comfort producing the basic emotional orientation of the child; the issue on "autonomy vs. shame and doubt," which includes the problems of social regulation of bodily needs and the problems of social conformity; the issue on "initiative vs. guilt," which deals with problems of self-confidence and guilt feelings, and success and failure when the child is struggling for mastery of his environment; and the issue of "industry vs. inferiority," in which the child is concerned about the feeling of a sense of mastery, of his ability and inability to accomplish. In examining the raw mean ratings for these issues, all children except three-year-old girls, showed a relatively greater amount of relevant material on the issues of trust and initiative. The predominant issue for three- and four-year-old girls is the issue of trust; for the four-year-old boys the predominant issue is autonomy; and for three-year-old boys the predominant issue is initiative. These issues, however, are not significant predominant on any sex or age group but merely are trends and the only impressive trend is a stage trend for all less privileged boys and girls. That is, children of the different age and sex groups are concerned with all the issues. This is in agreement with Erikson's conceptualization that during psychosocial development a child would deal with

different issues of different development stages and is not limited to the expected issue of the specific age. In other words, the findings indicate that less privileged children appear to express in their fantasy products relatively greater concern with mothering, comfort, support and protection and with self confidence and their ability to achieve mastery over their environment while simultaneously attending to the problems of social regulation of bodily needs and the problems of social conformity as well as the concern about the feeling of a sense of mastery, of his ability and inability to accomplish are relatively less. This relatively high emphasis on the issue trust vs. mistrust which is not expected for this age group could be explained in terms of their immediate social environment. These children spend most of their waking time in a day nursery away from their mother who is working full-time, therefore they might have more difficulty around separation from their mother and experience anxiety in adapting to the nursery environment. They simply have no choice of being or not being with their mother even though in some cases the separation appears to have a traumatic effect on the child. The ratings merely indicate the degree of relevant material the child expresses in his stories but do not indicate the "quality" of the material such as, whether it is trust or mistrust, initiative or guilt with which the child is concerned. With regard to the immediate environment of the less privileged children, their emphasis on the

issues of trust and initiative could indicate their mistrust of the mother-child relationship, their need and desire for mothering or for someone who would give them comfort, support, and protection. Also there may be difficulty and anxiety due to maladaptive functioning of the ego in the possible misinterpretation of the mother's absence from the home as an indication that he (the child) is unloved; in effect the child may make the interpretation "she left me (has rejected me) because I bother her." On the issue of industry the minimal relevant material for all less privileged children might indicate that they are in the beginning of this developmental stage.

It will be recalled that comparison of the two relatively privileged groups was made by inspecting the mean ratings on formal aspects and psychosocial modalities in the stories, and through the statistical tests made on the story contents of the two relatively privileged groups.

The mean ratings for hypothesis one which states that the formal story aspects do not differ for the privilege group indicate that there are some group differences shown on the dimensions of the use of space, the external differentiation of the main figure, and range of activity or passivity of characters, while the rest of the ratings are relatively similar. Differences found by inspection alone can not give sufficient evidence to claim that the formal story aspects for the two privileged groups differ. However, with regard to the use of

space the privileged boys who expand their boundaries outside home property, familiar places, and institutions, use wider space than privileged girls and less privileged boys and girls whose boundaries are inside the house or inside home property. The difference in the use of space by privileged boys could be explained on the basis of their privileged background experience combined with the intrusiveness of their sex role. The privileged environment provides a breadth of opportunity, stimulation, freedom and guidance to explore; while children from a disadvantaged environment, where room for activities is limited as are opportunities to explore the outside world, are still confined to their immediate surroundings in their exploration. The notion that field trips and excursions have special value in child development, especially for disadvantaged children, to widen the scope of their world and to enrich their experience and understanding of their environment is not an uncommon one. The difference in use of space between boys and girls in the two relatively privileged groups may be attributable to the fact that girls at the ages of three and four are usually still deeply concerned with domestic activities and general female role activities and thus tend to be more often around the house area. In addition, the culture and the society might confine boys and girls within certain boundaries of activity according to their socioeconomic class.

On the dimension of external differentiation of the main figure in the story, the rating for privileged girls is relatively higher than that for less privileged boys and girls, and for privileged boys. According to the underlying assumption that the increasingly differentiated main figure (lower the score) shows more logic and sequence of thinking in the child, indicating greater capacity for perceptual differentiation. Since it is thought that the privileged girls whose mothers are full-time housewives, playing the typical feminine role as defined in the culture would be seen as having a more clearly defined identification model. Also, by nature, girls are thought to be more observant and more concerned with detail about people and things. Therefore, they would be expected to have better perceptual differentiation than less privileged girls. However, these results seem to run opposite to the anticipated direction.

On the dimension range of activity and passivity of characters, less privileged boys express more passivity than both group of girls and twice as much as privileged boys. This difference indicates that less privileged boys have the least mastery of their action and their environment. Perhaps this could be explained on the basis of the fact that the privileged boys who attend an exclusive private school, have the unlimited freedom, time, and space to explore the environment under first grade guidance, and curriculum enrichment for their physical, emotional, and intellectual growth. At home they

have a full-time mother and highly educated father to provide stimulation and sex models. On this basis they would be expected to have better mastery over their actions and environment. The absence of sex-role model for the less privileged boys and limited economic opportunity would be expected to produce the opposite results. The girls in the less privileged groups have an adequate sex-role model present also which would account for boy-girl difference within the less privileged group. On the remaining dimensions reflecting formal aspects of the stories the ratings are relatively similar for the two groups, on the dimension of inner complexity of characters, both groups of children across age and sex expressed similar but low ability to differentiate inner processes such as perceiving, thinking, feeling, and deciding of the character in their stories. This is interpreted to mean that these children like children in general at age three and four, are at an early stage in the development of ego differentiation. On the dimension of realism, the balance of realism and fantasy which the children of the two groups expressed in their stories indicates that at this stage of their development, accompanying increasing understanding of the physical environment there is an ongoing attempt to develop the capacity to distinguish the real and the unreal and to achieve conscious expression of their drives through fantasy. Boys and girls of the two relatively privileged groups showed very little capacity for empathy as

expressed on the dimension of action vs. thought processes and on the dimension of emotional differentiation. This would indicate that children of age three and four are only beginning to develop the more complex aspects of perceptual differentiation.

The mean ratings for hypothesis three, which states that the psychosocial modalities do not differ for the two relatively privileged groups, indicate that the greater amount of relevant material presented in the stories is on the issue of trust vs. mistrust and on the issue of initiative vs. guilt among all children of the two relatively privileged groups. The issue of autonomy vs. shame and doubt is another relatively predominant issue within the two groups of children. There are only minimal amounts of relevant material found on the issue of industry vs. inferiority of the children of the two groups. All the above results as analyzed by inspection alone cannot provide sufficient evidence to claim that the psychosocial modalities differ for the two socioeconomically different groups. That is, the relevant material on the issues as expressed in these children stories do not indicate any difference exists with regard to how privileged and less privileged children cope with their problems and conflict when their needs are confronted by the external cultural and social demands. However, the findings indicate children of three and four, regardless of their background are simultaneously dealing with different issues of different developmental stages.

Children of the two groups are primarily concerned with the issue trust vs. mistrust and the issue initiative vs. guilt, and show secondary concern with the issue industry vs. inferiority. Within age and sex groups, privileged four-year-old boys expressed a relatively greater amount of relevant material on the issue initiative vs. guilt than did less privileged boys of the same age; this is also the highest rating of all ratings of all children on all issues. It is possible that a privileged boy, due to his favorable environment, his "boyish" nature to explore, to discover, to extend, and to intrude, has been adequately guided to succeed in his environment and to accomplish self-confidence. The relatively high ratings on the issue trust vs. mistrust for all four-year-old girls could indicate their concern with the feminine role.

The results for hypothesis two, which was tested for their independence of the story contents in relation to socioeconomic group, indicate that all but one relationship is insignificant and provide insufficient evidence to reject the hypothesis. The one significant result indicates that the major theme which the child expresses in his story is dependent upon whether the child is from a privileged or less privileged group; that is the spontaneously told stories of privileged and less privileged children reflect a different range of experience as expressed in the two major themes, theme centering in the self and theme reflecting socialization. In

examining the raw frequencies on the two major themes of the two relatively privileged groups, it can be seen that less privileged children referred more often to themes centering in the self than did privileged children; and privileged children referred to themes reflecting socialization twice as often as less privileged children did in their fantasy products. This difference could be explained in terms of socioeconomic background of the children: privileged children, living in a culturally, socially, intellectually, and economically enriched environment in which they have been continuously exposed to, and guided through, various experiences with people, things, and objects, and have both parents to serve as constant sex role identification models, exhibit more assertion and secure feelings toward their "selves" and toward the world than do less privileged children. It can be seen that the privileged group appear to have less need to channel their insecurity and fears through fantasy of the sort expressed in the theme centering in the self, which includes aggression, death, hurt and misfortune, than do less privileged children; they also appear to express higher achievement in socialization than less privileged children in their frequent use of the theme reflecting socialization.

Conclusions

For the less privileged group of children the findings for

formal aspects of the stories which represent the ego structure of the child allow the conclusion that there are no significant differences in children's fantasy products due to the sex or age of the child considered separately, but that these two factors considered in combination account for the differences that are found in individual children of the less privileged group. That is, the fantasy life of less privileged children varies with being three years old and a girl, three years old and a boy, four years old and a boy, and four years old and a girl, but not for either of the two age or sex groups. Trends which emerged under inspection of the raw mean data indicate that boys expressed more passivity and fantasy in their stories than do girls which suggests that boys possess less mastery over their actions and thought, and use fantasy to cope with difficult reality situations.

With regard to the story contents there was a significant sex difference in the two major themes; the theme centering in the self was emphasized by boys, while girls emphasized the theme reflecting socialization. These differences could be tentatively explained on the basis that in this sample where many of the children come from single-parent (mother) families boys experience more feelings of insecurity and sense of loss, while girls have better opportunities for sex role identification.

With regard to the psychosocial modalities sex and age in

interaction evidently account for the difference in the amount of relevant material on each of the psychosocial issues expressed in the stories and the raw mean ratings show that the children were simultaneously dealing with all issues and that they placed most emphasis on the issues trust vs. mistrust and initiative vs. guilt. Whether these less privileged subjects emphasized the mistrust or trust and initiative or guilt is a point of interest to be pursued in another study. The relatively high emphasis on the issue of trust vs. mistrust which is not expected for this age group could reflect their specific socioeconomic environment - separation from mother and the experience of anxiety in adapting to the day nursery situation. The minimal relevant material for all children on industry vs. inferiority indicates that they are just beginning the stage of development which deals with problems related to this issue.

The findings on the comparison of the fantasy products for the two relatively privileged groups with one exception can only be taken to indicate differences at a purely descriptive level since they are based on inspection of raw mean data. The one statistical test made was run on the data for the story contents.

On formal story aspects some group differences obtained on use of space, external differentiation of main figure, and range of passivity or activity of characters, while the rest of the ratings were found to be relatively similar. Apparently privileged boys

use wider space than the rest of the children in the two groups. This could be due to their privileged background experience combined with the intrusiveness of the male sex role. The difference between the sexes may also be partially attributable to the different cultural expectations of the two socioeconomic "levels" for boys and girls. The relatively higher rating on the differentiation of the main figure for privileged girls indicates lower perceptual differentiation which is opposite to the anticipated direction based on the underlying assumption. Regarding the range of activity and passivity of character, the less privileged boys showed more passivity and relatively more fantasy in their stories than did both groups of girls and twice as much as did privileged boys. Possibly less privileged boys experience repeated failure and channel their drives through fantasy as a result of the anticipated consequences of acting out their frustration, fear, and aggression. The over-all balance on realism vs. fantasy expressed in the stories for children of both groups indicates these children are making ongoing attempt to develop the capacity to distinguish the real and unreal. Finally, the relatively low ratings on perceptual differentiation (action vs. thought processes and emotional differentiation) and on inner complexity for children of the two groups, imply that the children, in general, at this age level are at an early stage in the development of their ego differentiation.

With regard to the story contents the one result which was significant, indicated that a difference exists with regard to the major themes emphasized by the two groups. The less privileged group emphasized theme centering in the self and privileged group emphasized theme reflecting socialization. These results imply that the fantasy focus for the two groups is in accordance with what might be expected in relation to their particular background experience; the privileged group focus on behavior such as eating, dress, morality and the like, while the less privileged group focus on feelings of insecurity expressed in fear and aggressive behavior.

With regard to psychosocial modalities the raw mean ratings indicated that the emphasis for both groups was on the issues trust vs. mistrust and initiative vs. guilt, with attention being given to all four issues. It would seem that while there is a major emphasis on two of the issues there is no group difference due to background of the children and that both groups show an unexpected focus on the earliest developmental level, trust vs. mistrust. It is quite possible that mothering is important throughout the preschool period for children in general.

In general the results yielded by the tests for differences due to age, sex and number of parents in this socioeconomically disadvantaged group of children indicated that individual differences exist in the fantasy products, spontaneously told stories, of this

group due to the interaction of age and sex factors. Specifically, differences of this sort were found in the formal aspects of the stories which, according to the assumptions of the study, are thought to reflect the ego structure of the child; and in the psychosocial modalities as reflected in the issues appropriate to the various stage of development which are emphasized in the stories. In addition, the contents in the stories as expressed in themes which are thought to reflect the range of experience stored in the child, vary with the sex of the child. Tentative explanations were offered to account for the results in terms of the probable experiences of these children in light of certain known socio-cultural factors.

The comparison for the two groups of relatively privileged children indicates that the story content in relation to themes is significantly dependent upon the socioeconomic (privilege) group to which the child belongs. Apparent differences which emerged under inspection of the data, while they cannot be assumed to be significant, indicate directions for further research on the relationship between socio-cultural impact on development and the expression of fantasy in preschool children. Tentative explanations of the findings in terms of socio-cultural factors were projected.

It is necessary to point up here some limitations and problems encountered in this investigation which may have modified the obtained results and which may suggest directions for future

investigations. First, the present sample which was chosen because of its availability is not representative of disadvantaged American children of ages three and four. The socioeconomical level of the present sample is loosely defined and lacks concrete information such as I.Q. data which would allow for generalization to a broader population. A randomly chosen sample with a wider age range may have yielded different findings. The small size of the present sample which resulted in zero frequencies in some of the category cells can be assumed to have diminished the adequacy with which the hypotheses were tested.

Secondly, the infeasibility of statistical treatment in comparing the stories for the two relatively privileged groups as a function of the narrow age range of the present sample in conjunction with the particular manner in which Pitcher and Prelinger's data are reported minimized the kind and amount of information obtained from the study.

Thirdly, it may do well to point up some limitations of Pitcher and Prelinger's category system. For instance, the categories for content need to be extended. In this study a problem arose with regard to restitution of "hurt" which was repeatedly a part of the stories. Also the sub-categories of story contents are not mutually exclusive and leave way for the judges to rely too heavily on their own interpretation. Moreover, the step definitions

in the category "formal aspects" are not clear. The judges found that in some cases the story in general could be rated fantastic but the category system lacks a set-up which would allow for an overall rating for the stories. With regard to the category of psychosocial modalities it is difficult to rate relevant materials in the stories within the range of the three narrow and ambiguous degrees stipulated. In addition, Pitcher and Prelinger's "relevant materials" are too rigidly defined.

Fourthly, it is necessary to point out the weakness with regard to lack of reliability of the Pitcher and Prelinger's study and of the present study, which might severely effect the results obtained for both studies. No attempt was made to assess recorder reliability in either study. In the Pitcher and Prelinger study Dr. Pitcher, as well as some parents whose child was too shy to talk in front of Dr. Pitcher, collected the data; while in the present study, the investigator was the only person recording the stories. To what extent one can rely on the data without recorder reliability is an open question. Certainly recorder reliability should be included in any future study of this kind.

Fifthly, there is a questionable score on the inter-judge reliability of this study which needs to be pointed out here. The percent agreement on a theme sub-category, morality, was 60% which is of a questionable level.

Sixthly, there is no correction on the length of the stories in relation to age in Pitcher and Prelinger's study. It is possible that the older the child, the longer the story which may result in greater frequency counts of the content sub-category, characters. It is assumed that story length might not seriously affect the data of the present study. Age range included is very narrow; however, this point needs to be kept in mind for any future, similar study.

Finally, in order to make a fair comparison of two groups it would seem necessary to submit the data in its entirety to statistical test. In the present study where it was necessary to use inspection of the raw mean ratings practically none of the information should be relied upon as conclusive evidence.

CHAPTER V

SUMMARY

The purpose of this study is to investigate the cultural impact upon the development of a group of socioeconomically disadvantaged preschool children as reflected in their spontaneously told stories. The results were analyzed separately for this disadvantaged group and were compared, where possible, with data on a highly privileged socioeconomic group.

The sample consisted of 30 less privileged children of preschool age (including 6 three-year-old boys, 7 three-year-old girls, 11 four-year-old boys, and 6 four-year-old girls) enrolled at Fruit and Flower Day Nursery in Portland, Oregon. The data on this sample were compared with those for a group of children described as a highly privileged socioeconomic group. The stories were collected through "free association" by the investigator in the summer of 1964 and were rated by three judges using the category system developed by Pitcher and Prelinger.

For the analysis of the data on the disadvantaged group, a F-test of analysis of variance was used to test the difference in the formal aspects and psychosocial modalities of the stories in relation to age and sex of the children. The χ^2 test was used to test the

independence of the story contents in relation to age, sex, and number of parents. For the comparison of data on the two relatively privileged groups, the formal aspects and psychosocial modalities were compared only by inspecting the mean ratings. A modified χ^2 test was used to test the data on story contents of the two groups.

The findings within less privileged group data lent insufficient evidence to reject the hypotheses of no difference on the formal aspects and psychosocial modalities expressed in the stories due to sex or age taken alone. However, a significant difference due to the interaction of age and sex was found on these two variables. The story contents, characters and themes were found to be independent of age and number of parents. However, the themes of the stories were dependent upon the sex of the child; boys in the less privileged groups emphasized the theme centering in the self which was interpreted to mean that they were concerned with experience associated with insecurity such as fear, frustration and aggression, while girls emphasized the theme reflecting socialization which is thought to express concern with such factors as eating, dressing, morality and the like. These results were interpreted in light of the background experience of the two sex groups in the less privileged groups.

Comparison of the data of the two relatively privileged groups with regard to the formal aspects of the stories indicated that privileged boys make use of wider space than the rest of the children;

privileged girls exhibit less perceptual differentiation and the less privileged boys show higher passivity in the characters of their stories. On psychosocial modalities children of both group showed emphasis on the issue trust vs. mistrust and initiative vs. guilt; the emphasis on trust vs. mistrust was not anticipated for this age group in either of the privileged groups. On the story contents there was insufficient evidence to reject the hypothesis of independence with regard to the kinds of characters in the stories of the two groups. The major themes expressed in the stories, however, were found to depend to a significant degree on the privilege (socio-economic) group in which the child belonged; the privileged group emphasized the theme reflecting socialization and the less privileged group emphasized the theme centering in the self.

The results comparing the two relatively privileged groups, based on inspection alone (with the exception of the statistically significant result found relating theme and socioeconomic group), while interesting from a descriptive viewpoint, can only serve as a spring board for more stringently controlled research.

It appears from this study that fantasy products in the form of spontaneously told stories is a rich source of data upon which further investigation with larger randomly selected samples from a wider age range, to which statistical treatment may be applied, is sure to

expand the available information of sociocultural impact on the development of children.

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APPENDICES

APPENDIX A

Table 1. Distribution of Children By Age and Sex of the Less Privileged Group

Sex	Age		Total
	3 yrs.	4 yrs.	
Boys	6	11	17
Girls	<u>7</u>	<u>6</u>	<u>13</u>
Total	13	17	30

Table II. Education of Parents of the Less Privileged Children

No. of Parents	Education		Total
	High School or Some College	College Graduate or Graduate Work	
Single-parent (mother)	15	1	16
Two-parent ^a			
Father	5	8	13
Mother	<u>11</u>	<u>2</u>	<u>13</u>
Total	31	11	42

^a A sister and brother come from the same two-parent family.

Table III. Marital Status of Parents in the Less Privileged Groups

Marital Status	Mother
Married	13
Divorced	14
Separated	1
Widowed	1
Total	<u>29</u> ^a

^a A sister and brother are from the same family making 29 families but 30 subjects.

Table IV. Occupation of Parents of the Less Privileged Children

Parent Occupation	Single-parent (Mother)	Two-parent		Total
		Father	Mother	
College professor		1		1
Medical school student		5		5
Undergraduate	1	1	2	4
Graduate student		1		1
Registered nurse			1	1
Beauty college student	1			1
Artist		1		1
Advertising writer	1			1
Studio model	1			1
Insurance salesman		1		1
Auto salesman		1		1
Telephone service woman	1			1
Laboratory technician			1	1
Medical technician	1			1
Accounting bookkeeper	1			1
Clerks	3	1	7	11
Secretary	5		2	7
Production worker		1		1
Under welfare	<u>1</u>			<u>1</u>
Total	16	13	13	42

APPENDIX B

A RANDOMLY SELECTED SAMPLE OF STORIES
(THREE STORIES FROM EACH AGE-SEX GROUP)

Three-Year-Old Boys' Stories

BEHZAD 3 : 0

Doggy got dead. That cowboy man shoot the doggy. The doggy, "woof! woof!" The doggy runs on the kitty. The doggy, "Woof!" The kitty get killed. And the doggy, "What've you done?" "I'll go bite doggy." And the doggy got run over the car. The doggy didn't watch out. The kitty didn't watch out; and the horsey didn't watch out. Then the doggy says, "Woof woof!" and doggy him runs and the doggy runs over. "What you doing choo choo train?" "Good-bye, choo, choo, choo." And the doggy got run over the car. The doggy bites that kitty. Kitty said, "Meow." That kitty runs out to him. That white man runs over the kitty. Kitty got dead.

BRUCE 3 : 2

I want to tell choo choo train. Broken. Broken. It go on park. It's fixed. Man in. Man broken. Man fixed it. A jeep. It's broken.

KELLY 3 : 9

About the queen and the angels. The queen's way up in the air and broke her head and she broke her legs and everything. And

other angels fly up in the air. They try very hard and then broke two arms. One angel falls and one stays up all day, all night and all day. And the angel got tired and then went to heaven to sleep. And then they flew to a bird.

Three-Year-Old Girls' Stories

DEBORA (Debbie) 3 : 3

Me kitty cat. He can't find any friend. He is home. He is a naughty girl. He is my mommy. My mommy gave me kitty cat yesterday . . . yesterday.

MELISSA 3 : 3

He go away. He run away. He go away from him. He scares him. I see some turtles. They didn't scare me. He run away again. He didn't like the man because he didn't like him. (He is the doggy)

KATHY 3 : 1

The doggy breaks his leg because doggy go dentist, because doggy went away, because he broke her leg. He said, "No, no. I don't want to break my leg." It does harm and put a bandaid on it. See it is a bandaid on it (points to her knee), because it's dirty, dirty paint. He is ready to go home and the ducks go home too. All the story.

Four-Year-Old Boys' Stories

BOBBIE 4 : 5

Bobo and grandma out on the freeway. One day Bobo lost on fountain. Bobo got killed. Fishes killed Bobo. Bobo lost in freeway some day. He's killed in freeway because car ran on him.

DARYL 4 : 5

The train. Once upon a time there is a train. It fell down into the water then they have it up with a steam shovel. Then they put it on the railroad. Then there is an engineer. They went way up to the steep hill. Ding dong, ding dong. Well, the train gets far away. It was lost.

STEVEN S. 4 : 6

You know, I have a little puppy. He went away. Police got him and put him in the jail. A milkman came and take him home to a little old house. He went potty in the old house. The police picked him up in a truck. He put him in jail. And the milkman came and put him at the old house. And afternoon he went to a new house and he went potty. Another nice doggy. He went to bathroom. That's enough story.

Four-Year-Old Girls' Stories

CINDY 4 : 9

I put my baby to bed. I kissed her good night. She cries because I was gone. Well, when we went for a walk then she was happy. Then I left her home again.

My Thumbelina fought with my baby. She cries. Then she goes to bed. And then she got back to bed when daddy come home. And daddy went to bed too. And then mama came home and she took a nap. Then my baby got a package. It is a note and something else and dishes, and glasses. They have paper rollers too. And then she went outside to play with her swing set. That's all I had to tell.

KIMBERLY 4 : 1

I go on the airoplane to my Grandma. She is next door. She is a "ache". She doesn't like me. She say stupid to me. I say stupid to her too. Puppy goes in the mud. He fell down. He said, "Johnny." He's a big doggie. He said, "Mama, mama." Then he knocked the house down. I spanked him. He sat up and he said, "No, no, no."

LAURIAN 4 : 9

Last time we heard a fire truck. It goes to my sister's house.

We went right pass the fire and didn't get burned. It's getting bigger and bigger. We got a blanket on it. We got burned up. My sister got burned but not me. Nobody came. Nobody get nothing. My sister got killed. It killed her. She gets well again. My sister got killed. She's still killed. Now she can walk with a blister on her head, staple her hair close to her neck. Then she got well. She broke all the staples. My brother he's nine. I mean seven. He can sweeping on the horse. He is in the army. My sister is in the hotel. She is six, older than my brother. Chucky is two. He is a baby. My sister cat is a monster, black and white. I stepped on her. Hey hey! (laughs) I can hold her. I can pick her tail. She jumped on my bed and scratched me. They put bandaid on it. They are stupid bandaid. (laughs) Carolyn Robert she is only seven, bigger than my sister. Carolyn Gany is eight. Margaret Even is nine. She is bigger than me, taller than me. She is older than I. She'll be older. They are working in the navy.

Jimmy and Carolyn are two hunters. They hunt tigers, bears and foxes and big monster, a big rubber cat. Baby cat got killed. Mom found him and he got well. He got lost in the dark wood and the foxes came up and his mom got the knife and killed the foxes; and she has the life again. My brother dog is hunting to-day. And then the dog is real wise, got into foxes' tommy. The dog is big and brave. Baby dog killed foxes for the Daddy. We went

bare-footed and scared and get away. You know what happened to my sister? She got killed in the forest. My big brother is a big stupid nut head. Write this down. (to recorder) he is a big stupid nut head (seriously). I have to get a fight with him. I won. I killed him by my big strong muscle. That is the story.

APPENDIX C
RATING CATEGORIES

CATEGORIZATION
General Instructions / Rules of Rating & Scoring

Formal Aspects

1. A five-point-rating scale is used in each of the seven dimensions.
2. Half point ratings such as 2.5, 4.5, etc. are permissible.
3. All rated stories are used in discussion of result.
4. Read carefully each step definition and the two stories of each child. Then mark your rating of the first and the second story (according to the date the story was told) respectively of each child in the proper position in Form I
5. Leave the rows of "total" and "average" BLANK.

Story Contents

1. The story contents are analyzed quantitatively in terms of the characters and themes of the stories, the latter including themes centering in the self and themes reflecting socialization. The contents of all stories will be categorized for discussion.
2. Each character or theme though it may have been mentioned several times in the story, is to count ONLY ONCE for each story. Theme, for instance scored as "aggression" would not

be scored as "Hurt or Misfortune."

3. Read the definitions of the categories and the sub-categories carefully. Then mark "x" in the proper position in Form II (for characters), Form III (for theme centering in the self), and Form IV (for theme reflecting socialization) to indicate your scoring of the first and the second story of the child.
4. Leave the total number of scoring BLANK.

Psychosocial Modalities

1. The psychosocial scales have THREE steps representing degrees of relevant material. Relevant material may appear in relation to humans, animals, or / and objects at times.
2. Read the description of each category carefully. Use Form V for rating the degree of the relevant material of the first and the second story of each child respectively in terms of the following three steps:
 - i. No or minimal expression of relevant material
 - ii. Some definite mention of relevant material
 - iii. Relevant material dominates the story
3. Use "1", "2", or "3" to designate the degree of relevant material of each story of each child (lowest represented by "1")

Use "m" next to rating of MISTRUST

"s" next to rating of SHAME & DOUBT

"g" next to rating of GUILT

"f" next to rating of INFERIORITY

4. Rate merely the appearance of expressions relevant to each issue in each story. The expressions do not have to refer specifically to any figure or situation.

5. Example:

Emphasis on energetic exploration is rated "3" under the column of M3; Mention of absolute obedience in the story is rated "3s" under the column M2

FORMAL VARIABLES (Formal Story Aspects)

- S1. EXPANSION (rate the greatest degree of expansion found in the story as indicated by specific mention of places such as world, zoo, woods). An indefinite "away" is not noted.
1. No spatial expansion mentioned; body actions or processes only.
 2. Inside the house or within the home property (yard, garden).
 3. Outside the home property, familiar places and institutions (school, store, zoo, movies)
 4. Unfamiliar, or more vaguely defined, more distant places on earth (foreign countries, sea, sky but not space, the "woods", "water," forests, etc.)
 5. Places outside the world; outer space, realm of fantasy, imaginary worlds not possibly existing on the earth, fairy land.
- X. Cannot say
- S2. EXTERNAL DIFFERENTIATION OF THE MAIN FIGURE (MF)
1. There is a clearly differentiated MF which remains in central focus throughout the story.
 2. There is a well-defined MF, but there are some unclari- ties; focus shifts somewhat at times.
 3. A MF can be distinguished, but other figures frequently

are more in the foreground or tend to become MF's for a time.

4. MF is unclear, but some guess can be ventured.
5. No MF is distinguishable; different figures become MF's with equal emphasis.

X. Cannot say

S3. INNER COMPLEXITY OF CHARACTERS (score the highest degree of complexity found in the story regardless of which character is involved. "Processes" below refer to perceiving, thinking, feeling, deciding, wanting, etc. but not to physical processes such as breathing or digesting). NOT sleeping, waking, laughing or crying. "Hurting" if not physical.

1. Characters act or experience as a whole; no mention of internal processes is made at all.
2. One simple process (seeing, hearing, feeling, hurting, wanting, etc) is mentioned.
3. Two processes in simple interplay or temporal sequence are mentioned with regard to at least one character.
4. More complex insights, conflicts, etc., are described.
5. The story is entirely psychologically oriented.

X. Cannot say

34. RANGE OF ACTIVITY OR PASSIVITY OF CHARACTERS

(over-all balance of character involved).

1. Their actions dominate the scene completely; no mention of anything happening to them.
 2. They are predominantly active; some mention of events affecting them.
 3. Activity on their side is in appropriate balance with things happening to them; or they act upon one another.
 4. Characters are primarily being influenced by things happening to them; some mention of activity on their part.
 5. Characters are completely dominated by external happenings.
- X. Cannot say.

S5. REALISM (concerning both content items and relations, events between them).

1. Realism dominates the story completely; the happenings are concrete, well defined, appropriate, and logical.
2. Realism is dominant; some occasional imaginative or illogical events take place.
3. Realism and fantasy are in approximate balance.
4. Fantasy predominates, but some realistic trends are present.

5. Fantasy dominates the story completely; figures and happenings are altogether imaginary, have no counter-part or possibility in reality at all.

X. Cannot say.

Special rule: Mixtures of roles should be considered to reflect fantasy.

S6. ACTION VS. THOUGHT PROCESSES (planning, reflecting, evaluating, remembering, forgetting; to be rated for the story as a whole, not only for the MF).

1. No mention of thinking at all; actions or happenings dominate the scene completely.
2. Actions or happenings predominate, but some mention of thought is made.
3. Some thinking is described and is related to events and happenings taking place.
4. Thinking, planning, or reflection dominate the scene, but some concrete happenings take place.
5. No mention of actions, events, or happenings; thought, planning, reflection dominate the story.

X. Cannot say.

S7 EMOTIONAL DIFFERENTIATION (to be rated for a story as a whole). Descriptions of pleasure and pain are included here.

1. No feeling, affect, or emotion is mentioned at all.
2. One simple feeling, affect, or emotion is indicated in the

story, or simple effective expressions such as laughing or crying.

3. Some different and vary emotions and feelings are described.
 4. There is a marked emphasis on different qualities and shades of feeling, emotion, and affect.
 5. Descriptions of complicated, involved, or nuanced feelings, emotions, or affects dominate the story.
- X. Cannot say.

CONTENTS OF THE STORIES

THE KIND OF CHARACTERS IN THE STORIES: 3 categories

1. People: 3 categories

i. "Unspecified people" include human beings

e.g. mother, child, or friend

ii. People in occupations include the mentions of persons in their work

e.g. firemen, policemen, doctors, teachers.

e.g. firemen, policemen, doctors, teachers.

Cowboys and Indians are arbitrarily assigned to this category

iii. Fantastic characters include those which have no prototype in reality

e.g. witch, ghost, or giant. Also literary figures such as Red Riding Hood, Jack and Jill, etc.

2. Animals: 3 categories

i. "domestic" or "barnyard animals"

e.g. cat, dog, cow, horse, etc.

fish and birds are classified here unless they are notably "wild or zoo", such as the eagle or shark

ii. Wild or zoo animals

e.g. lion, zebra, chipmunk, etc.

bears, even domesticated ones are classified here although they have qualities of a toy plaything

- iii. Miscellaneous includes small or troublesome animals
e.g. insects, reptiles, vermin, etc.

3. Objects: 4 categories

- i. "vehicles" of transportation - any mechanism which can carry a person
e.g. car, train, truck, airplane, tractor, etc.
- ii. "Mechanical objects" not used for transportation
e.g. cement mixer, sweeper, typewriter
- iii. Elements or aspects of "nature"
e.g. wind, snow, rock, flowers, stars, seasons
- iv. "Other" includes mention of all other objects

THEMES CENTERING IN THE SELF

- 1. Aggression - descriptions of catastrophes, damage, hurt to person, animal, or object, or mentions of intent to destroy, to harm, to irritate, or to frustrate.

e.g. devouring, biting, fighting, hitting, shooting.

Using weapons references to "dead" and "killed"

DO NOT fall in this category but in category of

Death

2. Death - ONLY the words "dead" or "killed" appear
3. Hurt or Misfortune - defined as accidental injury or misfortune involving damage, losses, calamity to person, animal or thing. This contents very likely represent preoccupations with physical injury to body or to things, and express concerns with the loss of mastery of a situation or of control of self in a more general way.

THEMES REFLECTING SOCIALIZATION

1. Relations with Parents - all references to parent figures in the story. Parent figures may be subjects or objects of sentences; may be human or animal.
2. Morality - refers to a child's standards in his evaluating characters or behavior as "good" or "bad", whether the evaluation be expressed or implied, or in his mentioning a person or activity as praiseworthy or to be punished.
3. Other Social Themes: Nutriance, Dress, Sociability,

Crying

Nutriance - includes eating, not aggression (themes such as devouring) concerned with providing, preparing, or partaking of food and drink

Dress - a mention of clothes or apparel

Sociability - a concern with friendship and pleasure from
interpersonal relationships, a mention of
friend, friendship, friendliness

Crying - a mention of crying

PSYCHOSOCIAL MODALITIES

GENERAL RULE: Relevant material may appear not only in relation to humans, but also to animals and even objects at times. Simply note the degree of presence of relevant material in each story.

1. No or minimal expression of relevant material
2. Some definite mention of relevant material.
3. Relevant material dominates the story.

M1. TRUST VS. MISTRUST

Relevant material consists of mention of physical maintenance processes (eating, swallowing, digesting, feeding), and of activities related to mothering, feeding, and child care (dressing, putting to sleep, alleviating pain, curing, comforting). Material expressing lack of material or physical or protective care, such as abandonment, hunger, helplessness, rejection, and loneliness would exemplify MISTRUST, as would biting, chewing, devouring, and suffering deprivation, getting lost, accidents, or injury (but not due to aggression by others).

NOT relevant is disciplining or punishing.

Material indicating MISTRUST should be represented by a subscript "m" next to the rating.

M2. AUTONOMY VS. SHAME AND DOUBT

Relevant material consists of mention of self-assertion against the restriction of others, either overtly or secretly; of mention of discipline or violations of it. Relevant to shame and doubt (and to be noted with subscript 's') are mention of obedience, compliance, but also of withdrawing from a scene of action, and particularly hiding.

M3. INITIATIVE VS. GUILT

Emphasis on energetic driving, exploration, enterprise, attack and conquest, fighting (but not in a context of discipline).

Guilt would be expressed in material concerning body damage (in the context of enterprise or struggle), injury, inability to act, expression of fear or of defeat (to be noted with subscript 'g').

Initiative in girls may be considered present in indications of teasing and seductiveness, or flirtatiousness.

M4. INDUSTRY VS. INFERIORITY

Emphasis on constructive production, building, the meaningful exercise of skills, on carrying through of tasks with patience and stick-to-itiveness, " on work responsibility, workmanship, skill, concerns with how things are done and with technical achievement. Conversely, expressions of inferiority, inability, ignorance, lack of skills, of being handicapped, or of hopelessness to achieve

(to be noted with subscript 'f').

Note: Rate merely the appearance of expressions relevant to each issue in each story. They do not have to refer specifically for instance to the main figure or to any consistent figure or situation.

APPENDIX D
INTER-JUDGE RELIABILITY DATA ^a

Variables	Percent Agreement (%)			
	Sub-sub-sub Category	Sub-sub-Category	Sub-category	Category
Formal _b Aspects			S1 100 S2 100 S3 100 S4 86.7 S5 92.7 S6 100 S7 100	97.1
	Unspecified people 86.7	People 93.3	Nature of characters 94.1	Contents 88.1
	Occupational people 92.7			
	Fantastic people 100.0			
	Domestic animals 92.7	Animals 95.6		
	Wild, zoo animals 100.0			
	Miscellaneous 92.7			
Vehicles 100.0	Objects 93.3			
Mechanical 100.0				
Aspects of nature 80.0				
	Aggression 73.3	Themes centering in the self 77.8		
	Death 92.7			
	Hurt/misfortune 66.7			
	Relation with parents 80.0	Themes reflecting socialization 84.4		
	Morality 60.0 ^c			
	Nutriance 100.0			
	Dress 100.0			
	Sociality 73.3			
	Crying 92.7			

APPENDIX D (continued)

Variables	Percent Agreement (%)			
	Sub-sub-sub Category	Sub-sub- Category	Sub-category	Category
Psychosocial Modalities ^d			M1 86.7	Psychosocial Modalities 91.7
			M2 92.7	
			M3 86.7	
			M4 100.0	
Over-all Categories				90.8

^a Based on data from 15 randomly selected stories

^b Includes S1-S7
 S1 Expansion
 S2 External differentiation of the main figure
 S3 Inner complexity of characters
 S4 Range of activity or passivity of characters
 S5 Realism
 S6 Action vs. thought processes
 S7 Emotion differentiation

^c A low percent agreement which is of questionable use

^d Includes M1-M4:
 M1 Trust vs. Mistrust
 M2 Autonomy vs. Shame and Doubt
 M3 Initiative vs. Guilt
 M4 Industry vs. Inferiority

APPENDIX E

Table I. Frequencies of Kinds of Characters in Relation to Age, Sex, and One-Parent vs. Two-Parent Children of the Less Privileged Group

Age Sex No. of Parent	Persons			Characters Animals					Objects				Total		
	People unspeci- fied	Occupational	Fantastic	T	Domes- tic	Animals			Vehicles	Aspects Mechan- ical of nature Others				T	
						Wild, Zoo	Misc.	T		Mechan- ical	of nature	Others			
Three-year-old	14	2	2	18	16	4	0	20	7	0	1	5	13	51	
Four-year-old	27	9	2	38	17	5	1	23	8	1	3	5	17	78	
Boys	25	8	3	36	17	7	0	24	11	1	2	7	21	81	
Girls	16	3	1	20	16	2	1	19	4	0	2	3	9	48	
Boys	1-P ^a	12	4	3	19	9	4	0	13	4	1	2	5	12	44
	2-P ^a	13	4	0	17	8	3	0	11	7	0	0	1	8	36
Girls	1-P	9	3	1	13	8	1	0	9	3	0	1	1	5	27
	2-P	7	0	0	7	8	1	1	10	1	0	1	3	5	22

^a 1-P - single-parent; 2-P - two-parent.

Counts based on all stories by all children of the less privileged group.

Table II. Frequencies of Themes in Relation to Age, Sex, and One-Parent vs. Two-Parent Children of the Less Privileged Group^a

Themes	Age			Sex			Number of Parent		
	3	4	Total	Boys	Girls	Total	Single	Two	Total
Aggression	10	17	27	14	13	27	16	11	27
Death	5	13	18	13	5	18	10	8	18
Hurt & Misfortune	17	16	33	18	15	33	19	14	33
Relations with Parents	12	15	27	11	16	27	14	13	27
Morality	2	9	11	6	5	11	6	5	11
Nutriance	3	2	5	1	4	5	2	3	5
Dress	1	3	4	1	3	4	3	1	4
Sociability	0	2	2	0	2	2	1	1	2
Crying	0	1	1	0	1	1	0	1	1
Total	50	78	128	64	64	128	71	57	128

^a Counts based on all stories by all children of the less privileged group.