5-1970

Influence of Social Class on Children's Perception of Their Social Environment

Brenda Maw Zehnpfenning
Utah State University

Follow this and additional works at: https://digitalcommons.usu.edu/etd

Part of the Social and Behavioral Sciences Commons

Recommended Citation
https://digitalcommons.usu.edu/etd/2446

This Thesis is brought to you for free and open access by the Graduate Studies at DigitalCommons@USU. It has been accepted for inclusion in All Graduate Theses and Dissertations by an authorized administrator of DigitalCommons@USU. For more information, please contact digitalcommons@usu.edu.
INFLUENCE OF SOCIAL CLASS ON CHILDREN'S PERCEPTION
OF THEIR SOCIAL ENVIRONMENT
by
Brenda Maw Zehnpfenning

A thesis submitted in partial fulfillment
of the requirements for the degree
of
MASTER OF SCIENCE
in
Family and Child Development

Approved:

____________________________________
Major Professor

____________________________________
Committee Member

____________________________________
Committee Member

____________________________________
Dean of Graduate Studies

UTAH STATE UNIVERSITY
Logan, Utah

1970
ACKNOWLEDGMENTS

The author wishes to express appreciation to the many people who have encouraged and helped her in preparation of this thesis. A special thanks is offered to Dr. Don C. Carter, Head of the Department of Family and Child Development, for his guidance in helping me formulate this study.

Gratitude is expressed to committee members: Dr. Carroll Lambert and Dr. Jay A. Monson. Gratitude is also expressed to public school officials and teachers who relinquished class time for the completion of the interviews. Appreciation is extended to the children whose responses were the major part of this study.

Lastly, the author would like to thank her husband, Paul, for his patience and encouragement in the completing of her masters degree, and to her children Kristin and Audrey for being so understanding as to why their mother was temporarily so busy. To these three this work is dedicated.

Brenda Maw Zehnpfenning
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. INTRODUCTION</strong></td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>1</td>
</tr>
<tr>
<td>Purpose</td>
<td>2</td>
</tr>
<tr>
<td>Statement of the Hypothesis</td>
<td>2</td>
</tr>
<tr>
<td><strong>II. REVIEW OF THE LITERATURE</strong></td>
<td>3</td>
</tr>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Self Perception</td>
<td>4</td>
</tr>
<tr>
<td>Perceptions of Parents</td>
<td>6</td>
</tr>
<tr>
<td>Perceptions of Teachers</td>
<td>8</td>
</tr>
<tr>
<td>The Effects of Child's Age and Sex on Perception</td>
<td>8</td>
</tr>
<tr>
<td>The Effects of Social Class on Perception</td>
<td>10</td>
</tr>
<tr>
<td>Summary</td>
<td>11</td>
</tr>
<tr>
<td><strong>III. METHODS AND PROCEDURES</strong></td>
<td>13</td>
</tr>
<tr>
<td>Pilot Study</td>
<td>13</td>
</tr>
<tr>
<td>Selection of Schools</td>
<td>14</td>
</tr>
<tr>
<td>Pictures</td>
<td>14</td>
</tr>
<tr>
<td>Picture Number One (Girl at Desk, Head on Hands)</td>
<td>15</td>
</tr>
<tr>
<td>Picture Number Two (Street Scene, Adults and Policemen)</td>
<td>15</td>
</tr>
<tr>
<td>Picture Number Three (Girl, Boy Hiding by Fence)</td>
<td>15</td>
</tr>
<tr>
<td>Picture Number Four (School Boy and Teacher in Classroom)</td>
<td>19</td>
</tr>
<tr>
<td>Picture Number Five (Girl, Alone, at Edge of Playground)</td>
<td>19</td>
</tr>
<tr>
<td>Picture Number Six (Two Children, One Clasping Other's Wrists)</td>
<td>19</td>
</tr>
<tr>
<td>Picture Number Seven (Two Pre-School Children)</td>
<td>19</td>
</tr>
<tr>
<td>Subjects</td>
<td>23</td>
</tr>
<tr>
<td>Test Administration</td>
<td>24</td>
</tr>
<tr>
<td>Test Scoring</td>
<td>25</td>
</tr>
<tr>
<td>Analysis</td>
<td>25</td>
</tr>
</tbody>
</table>
## TABLE OF CONTENTS (Continued)

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV. FINDINGS AND DISCUSSIONS</td>
<td>27</td>
</tr>
<tr>
<td>Introduction</td>
<td>27</td>
</tr>
<tr>
<td>Comparison of the Two Schools</td>
<td>27</td>
</tr>
<tr>
<td>Picture Number One (Girl at Desk, Head on Hands)</td>
<td>28</td>
</tr>
<tr>
<td>Picture Number Two (Street Scene, Adults and Policemen)</td>
<td>29</td>
</tr>
<tr>
<td>Picture Number Three (Girl, Boy Hiding by Fence)</td>
<td>32</td>
</tr>
<tr>
<td>Picture Number Four (School Boy and Teacher in Classroom)</td>
<td>33</td>
</tr>
<tr>
<td>Picture Number Five (Girl Alone, at Edge of Playground)</td>
<td>34</td>
</tr>
<tr>
<td>Picture Number Six (Two Children, One Clasping Other’s Wrists)</td>
<td>35</td>
</tr>
<tr>
<td>Picture Number Seven (Two Pre-School Children)</td>
<td>36</td>
</tr>
<tr>
<td>Summary of Social Class Findings</td>
<td>37</td>
</tr>
<tr>
<td>Influence of Sex</td>
<td>39</td>
</tr>
<tr>
<td>Summary of Findings</td>
<td>41</td>
</tr>
<tr>
<td>Discussion of Findings</td>
<td>41</td>
</tr>
<tr>
<td>V. CONCLUSIONS</td>
<td>46</td>
</tr>
<tr>
<td>Suggestions for Further Study</td>
<td>47</td>
</tr>
<tr>
<td>REFERENCES CITED</td>
<td>48</td>
</tr>
<tr>
<td>APPENDIX: Children’s Verbal Responses to Pictures</td>
<td>52</td>
</tr>
</tbody>
</table>
## LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Observed frequency of children's responses to pictures of</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>girl at desk, head on hands, categorized in negative,</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>neutral, and positive responses, by social class</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>observed frequency of children's responses to picture</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>of street scene, adults and policemen, categorized in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>negative, neutral, and positive responses, by social</td>
<td></td>
</tr>
<tr>
<td></td>
<td>class</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>observed frequency of children's responses to picture</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>of street scene, adults and policemen, categorized in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>fighting, riots, and other responses by social class</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>observed frequency of children's responses to picture</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>of street scene, adults and policemen, categorized in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>fighting, rioting, and other responses, by sex and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>social class</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>observed frequency of children's responses to picture</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>of girl, boy hiding by fence, categorized in negative,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>neutral, and positive responses, by social class</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>observed frequency of children's responses to picture</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>of school boy and teacher in classroom, categorized in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>negative, neutral, and positive responses, by social</td>
<td></td>
</tr>
<tr>
<td></td>
<td>class</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>observed frequency of children's responses to picture</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>of girl, alone, at edge of playground, categorized in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>negative, neutral, and positive responses, by social</td>
<td></td>
</tr>
<tr>
<td></td>
<td>class</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>observed frequency of children's responses to picture</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>of two children, one clasping other's wrists, categorized</td>
<td></td>
</tr>
<tr>
<td></td>
<td>in negative, neutral, and positive responses by social</td>
<td></td>
</tr>
<tr>
<td></td>
<td>class</td>
<td></td>
</tr>
<tr>
<td>Table</td>
<td>Description</td>
<td>Page</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>9.</td>
<td>Observed frequency of children's responses to picture of two pre-school children, categorized in negative, neutral, and positive responses, by social class</td>
<td>37</td>
</tr>
<tr>
<td>10.</td>
<td>Summary of Chi-square scores for all seven pictures</td>
<td>38</td>
</tr>
<tr>
<td>11.</td>
<td>Comparison of total responses received from Pingree and Horace Mann Schools, categorized in negative, neutral, and positive responses</td>
<td>39</td>
</tr>
<tr>
<td>12.</td>
<td>Comparisons of responses received from male and female children from both schools</td>
<td>40</td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Picture of Girl at Desk, Head on Hands</td>
<td>16</td>
</tr>
<tr>
<td>2.</td>
<td>Picture of Street Scene, Adults and Policemen</td>
<td>17</td>
</tr>
<tr>
<td>3.</td>
<td>Picture of Girl, Boy Hiding by Fence</td>
<td>18</td>
</tr>
<tr>
<td>4.</td>
<td>Picture of School Boy and Teacher in Classroom</td>
<td>18</td>
</tr>
<tr>
<td>5.</td>
<td>Picture of Girl Alone, at Edge of Playground</td>
<td>20</td>
</tr>
<tr>
<td>6.</td>
<td>Picture of Two Children, One Clasping Other's Wrists</td>
<td>21</td>
</tr>
<tr>
<td>7.</td>
<td>Picture of Two Preschool Children</td>
<td>22</td>
</tr>
</tbody>
</table>
ABSTRACT

Influence of Social Class on Children's Perception of Their Social Environment

by

Brenda Maw Zehpfenning, Master of Science

Utah State University, 1970

Major Professor: Dr. Don C. Carter
Department: Family and Child Development

The purpose of this study was to examine children's perceptions of social situations as these are related to the social environment in which the child lives, and to investigate the influence of social class upon their perceptions.

An oral picture test, consisting of seven pictures, was administered to 60 fourth grade children in two Ogden, Utah, public schools.

The findings of this study are that there are differences between middle and lower class children, but not between boys and girls, in their perceptions of their social environment. Middle class children were shown to be more positive in their general outlook towards life, and lower class children are found to have tendencies toward a more negative perception of life.

The conclusions are that social class does influence children's perceptions of their social environment, and the most favorable life
circumstances for the lower class child seem to be those which are encountered in relationship with siblings. Also, there is need for concern about the image of the peace officer in the minds of children in both social classes, and about the lower class child's perception of the teacher in the classroom.

(102 pages)
CHAPTER I

INTRODUCTION

Statement of the Problem

In the complex society of today, young children have an impressive number of things to learn about their world. The importance of how the social world around them influences their perception has led to an interest in the study of the young child as he sees his world. There are many factors which may be related to the child's perception of his outer world. One of these is the social class within which the child is living. The presumed relationship between social class and the influence it has on women was brought out in the research by Rainwater, Coleman, and Handel (1959). Adult women living in a lower socio-economic environment were found to perceive their social world differently than women living in a middle socio-economic environment. This different perception of their social world is presumably developed before they become adults.

In continuing pursuit of these findings, we can ask the question: "Does social class affect the child's perceptions of his social environment?" An extensive review of the literature on the child's perception of himself, his peers, his parents, and his teachers has indicated a need for research specifically relating social class to the child's perception of his social world.
The problem of this study was to investigate the influence of social class on the child's perception of his social world.

Purpose

The purpose of this research has been to examine children's perceptions of social situations as these are related to the social environment in which the child lives, and to investigate the influence of social class upon their perceptions.

Statement of the Hypothesis

The hypothesis which was investigated in this study was that there are significant differences between middle and lower class children in their perceptions of their social environment.
CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The purpose of this review is to present research findings from the literature on children's perceptions. In many of these studies it has been assumed that children are essentially uniform in their response to adults, and their environment. Several of these studies have been undertaken to find out from the children themselves how they feel about their social environment.

There is a relationship between the child's personality and parents, or teachers, or his peers, that needs to be demonstrated.

The main element here, then, is the child himself and his perception of his life and those things that affect what the child does and what he will become. Also, we cannot assume that the adults' view of the child's social environment is identical with the child's view.

This issue has not been totally unrecognized. A few researchers have given it some attention.

Brandt (1958) pointed out that despite similarities of constitution and environment, the stream of life experiences is unique for each individual. Realizing this, one can ask: Just what is the nature of the complex world of the child?
Yarrow and Campbell (1963) analyzed children's perceptions of another child as compared with adult observers' records of that child. Children's personal perceptions resulted in "realities" quite different from the assessments based on observations by researchers. The authors suggested that the coexistence of such "realities" posed a problem in understanding children's responses to interpersonal stimuli. By way of explanations they further suggested that adults and children, while observing the same actions, might attribute quite different meaning to these actions; that is, the values of scientist-observers and children may differ.

A small number of studies do concern themselves with the question of children's social perceptions. The following subject matter classification therefore will be used: (1) self perception, (2) perceptions of parents, (3) perceptions of teachers, (4) the effects of child's age and sex on perceptions, and (5) the effects of social class on perceptions.

**Self Perception**

A few studies deal with the processes by which the child develops self-perceptions in relation to himself and his social world.

The earliest measured aspect of the child's self perception is his ability to identify his own sex. At an early age the child identifies sex roles, their associated behaviors and the difference between sex role and personal sex identity. The child also is able clearly to differentiate boy and girl roles by their associated behaviors.
Brown's (1956) research is representative of a number of studies pointing to the very early identification of one's own sex. By age 3, identification of own sex is established among the majority of children. By age 5 most children can discriminate their own sex identity from male and female roles. The results suggest the importance of perception of own sex in children's personality development. These findings make clear the early ages at which children's perceptions can be expressed.

Davitz' (1955) results show that the same process takes place in the child which has generally been found among adults. Preferred persons are perceived as being similar to self, even when objectively such presumed similarities are not visible. The child perceived a world of preferred peers to whom he ascribed characteristics like his own, but which the adult observers did not see. This suggests that the self image of the child is at least in part his own creation which he reinforces by projecting onto others what he sees in himself.

Emmerich (1959b) found that children assign positive behaviors more frequently to own sex peers and negative behaviors to opposite sex peers. This suggests further that self-identification of sex roles may be made on behavioral grounds.

One aspect of the process through which self concept influences social adjustment is revealed in a study of Jourard and Remy (1955). A significant real aspect of the adolescent's social environment is his perception of his parents' view of him. If this is appraised by the adolescent as negative or
rejecting then he may exhibit psychological insecurity. The child accepts into
his self-image what he believes to be his parents view of him, according to
Jourard and Remy and this in turn, affects his social behavior. It also shows
that the self-image that affects the behavior of a person, even a child, is
greatly influenced by his personal perceptual world.

**Perceptions of Parents**

Several studies were found containing research on parents as perceived by children. The general conclusion on children's perceptions of
parents include: By age 3 children are clearly able to draw distinctions be­
tween the social functions performed by males and those performed by females.
This corresponds to the age at which the child is able to identify his own sex,
leading to the presumption that the child's readiness for identification with
male or female is achieved as early as 3 years, and that it follows his aware­
ness of his own sexual identification.

Children, in addition, early draw a distinction between the general
social role of males and females (particularly fathers and mothers) and the
functioning role characteristics they display in actual behavior.

A strong preference for mother over father is a common research
finding. The cause is contributed to the nurturant function of the mother.

Several studies suggest that both specific behaviors and general ad-
justment of children are correlated with their preference for, identification
with, or perception of mother and father.
Kagan (1956) found the mother described as more "nurturant," "nicer," and more inclined to give presents than the father. The father was also perceived as being more competent and punitive than the mother and as being the one to arouse fear in the child. Emmerich (1959b) has summarized these individual functioning characteristics in his finding that children ascribe more power to father than to mother.

Cox (1962) found that boy's positive attitudes toward father were associated with competent and warm relations with peers, while a positive attitude toward mother was associated with the boy being evaluated by his peers as behaving dependently. Cox feels that a boy's attitude toward an identification with his father could be the cause of his behavior toward his peers. On the other hand, social maladjustment might influence boy's perception of parents. Cox observed that boys who rejected one or both parents were evaluated as aggressive by their peers.

Some conclusions are suggested by the research data on children's perception of parents' behavior. There is support in Emmerich's data (1959a) for the notion that parents' behavior is an early focus of the child's attention. This is shown when children act out parental behaviors in doll play.

The distinction between parental behaviors and parental role characteristics can be used as getting at children's perceptions. This becomes possible if we focus on the degree to which parents and children agreed on these two aspects of perception of parents.
Perceptions of Teachers

There are only a few studies that give us some clues to children's perceptions of teachers.

Biber and Lewis (1949) found that school atmosphere did not direct children's perceptions of the teacher, which was that of an adult figure requiring obedience and punishing disobedience.

Davidson and Lang (1960) found in their study that there exists a positive correlation between children's perception of their teacher's feelings toward them and children's perception of themselves. The children who had a more favorable or a more adequate self-concept, that is, those who achieved a higher self-perception score also perceived their teachers' feelings toward them more favorably. This shows that a child's self-appraisal is significantly related to his perception of his teacher's feelings as well.

Finally attention is called to another part of this same study by Davidson and Lang. It shows the existence of a positive relationship between favorable perception of teachers' feelings and academic achievement. This also fits in with the process combined in making up the child's social perceptions.

The Effects of Child's Age and Sex on Perception

Contrasts between males and females and between different age levels are common comparisons in research with children.
Research findings indicate that age is a significant determinant of degree of realism of perceptions. In comparing 4-5 year olds with 5-10 year olds, Emmerich (1959b) concluded that older children have increased ability in making the distinction between sex roles, over the younger children. In a succeeding study, Emmerich (1959b) found that in the age range 5-10 years, older children were better able than younger children to distinguish the power dimensions of sex roles. Kohn and Fiedler (1961) reported that among high-school and college youth the older were better able to differentiate among people than were the younger youth. Mussen, Conger, and Kagan (1969) state that the older child differentiates more aspects of the situation, and is more likely than the younger child to organize his perceptions with greater accuracy and specificity. Mussen attributes this to the increased experience and practice of the older child.

The conclusions reached about these age related perceptions is that, with increasing age, children's perceptions of adults become more realistic, and correspond more accurately with objective characteristics of persons.

Some studies indicate that sex of the child affects perceptions. Emmerich (1959a), Kohn and Fiedler (1961) and Kell and Aldous (1960) suggest a generalized picture, that girls tend to be more favorably oriented than boys toward significant others, including parents. Furthermore, girls more frequently than boys report satisfactory relations with parents. These stronger positive orientations that girls have, when compared with boys, occur in spite of the fact that girls exceed boys in reporting strong parental control of their
behavior and limitations of their personal freedom. Research findings do indicate that boys and girls have these characteristics and differences in perceptions of adults, but empirical research as to why they exist is not in the literature.

The Effects of Social Class on Perception

A number of years ago, Portenier (1943) pointed out that a child's behaviors and attitudes do not seem to be closely related to any particular aspect of the home or early environment; they seem rather, to be determined by the nature of the child and his relation to the total psychological field in which he functions. This can and does include the social class in which the child is living.

Only one study was found containing data relating social class to perception. Davidson and Lang (1960) looked at three variables in relating social class to perception. Children in the advantaged social class groups perceived their teachers' feelings toward them more favorably than did the children in the lower class group.

Social class and behavior in school as rated by the teachers were not significantly related in the Davidson and Lang study, but they did reveal some interesting differences. The great majority of the children in the group were rated favorably by their teachers; there were 58 per cent of the lower class whose behavior was rated as undesirable while only 20 per cent of
the upper class children were so rated. They suggest that teachers with middle class values tend to give preferential treatment to the middle and upper social economic class pupils, and to withhold rewards from pupils who belong to the lower socio-economic class. The interrelations found between children's perception of teachers, feelings, school achievement, behavior and socio-economic status are particularly significant since the majority of children in the public schools throughout the country come from families of low social class status (Sochet, 1964). It is therefore likely that a lower class child, especially if he is not doing well in school, will have a negative perception of his teacher's feelings toward him. These negative perceptions will in turn tend to lower his efforts to achieve in school and increase the probability that he will misbehave. His poor school achievement will aggravate the negative attitudes of his teachers toward him, which in turn will affect his self-confidence, and so on.

These findings imply that a teacher's reaction to a child is not solely influenced by the individuality of the child, but also by his social class and achievement characteristics.

Summary

A review of the literature permits some conclusions to be drawn about children's social perceptions.
In relation to self-perceptions, the child shows early identification of his own sex. He shows an early ability to recognize sex roles and their associated behaviors, and by adolescence he develops an evaluation of himself which differs from adult evaluation of him as a person.

In relation to the child's perception of parents, the child distinguishes very early between the social functions performed by males and those performed by females. In a wide range, the mother is preferred over the father and certain correlations can be found between the child's general adjustment and preferences for, identification with, or perception of his father and mother.

In relation to teachers, the child's perception of himself can be positively correlated to their perception of their teacher's feelings toward them.

In relation to age and sex, the child's perception has become more realistic and includes more aspects of behavior with increasing age. Also, girls are more favorably oriented than boys toward others.

In relation to social class, the children in the advantaged social class groups perceived their teachers' feelings toward them more favorably than did the children in the lower class group.

The purpose of this research has been to examine children's perceptions to social situations as these are related to the social environment in which the child lives.
CHAPTER III

METHODS AND PROCEDURES

Pilot Study

A pilot study was administered to six fourth grade children at the Edith Bowen School on the Utah State University campus in Logan, Utah. Of all the elementary grades, the researcher thought fourth grade children would be the most cooperative and accurate in this kind of study.

The researcher met individually with each of the six children in a separate room made available for this testing.

A simple nonwritten picture test was used. Twenty pictures of varied subject matter were shown, and the children were asked to respond to the question: "Tell me about this picture." Following their first response the researcher then said: "Is there anything more you would like to tell me?" After this the child was asked: "Anything else?" The pictures depicted situations involving people. The meaning or subject matter was non-leading, allowing the child to project his own thoughts into the picture. It was decided after this pilot study that no third question would be used in the collecting of the final data, because of the frustration it caused the children that could not add to what they had already said.
The purpose of the test was to determine which pictures elicited different responses in children. During the testing, the children's responses were recorded on paper and grouped by subject matter. From the twenty pictures, seven were selected because they drew forth both positive and negative responses from the children. It was these seven pictures that were used in the testing and collection of data for this thesis study. Four of these chosen pictures come from a book by Wayne Miller titled: "The World is Young," pages 56, 106, 110 and 144. The remaining three pictures were taken from various picture files and their source is unknown.

Selection of Schools

Two schools in Ogden, Utah, were selected for this study in a conference with the Ogden City School Personnel. These two schools were Pingree Elementary School and Horace Mann Elementary School. They were chosen to represent the social class of the neighborhood in which they are located. The Pingree Elementary School represents the lower socio-economic class and the Horace Mann Elementary School represents the middle socio-economic class. Because of the geographic distributions of lower and middle income groups in Ogden, this distinction was possible.

Pictures

The seven pictures used in this study were selected on the basis of findings in a pilot study with middle class fourth grade children. They depicted
situations involving adults and children. They portrayed situations with which
fourth grade children are acquainted.

A brief description of each picture follows. They are arranged here
in the same order the children were asked to look at them during the test.

**Picture Number One (Girl at Desk, Head on Hands)**

This is a picture of a girl sitting down at a desk. Her head is bent over
and she has her forehead on her clasped hands. No part of her face is visible
and the observer can see only the top of her head. A portion of a piece of
paper can be seen as it lays under her hands.

**Picture Number Two (Street Scene, Adults and Policemen)**

This picture includes many persons. Standing in the street are three
policemen facing several persons, including both Negro and whites. The
expression on the faces of the policemen and the bystanders is passive.

**Picture Number Three (Girl, Boy Hiding by Fence)**

In this picture a school age girl is walking down a sidewalk, with a tall
solid wooden fence on her one side, and the street on the other side. As she
walks toward the corner, a younger boy is standing behind the fence, facing
the direction of the approaching girl. The boy is hidden from the girl's sight.
Figure 1. Girl at Desk, Head on Hands.
Figure 2. Street Scene, Adults and Policemen.
Figure 3. Girl, Boy Hiding by Fence.

Figure 4. School Boy and Teacher in Classroom.
Picture Number Four (School Boy and Teacher in Classroom)

This picture shows an elementary school-age boy, sitting in his desk, with his arms folded. He has a very serious expression on his face. A teacher is sitting in the chair directly in front of his desk, turned around facing the boy. Only the side of her face is visible.

Picture Number Five (Girl, Alone, at Edge of Playground)

In this picture a young girl is standing by a pole, looking out from a walkway toward a school playground. Some children are passing behind her and others are playing on the playground. She has a solemn expression on her face.

Picture Number Six (Two Children, One Clasping Other's Wrists)

This picture includes only two people. They are both standing, facing each other. The older child is clasping the younger child's wrists. The younger child has her mouth open very wide and is looking up at the older child. The expression on the older child is hidden by her own shoulder as she looks down into the face of the younger girl.

Picture Number Seven (Two Preschool Children)

This is a picture of a small preschool girl and boy. The boy is about one year older than the girl. She has her arm around the boy and they are
Figure 5. Girl Alone, At Edge of Playground.
Figure 6. Two Children, One Clasping Other's Wrists.
Figure 7. Two Preschool Children.
both looking at some object in the background. Both of their faces are turned away.

Subjects

The subjects used to test the hypothesis of this study were 30 fourth grade children at the Horace Mann Elementary School in Ogden, Utah and 30 fourth grade children at the Pingree Elementary School in Ogden, Utah.

Horace Mann Elementary has three fourth grade classrooms with a total of 91 students. The 30 children needed for this study were selected on a random basis. All 91 names were placed in a box on identical squares of paper. They were mixed up, and pulled from the box one at a time until 30 names had been selected. The results at Horace Mann follow: Selected were 13 boys and 17 girls. Thirteen students were from the first classroom, nine students came from the second classroom, and eight students came from the third classroom.

Using the same technique, 30 students were chosen from the 43 fourth grade children at Pingree Elementary School. The results at Pingree School follow: Selected on a random basis were 15 boys and 15 girls. Twelve students were from the first classroom, and 18 students were from the second classroom. There are two fourth grade classrooms at Pingree Elementary School.

The subjects in these two populations then became the sample used in this study.
Test Administration

This picture test was administered at the school that the individual child attends. The researcher met individually with each of the sixty children in a separate room made available for this testing.

The children were called out of their classroom one at a time to take the test. After learning they had been selected, many of the children became enthusiastic, and some of those not selected felt more or less left out. At the beginning of the interview the researcher introduced and identified herself to the child as a college student. The child was then asked if he would help the researcher in completing a school assignment by answering some questions about seven pictures. In most instances, the child then became eager to help.

Directions were given on what was expected from the student. The child was shown the first picture and asked to tell about the picture. If their response was only descriptive and non-projective, the child was asked a second question of: "Is there anything more you would like to tell me?" If the child's reply to the first question was projective, then a "why" question was asked, using the same wording the child had used in his first response. The purpose of this was to bring out in greater depth the child's own projection.

Each succeeding picture was shown to the child, and similar questions were asked.

Data were collected by use of a tape recorder so that verbatim responses of each child were obtained. The tape recorder was not hidden from the children
at either school. All five teachers whose students were used in this study had used a tape recorder several times in class, so the children were familiar with tape recorders before coming to the interview.

The child's responses were typed exactly as the child responded and are included in the appendix of this thesis.

**Test Scoring**

In order to score the test results, the children's responses have been given a negative, neutral or positive rating by the researcher and two child development instructors. These two people were Dr. Don C. Carter, Head of Family and Child Development at Utah State University, and Mrs. Ruth Williams, M.S., faculty member of Family Life at Weber State College in Ogden, Utah. Mrs. Williams acted as intermediary when the other two independent scorers disagreed.

From the 153 categories of responses, only nine differences of opinion occurred among these three Child Development persons. When this happened, the rating given to the response by any two of the three scorers became the accepted rating.

**Analysis**

For analysis purposes, the data collected in this study have been statistically tested. The chi-square technique has been used to determine if any differences that exist are due to chance.
The social class groups were compared to determine the extent to which social class influences the child's perception.

The results of this statistical analysis are included in chapter four as part of the findings of this study.
CHAPTER IV

FINDINGS AND DISCUSSIONS

Introduction

The child's perceptions begin developing early in life. The significance of socio-economic background in the shaping of children's perceptions of their social world has been investigated in this study. The hypothesis was that there would be significant differences in middle and lower class children's perceptions of their social environment. The hypothesis was supported by the findings, and it may be said that the hypothesis is accepted, in general. However, this does not appear to be equally true of children's perceptions of all aspects of their lives, because in their perceptions of their relationships with siblings, the hypothesis was not supported by the data.

Comparison of the Two Schools

An examination of the children's responses after completion of the interviews has revealed several differences between the children at Pingree Elementary School and Horace Mann Elementary School. It is assumed that these differences are related to social class factors in the child's life. Children at the two schools, representing different social class groups, did respond differently to the pictures in such a way that it seems evident that social class
factors do seem to influence the child's perception of his world. It may be noted, however, that responses to individual pictures varied and significant differences in responses were not found for each picture. However, some pictures which failed to reveal significant differences in the areas of positive or negative reactions did reveal differences in content of the children's reactions to them, as will be indicated in the description of responses to each individual picture.

One general difference was that of language used by the children from the two schools. Fewer slang words and more sentences using correct grammar were given by the children of the middle class.

**Picture Number One (Girl at Desk, Head on Hands)**

On Table 1, the totals for children at Pingree and Horace Mann Elementary Schools show only very small differences in all three categories of negative, neutral and positive. There was no significant difference between the two social class groups in their response to this picture. The level of statistical difference was .50 as indicated in Table 1.

Observed differences were found in the type of response given by the children. Six of the children at Horace Mann School perceived this picture as a girl thinking, while only three children at Pingree gave this same answer. Pingree children more often said she was sick (five responses) or tired (seven responses). Only one child at Horace Mann described her as sick and three said she was crying (nine responses) along with five children at Horace Mann School.
In the scoring process; crying, sad or frustrated type answers were given a negative rating. An answer of "tired" was rated neutral because it is a natural description of the picture. Answers like thinking or studying, etc., were rated positive.

Table 1. Observed frequency of children's responses to picture of girl at desk, head on hands, categorized in negative, neutral, and positive responses, by social class

<table>
<thead>
<tr>
<th>Rating</th>
<th>Pingree School</th>
<th>Horace Mann School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative Responses</td>
<td>18</td>
<td>16</td>
</tr>
<tr>
<td>Neutral Responses</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Positive Responses</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

\[ X^2 = 1.17 \text{ Significant at .50 level} \quad d.f. = 2 \]

Picture Number Two (Street Scene, Adults and Policemen)

No significant difference was found between the two social class groups in their response to this picture, in terms of positive-negative-neutral comments. The level of statistical difference was .99, as indicated in Table 2.

In responding to this picture, the children attending both schools did not produce the expected answers. From the 60 total responses, only three were positive, 12 were neutral and 45 were negative. Neither school group
indicated that they view the policemen as being helping figures in this picture, except in a few isolated comments.

The only definite differences found in the type of responses given were that Pingree School children described the scene as, "there's been a fight," 11 times, while only six similar responses came from children at Horace Mann School.

One third of all children at both schools described the picture as a riot (20 responses). The cause of this can be attributed to the influence of the mass media. Children at the two schools saw it this way, regardless of social class.

In the scoring process, to obtain a positive rating, the child needed to place the policemen in a helpful role. Negative ratings were given to those answers giving policemen or bystanders a power type role in the street scene.

Table 2. Observed frequency of children's responses to picture of street scene, adults and policemen, categorized in negative, neutral, and positive responses, by social class

<table>
<thead>
<tr>
<th>Rating</th>
<th>Pingree School</th>
<th>Horace Mann School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative Responses</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>Neutral Responses</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Positive Responses</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

\[ \chi^2 = .04 \] Significant at .99 level  
\[ d.f. = 2 \]
Analysis of the children's comments indicated that there appear to be some important differences in the content of their responses. The most frequent responses made reference either to fighting or to rioting as to content. There were no significant differences between the two social class groups in their making such responses as these. The level of significance was .30, and $X^2$ was 2.45 for this distribution by social class. See Table 3.

Table 3. Observed frequency of children's responses to picture of street scene, adults and policemen, categorized in fighting, riots, and other responses by social class

<table>
<thead>
<tr>
<th></th>
<th>Pingree School</th>
<th>Horace Mann School</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fighting</td>
<td>11</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>Rioting</td>
<td>7</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>Other</td>
<td>12</td>
<td>14</td>
<td>26</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>30</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

$X^2 = 2.45$ Significant at .30 level d.f. = 2

However, when the data were tabulated by boys and girls separately and by social class, some real differences were found. See Table 4. Information in Table 4 has not been statistically treated because of the small numbers of children in each category, but the percentage distribution indicates that social class factors are influencing children's responses to this picture, and that they are affecting boys and girls differently. Therefore, while social class does
not seem to produce differences in positive-negative-neutral responses of the children, class factors do not seem to be an influence in the projective responses to the situation depicted in this picture.

Table 4. Observed frequency of children's responses to picture of street scene, adults and policemen, categorized in fighting, rioting, and other responses, by sex and social class

<table>
<thead>
<tr>
<th></th>
<th>Girls</th>
<th></th>
<th></th>
<th></th>
<th>Boys</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Horace</td>
<td>Pingree</td>
<td>Percent</td>
<td>Mann</td>
<td>Horace</td>
<td>Pingree</td>
<td>Percent</td>
<td>Mann</td>
</tr>
<tr>
<td>Fighting</td>
<td>8</td>
<td>53</td>
<td>2</td>
<td>12</td>
<td>3</td>
<td>20</td>
<td>4</td>
<td>31</td>
</tr>
<tr>
<td>Rioting</td>
<td>3</td>
<td>20</td>
<td>3</td>
<td>18</td>
<td>4</td>
<td>27</td>
<td>7</td>
<td>54</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>27</td>
<td>12</td>
<td>70</td>
<td>8</td>
<td>53</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100</td>
<td>17</td>
<td>100</td>
<td>15</td>
<td>100</td>
<td>13</td>
<td>100</td>
</tr>
</tbody>
</table>

Picture Number Three (Girl, Boy Hiding by Fence)

With this picture the hypothesis can be accepted in that there appear to be significant differences between the social class groups in the children's perceptions of their social world at the .05 level of significance.

Thirteen Horace Mann children gave answers that the boy and girl were playing or involved in a game. Pingree School children gave six similar answers. Sometimes the child said the boy was playing a trick or was going to scare her, as in fun. These responses were rated positive. When the child
described the boy as hiding, it was rated neutral, unless the reason for his hiding was positive or negative. Those responses showing fear or escape were given a negative rating.

Horace Mann School children projected, from this picture, 16 positive responses, and Pingree School children only five. Horace Mann children also gave seven negative while Pingree children gave 13 negative answers.

Table 5. Observed frequency of children's responses to picture of girl, boy hiding by fence, categorized in negative, neutral, and positive responses, by social class

<table>
<thead>
<tr>
<th>Rating</th>
<th>Pingree School</th>
<th>Horace Mann School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative Responses</td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>Neutral Responses</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>Positive Responses</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

\[ X^2 = 6.60 \]

Significant at .05 level  
\[ d.f = 2 \]

Picture Number Four (School Boy and Teacher in Classroom)

With this picture the hypothesis can be accepted at the .001 level of significance. There appears to be a significant relationship between the social class of the school in which the child attends and the child's perception of his social world.
Table 6 shows a difference in the number of positive responses received from the two schools. The cause of this is that one-third (10 responses) of the Horace Mann School children described the teacher as helping the boy in some way. Only one Pingree School child projected this same answer into the picture.

In the scoring process, answers describing the teacher as mad at the boy or scolding him were rated negative. A positive rating was given whenever the teacher was given a helping position.

Table 6. Observed frequency of children's responses to picture of school boy and teacher in classroom, categorized in negative, neutral, and positive responses, by social class

<table>
<thead>
<tr>
<th>Rating</th>
<th>Pingree School</th>
<th>Horace Mann School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative Responses</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td>Neutral Responses</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Positive Responses</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

\[X^2 = 16.64\]  
Significant at .001 level  
d.f. = 2

Picture Number Five (Girl Alone, at Edge of Playground)

There is not a statistically significant difference between the responses of lower and middle class children for this picture. However, subtle differences are present in their responses. The middle class child emphasized the factor
of the girl being new at school (8 responses), and the lower class tended to interpret the situation as being that no one liked her. No lower class child gave the answer that she was new at school, as the cause of her loneliness. All the children at both schools did perceive the girl as lonely.

Table 7. Observed frequency of children's responses to picture of girl, alone, at edge of playground, categorized in negative, neutral, and positive responses, by social class

<table>
<thead>
<tr>
<th>Rating</th>
<th>Pingree School</th>
<th>Horace Mann School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative Responses</td>
<td>24</td>
<td>20</td>
</tr>
<tr>
<td>Neutral Responses</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Positive Responses</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

\[ X^2 = 1.36 \] Significant at .30 level
\[ d.f. = 1 \]

Picture Number Six (Two Children, One Clasping Other's Wrists)

In contrast to the other six, this picture elicits a positive response in lower class children (Table 8). More Pingree School children (13 responses) described the two children as playing than did Horace Mann School children (10 responses).

Half of both school groups saw this as a brother-sister relationship (14 at each school). When this occurred, both groups of children also saw it
as a positive relationship. (Pingree 10 and Horace Mann 11 responses.)

Only a few children in either school saw a negative relationship depicted in this picture. Both social classes relate this picture to the family situation or the relations between the siblings.

Differences between the two groups are not statistically significant.

In the scoring process, playing was given a positive rating. Responses of holding hands were rated neutral, and crying was rated negative.

Table 8. Observed frequency of children’s responses to picture of two children, one clasping other’s wrists, categorized in negative, neutral, and positive responses by social class

<table>
<thead>
<tr>
<th>Rating</th>
<th>Pingree School</th>
<th>Horace Mann School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative Responses</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Neutral Responses</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Positive Responses</td>
<td>22</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

\[ X^2 = 6.82 \] Significant at .50 level \[ d.f = 2 \]

Picture Number Seven (Two Preschool Children)

In responding to this picture, the children reveal strong sibling influence in their perceptions. Eighteen Pingree School children and 14 Horace Mann School
children viewed this as a brother-sister relationship. Pingree School children perceived this relationship more positively than did children from Horace Mann School (Pingree 13 and Horace Mann 9 positive responses), when they responded to the picture as depicting siblings. The differences, however, are not statistically significant.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Pingree School</th>
<th>Horace Mann School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative Responses</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Neutral Responses</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Positive Responses</td>
<td>19</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

\[ \chi^2 = .34 \] Significant at .50 level \( \text{d.f.} = 2 \)

Summary of Social Class Findings

Data in this study confirm the hypothesis that there are differences between middle and lower class children in their perceptions of their social environment. Children in the middle class tend to respond more positively in their projective perceptions than do children in the lower class. It should be noted, however, that the fact of difference did not apply to each picture,
individually. On only two of the seven pictures were the differences between the two social class groups statistically significant. See Table 10. However, when the total responses, of all children, to the full set of pictures was compared, it was found that the difference between the lower and middle classes was significant at the .01 level. See Table 11.

Table 10. Summary of Chi-square scores for all seven pictures

<table>
<thead>
<tr>
<th>Pictures</th>
<th>$X^2$</th>
<th>Degrees of Freedom</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.17</td>
<td>2</td>
<td>.50</td>
</tr>
<tr>
<td>2</td>
<td>.04</td>
<td>1</td>
<td>.99</td>
</tr>
<tr>
<td>3</td>
<td>6.06</td>
<td>2</td>
<td>.05</td>
</tr>
<tr>
<td>4</td>
<td>16.44</td>
<td>2</td>
<td>.001</td>
</tr>
<tr>
<td>5</td>
<td>1.36</td>
<td>1</td>
<td>.30</td>
</tr>
<tr>
<td>6</td>
<td>6.82</td>
<td>2</td>
<td>.50</td>
</tr>
<tr>
<td>7</td>
<td>.34</td>
<td>2</td>
<td>.50</td>
</tr>
</tbody>
</table>
Table 11. Comparison of total responses received from Pingree and Horace Mann Schools, categorized in negative, neutral, and positive responses

<table>
<thead>
<tr>
<th>Rating</th>
<th>Pingree School</th>
<th>Horace Mann School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative Responses</td>
<td>115</td>
<td>97</td>
</tr>
<tr>
<td>Neutral Responses</td>
<td>47</td>
<td>36</td>
</tr>
<tr>
<td>Positive Responses</td>
<td>48</td>
<td>77</td>
</tr>
<tr>
<td>Total</td>
<td>210</td>
<td>210</td>
</tr>
</tbody>
</table>

\[ X^2 = 9.24 \] Significant at .01 level  
d.f. = 2

**Influence of Sex**

In the findings of this study, several contrasts between male and female have resulted. Some differences were anticipated because of findings from previous research, particularly Emmerich (1959a), Kohn and Fiedler (1961) and Kell and Aldous (1960). These previous studies do suggest a generalized picture that girls tend to be more favorably oriented than boys toward significant persons, especially with parents.

The findings from this thesis show that girls exceed boys in the number of positive responses they gave, but the difference between the sexes is not statistically significant. See Table 12. The differences between the sexes was calculated in addition, for each school separately. The difference between responses of boys and girls is not significant for either school.
Table 12. Comparisons of responses received from male and female children from both schools

<table>
<thead>
<tr>
<th></th>
<th>Positive</th>
<th>Neutral</th>
<th>Negative</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>53</td>
<td>34</td>
<td>110</td>
<td>197</td>
</tr>
<tr>
<td>Girls</td>
<td>74</td>
<td>37</td>
<td>103</td>
<td>214</td>
</tr>
<tr>
<td>Total</td>
<td>127</td>
<td>71</td>
<td>213</td>
<td>411</td>
</tr>
</tbody>
</table>

\[ X^2 = 3.13 \text{ Significant at .20 level d.f. } = 2 \]

There are interesting differences between the sexes in the content of their observation regarding the pictures. In the responses from picture one (Girl at Desk, Head on Hands) we see that 22 per cent of the girls and 7 per cent of the boys said the girl in the picture was thinking. Picture six (Two Children, One Clasping Other’s Wrists) shows that 50 per cent of the girls and 36 per cent of the boys described the children in the scene as playing. In picture seven (Two Pre-School Children), 34 per cent of the girls said the children were hugging because they loved each other and 14 per cent of the boys gave the same response.

In only one instance are the girls more negative than the boys in their responses of the pictures. This was in response to picture seven (Two Pre-school Children). The reason for the higher rate of negative answers in picture seven is that 28 per cent of the girls and 11 per cent of the boys gave the negative response that the children were hugging because they
were scared, and this response was more frequently found among lower class children.

Summary of Findings

The findings of this study are that there are differences between middle and lower class children in their perceptions of their social environment. Middle class children were shown to be more positive in their general outlook towards life, and lower class children were found to have tendencies toward a more negative perception of life.

Differences between boys and girls in their projective perceptions were not found to be significantly significant in terms of positive-negative-neutral projections, although there were found some differences in the content of their projections.

Discussion of Findings

The inner world of the child is very complex. There are many factors which are related to the child's perception of his outer world. One of these is the social class within which the child is living.

As expected, these findings tend to support the view that middle class children have more positive perceptions in their outlook toward life and their social environment than do lower class children. Children living in a lower class tend to be more negative in their outlook. It should be no
surprise that children from lower class backgrounds may tend to have more negative perceptions, and fewer positive ones, than do their middle class peers. Generally, their life circumstances have not been such that they easily acquire feelings of trust, and expectations of happy, affirming relationships or pleasant experiences.

Possibly the reason that children of the lower class see the girl at the desk with her head down on her hands as being sick, more often than middle class children, is that they come into contact with more illness in their homes because of poorer living conditions.

It is interesting to find that in his world, the lower class child perceives the school teacher less positively than does his middle class peer. Other studies have indicated similar findings. This may well pose a problem for the teacher as a person, the school as an institution, and also for society as a whole. Are children responding only to the school and the teacher, in such a projection of his perceptions, or are they, perhaps, generalizing from other experiences, or from the attitude of others toward the school? In any event, this finding poses a problem for the school, and for the teacher of lower class children.

The differences in response to the picture of a boy and a girl by a fence suggest that middle class children may have a greater ability to generalize expectations of play into their response to older persons. They tend to perceive this picture as a play situation, whereas lower class children may
have had fewer encounters with persons somewhat older than they in play activities, and so are inclined to interpret the situation as one in which the girl is going to "get" the boy, or she has been sent to bring him home. The finding does suggest there may be a real need for more frequent encounters with other persons in pleasant activities for the lower class child.

Children's responses to the police-street scene may provide a challenge for our society. The image of the policeman as a community helper, which is taught in the primary grades, and particularly in kindergarten, is not evident in the responses of this particular group of children. It is evident that television, with its portrayal of riots and accompanying police activities, has influenced the children's responses. A few children did see the police in a helping role, but they were few, and they belonged exclusively to the middle class. The influence of social class was evident in the responses of girls, in which we found the lower class girl most likely to respond by interpreting the situation in terms of fighting as the cause of the disturbance being dealt with by the police.

The picture depicting a child alone by the playground at school did not produce a statistically significant difference between the responding groups, but the tendency for the middle class children to say she was new at the school while lower class children indicated that no one liked her, merits attention. Perhaps lower class children have been less mobile, and have not had to deal with the problem of moving into the social structure of a new school situation.
Perhaps this is more frequently an experience encountered by middle class children, and as a consequence they generalize it in their response. Or, it may be that middle class children are expressing a more gentle attitude toward their peers as a result of their having experienced more favorable acceptance experiences. In any event, the lower class child tends to see the isolated child in a situation in which he is not liked and it is, unfortunately, probable that he is generalizing from experience.

Perhaps the sixth picture, of an older child clasping the wrists of a younger child, is the most interesting, in terms of children’s responses. The adults who have seen this picture in the context of this study have tended to interpret it as depicting two girls, and most of them have interpreted the scene as one in which the older child is countering aggression from the younger child by holding her hands. The children, however, tended to see this picture as a scene involving a girl and her older brother, and in play with each other. When the scene was interpreted as one involving siblings, the response was positive. This was as true of middle class as of lower class children, and seems to indicate that children in each of the two social class groups tend to have positive feelings toward their siblings. Perhaps this is one area in which the lower class child is not at a disadvantage in comparison to the middle class child.

The children responded favorably to the picture of the two pre-school children, generally, and they tended to see this as a relationship between two
siblings. The influence of social class on the responses of boys and girls is indicated by the findings that 11 middle class boys interpret the picture positively, and only one boy in this group projects negative feelings into this picture. In contrast, among the lower class boys, the responses are seven positive to six negative. It is important to note, however, that the lower class boys are not responding negatively to the children. They more frequently tend to see something which has frightened the children, such as a dog, and which has caused them to cling to each other.

This study did not attempt to investigate language differences between the two groups. However, reading the responses of the children does reveal evidence that differences in language are evident in these children as representatives of different social class groups.
CHAPTER V

CONCLUSIONS

It has been the purpose of this research to examine children's perceptions of social situations as these are related to the social environment in which the child lives, and to investigate the influence of social class upon their perception.

An oral picture test, consisting of seven pictures, was administered individually to sixty fourth grade children in two Ogden, Utah, public schools. The children were interviewed and their responses were rated negative, neutral, or positive.

The conclusions are:

1. Social class influences children's perceptions of their social environment,

2. The most favorable life circumstances for the lower class child seem to be those which are encountered in relationship with siblings,

3. There is need for concern about the image of the peace officer in the minds of children in both social classes, and about the lower class child's perception of the teacher in the classroom.
Suggestions for Further Study

1. A similar study needs to be done which would include larger numbers of children to make possible a more detailed analysis of differences between boys and girls within each social class group.

2. Additional studies should be done to investigate children's perceptions at different ages.

3. Additional studies need to be done which will explore the child's perceptions in additional areas of life, including relationships with parents and other family members, as well as investigating more thoroughly the perceptions of children at different ages in relation to police officers, peers, family members, teachers, hospitals and medical personnel, and other vital life situations.
REFERENCES CITED


APPENDIX

Children's Verbal Responses to Pictures
The questions that were asked by the interviewer are underlined on all of the following pages.

Child
School Attended: Number 1
Father’s Occupation: Pingree
Mother’s Occupation: Construction Worker
Age: 10
Sex: Male
Family Size: 5
Parents at Home: Both

Negative 1. Tell me about this picture. "It is a girl and she is taking a test." Is there anything more you would like to tell me? "She is putting her head down on her hands. She must not be feeling good."

Neutral 2. Tell me about this picture. "The policemen are there and people are walking on the street." Is there anything more you would like to tell me? "The policemen are the safety patrol."

Neutral 3. Tell me about this picture. "This boy is hiding behind the corner and his sister saw him peeping from the corner." Why is he hiding from her? "He's just trying to hide from her."

Negative 4. Tell me about this picture. "The teacher is making the boy read cause he wasn't following directions." Is there anything more you would like to tell me? "The teacher is mad."

Neutral 5. Tell me about this picture. "That girl is probably tired from playing outside." Is there anything more you would like to tell me? "This is a school."

Positive 6. Tell me about this picture. "This boy is trying to pick up his sister." Is there anything more you would like to tell me? "They are playing together."

Positive 7. Tell me about this picture. "The boy's sister is hugging him" Why is she hugging him? "Because they are brother and sister and they love each other."
Child: Number 2
School Attended: Pingree
Father's Occupation: Mechanic
Mother's Occupation: Internal Revenue
Age: 9
Sex: Male
Family Size: 10
Parents at Home: Both

Neutral 1. Tell me about this picture. "It looks like a girl is kneeling down at her paper." Is there anything more you would like to tell me? "She's studying a part on her paper."

Negative 2. Tell me about this picture. A lot of men are walking. The policeman is driving them. "Is there anything else you would like to tell me? "I guess they are taking them to the police station."

Neutral 3. Tell me about this picture. "A woman is walking and a boy is hiding." Why is he hiding? "I guess that his mother wants him and that is all that I can tell."

Negative 4. Tell me about this picture. "A boy is pouting at his teacher." Why is he pouting? "I don't know, but the other boys look mad too."

Negative 5. Tell me about this picture. "The girl by the pole is waiting for somebody, angry like." Is there anything more you would like to tell me? "That's all."

Neutral 6. Tell me about this picture. "The girl is walking over to her sister, yelling." Is there anything more you would like to tell me? "That's all."

Negative 7. Tell me about this picture. "A girl and boy must be looking at somebody." Why are they looking? "They look scared but I don't know what at."

Child: Number 3
School Attended: Pingree
Father's Occupation: Sheet Metal Worker
Mother's Occupation: Sews at Home
Age: 9
Sex: Male
Family Size: 6
Parents at Home: Both

Negative 1. Tell me about this picture. "She don't like to do the work, and the teacher got mad so she laid her head down. " Is there anything more you would like to tell me? "No."
Negative 2. **Tell me about this picture.** "They're whipping some Negro guys." Why are they whipping them? "I don't know."

Neutral 3. **Tell me about this picture.** "The girl is trying to find that boy." Why does she want to find him? "I don't know, she just wants him."

Negative 4. **Tell me about this picture.** "The teacher is talking to the boy because he had a fight outside." Is there anything more you would like to tell me? "He hurt a boy, that's all."

Negative 5. **Tell me about this picture.** "She's unhappy cause her mother and father got in a car accident." Is there anything more you would like to tell me? "A boy hit her or someone pushed her down."

Neutral 1. **Tell me about this picture.** "This boy is laying down." Why is he laying down? "He's probably tired."

Negative 2. **Tell me about this picture.** "The policemen are trying to calm down those Negroes and get them away." Is there anything more you would like to tell me? "No."

Negative 3. **Tell me about this picture.** "This boy is hiding from a lady." Why is he hiding? "She is probably going to hit him or something."

Negative 4. **Tell me about this picture.** "The teacher is mad and she is talking to the boy." Why is she talking to him? "I think she is mad because he doesn't want to read the book."

Negative 5. **Tell me about this picture.** "That girl is sad and she don't have nobody to play with." Why doesn't she have anybody to play with? "Maybe nobody likes her."

---

**School Attended:** Number 4 Pingree

**Father's Occupation:** No Father

**Mother's Occupation:** Housewife

**Age:** 10

**Sex:** Male

**Family Size:** 3

**Parents at Home:** Mother only
Positive 6. Tell me about this picture. "The little girl is running to her big brother and he is trying to pick her up." Why did she run to him? "He's probably playing with her."

Positive 7. Tell me about this picture. "It's a little boy and his baby sister, and she's hugging him." Why is she hugging him? "Because she likes him."

<table>
<thead>
<tr>
<th>Child:</th>
<th>Number 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Attended:</td>
<td>Pingree</td>
</tr>
<tr>
<td>Father's Occupation:</td>
<td>Janitor</td>
</tr>
<tr>
<td>Mother's Occupation:</td>
<td>Housewife</td>
</tr>
<tr>
<td>Age:</td>
<td>10</td>
</tr>
<tr>
<td>Sex:</td>
<td>Male</td>
</tr>
<tr>
<td>Family Size:</td>
<td>14</td>
</tr>
<tr>
<td>Parents at Home:</td>
<td>Both</td>
</tr>
</tbody>
</table>

Negative 1. Tell me about this picture. "That's a boy with his head down crying." Why is he crying? "He didn't pass the test."

Negative 2. Tell me about this picture. "There is a riot and the policemen came." Is there anything more you would like to tell me? "There is a whole bunch of people walking all over."

Negative 3. Tell me about this picture. "That woman is looking for that little boy." Why is she looking for him? "He ran away."

Negative 4. Tell me about this picture. "The teacher is talking to one boy." Why is she talking to him? "He done something wrong and that he wasn't supposed to do."

Negative 5. Tell me about this picture. "It looks like they are out for recess and that girl doesn't have nobody to play with." Is there anything more you would like to tell me? "She is sad."

Positive 6. Tell me about this picture. "These two girls are happy and they are playing together." Is there anything more you would like to tell me? "No."

Positive 7. Tell me about this picture. "A little boy is hugging it's brother." Why is she hugging him? "They are happy."
Child: Number 6  
School Attended: Pingree  
Father's Occupation: Railroad  
Mother's Occupation: She is in Denver  
Age: 10  
Sex: Male  
Family Size: 10  
Parents at Home: Father only  

Negative 1. Tell me about this picture. "That girl has her head down." Why does she have her head down? "She's got a headache."

Negative 2. Tell me about this picture. "The police are going after those people." Is there anything more you would like to tell me? "The police have guns and dogs."

Positive 3. Tell me about this picture. "I think that is a girl looking for her brother." Why is she looking for him? "They are playing hide and seek."

Neutral 4. Tell me about this picture. "The teacher is asking him how come he isn't doing his work." Is there anything more you would like to tell me? "She's looking at him."

Negative 5. Tell me about this picture. "That girl don't have nobody to play with." Why doesn't she have anybody to play with? "Cause they are running away."

Negative 6. Tell me about this picture. "That girl is crying." Why is she crying? "Her brother won't let go of her hands."

Positive 7. Tell me about this picture. "A little baby is holding her arms around her brother." Why is she holding on to him? "So he won't fall."

Child: Number 7  
School Attended: Pingree  
Father's Occupation: Doesn't work  
Mother's Occupation: Housewife  
Age: 10  
Sex: Male  
Parents at Home: Both  

Neutral 1. Tell me about this picture. "She is laying down on her hands." Why is she laying down? "She's tired or sleepy."

Neutral 2. Tell me about this picture. "There are policemen trying to get the people off the streets." Why are they doing it? "So the cars can go past."
Neutral 3. Tell me about this picture. "That boy is hiding from his mother." Why is he hiding? "I don't know."

Positive 4. Tell me about this picture. "The teacher is helping him to read." Is there anything more you would like to tell me? "No."

Neutral 5. Tell me about this picture. "She's standing by a pole." Why is she standing there? "She's just watching something."

Positive 6. Tell me about this picture. "A boy and a girl are holding hands." Why are they holding hands? "So he won't get lost."

Positive 7. Tell me about this picture. "They are hugging." Why are they hugging? "I don't know."

Child: Number 8
School Attended: Pingree
Father's Occupation: Fixes things—Hercules
Mother's Occupation: School Teacher
Age: 10
Sex: Male
Family Size: 6
Parents at Home: Both plus grandfather

Negative 1. Tell me about this picture. "She looks like she doesn't want to do her work." Why doesn't she want to? "It looks too hard."

Negative 2. Tell me about this picture. "It kinda looks like a riot." Is there anything more you would like to tell me? "No."

Neutral 3. Tell me about this picture. "A mother is going after her son." Why is she going after him? "So he can go home and eat."

Negative 4. Tell me about this picture. "The boy looks stubborn." Why is he stubborn? "He doesn't want to do all of his reading."

Negative 5. Tell me about this picture. "I think everyone is having fun but her." Is there anything more you would like to tell me? "She looks like she hates to go away from home."

Neutral 6. Tell me about this picture. "That little girl is telling him she doesn't want to go home." Is there anything more you would like to tell me? "He's telling her that she has to go."

Negative 7. Tell me about this picture. "They are hugging." Why are they hugging? "It looks like there is a dog behind them and she is going to hold on to him so she can get behind him if the dog comes."

Child: Number 9
School Attended: Pingree
Father's Occupation: Railroad
Mother's Occupation: Housewife
Age: 9
Sex: Male
Family Size: 9
Parents at Home: Both

Negative 1. Tell me about this picture. "He's crying, I think." Why is he crying? "He doesn't know how to do his work."

Negative 2. Tell me about this picture. "There's something like a commotion. Something is wrong." Is there anything more you would like to tell me? "They are fighting."

Neutral 3. Tell me about this picture. "I think he is hiding from his mom." Why is he hiding? "Cause she might be getting him to come home."

Negative 4. Tell me about this picture. "I think that a teacher is telling him what to do." Is there anything more you would like to tell me? "Maybe he has done something wrong."

Neutral 5. Tell me about this picture. "She is looking at something." What is she looking at? "Some boys are playing."

Positive 6. Tell me about this picture. "They are playing." Is there anything more you would like to tell me? "No."

Neutral 7. Tell me about this picture. "They are hugging." Why are they hugging? "Maybe because their dad is coming from the boat."

Child: Number 10
School Attended: Pingree
Father's Occupation: Dead
Mother's Occupation: Linen Co.
Age: 10
Sex: Male
Family Size: 4
Parents at Home: Mother only

Negative 1. Tell me about this picture. "It looks like the kid is crying." Why is he crying? "Maybe he's sick."

Negative 2. Tell me about this picture. "Could be a riot." Is there anything more you would like to tell me? "They are all surrounding a fight."

Negative 3. Tell me about this picture. "A kid is hiding from his mother." Why is he hiding? "He doesn't want to get in trouble."
4. **Tell me about this picture.** "The teacher could be telling him not to do something bad." Why is she telling him? "Because he talked back to her."

5. **Tell me about this picture.** "A little girl is sad." Why is she sad? "Her dog could have got hit."

6. **Tell me about this picture.** "A little sister is asking her brother for some money." Why is she asking him? "To get some candy."

7. **Tell me about this picture.** "A little girl is crying or is trying to knock down her brother." Why is she crying? "He hit her."

---

**Child:**
- **Number 11**
- **School Attended:** Pingree
- **Father's Occupation:** Puts ice in trains
- **Mother's Occupation:** Housewife
- **Age:** 10
- **Sex:** Male
- **Family Size:** 5
- **Parents at Home:** Both

---

1. **Tell me about this picture.** "She looks like she is thinking about something." What is she thinking about? "Just about her work."

2. **Tell me about this picture.** "It looks like the policeman is trying to keep those men from getting across." Is there anything more you would like to tell me? "It looks like the policemen are trying to make those men go away."

3. **Tell me about this picture.** "It looks like that boy is going to trip that lady." Why is he going to trip her? "Because he's kind of mean."

4. **Tell me about this picture.** "The teacher got mad at that boy." Why did she get mad at him? "Because he isn't doing his work."

5. **Tell me about this picture.** "It looks like that little girl is kind of sad." Why is she sad? "Nobody want to play with her."

6. **Tell me about this picture.** "Maybe that little girl got a sliver in her hand." Is there anything more you would like to tell me? "It looks like they are taking it out."

7. **Tell me about this picture.** "That girl likes that little boy." Is there anything more you would like to tell me? "No."
<table>
<thead>
<tr>
<th>Child:</th>
<th>Number 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Attended:</td>
<td>Pingree</td>
</tr>
<tr>
<td>Father's Occupation:</td>
<td>Hill Air Force Base</td>
</tr>
<tr>
<td>Mother's Occupation:</td>
<td>Housewife</td>
</tr>
<tr>
<td>Age:</td>
<td>10</td>
</tr>
<tr>
<td>Sex:</td>
<td>Male</td>
</tr>
<tr>
<td>Family Size:</td>
<td>5</td>
</tr>
<tr>
<td>Parents at Home:</td>
<td>Both</td>
</tr>
</tbody>
</table>

Negative 1. **Tell me about this picture.** "It looks like the boy is crying." Why is he crying? "He doesn't want to do his work."

Negative 2. **Tell me about this picture.** "It's a riot." Is there anything more you would like to tell me? "No."

Negative 3. **Tell me about this picture.** "That boy is hiding from that lady." Why is he hiding? "He doesn't want her to catch him."

Negative 4. **Tell me about this picture.** "That lady is talking to that boy." Why is she talking to him? "He doesn't want to do his work."

Negative 5. **Tell me about this picture.** "That girl ain't got nobody to play with." Why doesn't she have anybody to play with? "No one don't like her."

Positive 6. **Tell me about this picture.** "I don't know anything about that one." Is there anything more you would like to tell me? "That girl is glad to see the other one."

Positive 7. **Tell me about this picture.** "That girl likes that boy." Is there anything more you would like to tell me? "He wants to play with her."

<table>
<thead>
<tr>
<th>Child:</th>
<th>Number 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Attended:</td>
<td>Pingree</td>
</tr>
<tr>
<td>Father's Occupation:</td>
<td>Truck Driver</td>
</tr>
<tr>
<td>Mother's Occupation:</td>
<td>Housewife</td>
</tr>
<tr>
<td>Age:</td>
<td>10</td>
</tr>
<tr>
<td>Sex:</td>
<td>Male</td>
</tr>
<tr>
<td>Family Size:</td>
<td>7</td>
</tr>
<tr>
<td>Parents at Home:</td>
<td>Both</td>
</tr>
</tbody>
</table>

Negative 1. **Tell me about this picture.** "It looks like she's crying." Why is she crying? "Probably got scolded or something."

Negative 2. **Tell me about this picture.** "It's a fight." Is there anything more you would like to tell me? "It's a murder."

Negative 3. **Tell me about this picture.** "It's a boy's mother looking for him." Why is she looking for him? "He probably ran away or something."
Negative 4. Tell me about this picture. "It's a teacher talking to a boy." Why is she talking to him? "Probably he's having trouble and the teacher is telling him what to do."

Negative 5. Tell me about this picture. "It's a girl looking at the people playing." Is there anything more you would like to tell me? "She is probably mad at some of the other children."

Positive 6. Tell me about this picture. "The boy's baby brother has been hit and he is probably running to his brother." Is there anything more you would like to tell me? "No."

Negative 7. Tell me about this picture. "The boy's baby brother is running from his mother." Is there anything more you would like to tell me? "Her mother scolded her when she ran out when she wasn't supposed to."

Child: Number 14
School Attended: Pingree
Father's Occupation: Didn't know. Has new dad.
Mother's Occupation: Housewife
Age: 9
Sex: Male
Family Size: 15
Parents in Home: Both

Negative 1. Tell me about this picture. "A lady is laying on her paper." Why is she laying on her paper? "Because she is crying because someone pulled her hair."

Neutral 2. Tell me about this picture. "There are two policemen and a man in a black hat." Is there anything more you would like to tell me? "No."

Positive 3. Tell me about this picture. "A boy is waiting for her." Why is he waiting for her? (No answer.)

Negative 4. Tell me about this picture. "A teacher is talking to a boy because he is bad." Is there anything more you would like to tell me? "The teacher is talking to him."

Negative 5. Tell me about this picture. "She is kinda sad." Why is she sad? (No answer.)

Positive 6. Tell me about this picture. "She is with her brother." Is there anything more you would like to tell me? "They are playing."

Neutral 7. Tell me about this picture. "It's a boy and a girl." Is there anything more you would like to tell me? "The boy has black pants and black shoes and the girl has a white dress."
Number 15
Pingree Railroad
Housewife
9
Male
3
Both

1. Tell me about this picture. "It looks like she has her head down." Why does she have her head down? "Because she's crying about her music."

2. Tell me about this picture. "It looks like a riot." Is there anything more you could tell me? "No."

3. Tell me about this picture. "A girl is coming and he is hiding by the fence." Why is he hiding? "He doesn't want to do something."

4. Tell me about this picture. "It looks like the teacher is talking to a boy because he is messing around." Is there anything more you would like to tell me? "The boy is looking at the teacher."

5. Tell me about this picture. "The boys are running out of school and that girl is lonely because no one will talk to her." Why won't no one talk to her? "The other children are talking."

6. Tell me about this picture. "It looks like a boy has hold of her hands." Why does he have hold of her hands? "Because he is stopping her from doing something that she shouldn't."

7. Tell me about this picture. "It looks like a baby is hugging its brother." Why are they hugging? "Because they see a dog over there."

Number 16
Pingree Carpenter Housewife
10
Female
6
Both

1. Tell me about this picture. "It looks like she is tired." Is there anything more you would like to tell me? "No."

2. Tell me about this picture. "It looks like they are having a riot." Is there anything more you would like to tell me? "No."
Neutral 3. Tell me about this picture. "The girl looks for that little boy." Why is she looking for him? "She wants him to come home."

Neutral 4. Tell me about this picture. "A teacher is talking to him." Why is she talking to him? "Maybe about his work."

Negative 5. Tell me about this picture. "She's all alone." Why is she all alone? "Nobody wants to play with her."

Negative 6. Tell me about this picture. "That girl is trying to get that girl to go home and she doesn't want to go." Is there anything more you would like to tell me? "No."

Negative 7. Tell me about this picture. "A boy and girl are looking over there." Why are they looking over there? "They are scared of an animal."

Child: Number 17
School Attended: Pingree
Father's Occupation: Hill Air Force Base
Mother's Occupation: Housewife
Age: 9
Sex: Female
Family Size: 3
Parents at Home: Both

Negative 1. Tell me about this picture. "A girl is laying down." Why is she laying down? "She's sick or something."

Neutral 2. Tell me about this picture. "The police are there." Is there anything more you would like to tell me? "Some men are standing around."

Negative 3. Tell me about this picture. "A little boy is hiding." Why is he hiding? "Because a lady is coming."

Negative 4. Tell me about this picture. "The teacher is talking to the boy and the boy is frowning." Why is she talking to him? "He doesn't want to do his work."

Negative 5. Tell me about this picture. "The children are outside running around and one little girl is standing by the pole." Why is she standing by the pole? "She don't have any friends."

Positive 6. Tell me about this picture. "The girls are playing with each other." Is there anything more you would like to tell me? "It looks like summer."

Negative 7. Tell me about this picture. "This one girl is holding this boy." Why is she holding him? "She is scared of an animal."
Child: Number 18
School Attended: Pingree
Father's Occupation: Army
Mother's Occupation: Waitress
Age: 10
Sex: Female
Family Size: 5
Parents at Home: Both

Neutral 1. **Tell me about this picture.** "She is laying down on her desk with her face on her hands." Why is she laying down? "She's tired."

Negative 2. **Tell me about this picture.** "The people are walking around and the police are there." Is there anything more you would like to tell me? "The police are stopping a fight."

Positive 3. **Tell me about this picture.** "The boy is hiding and the lady is walking." Why is the boy hiding? "They are playing hide and seek."

Neutral 4. **Tell me about this picture.** "The teacher is talking to him." Why is she talking to him? "She is talking about his school work."

Negative 5. **Tell me about this picture.** "She is standing by a pole." Why is she standing by the pole? "No one will play with her."

Positive 6. **Tell me about this picture.** "A little girl is playing with her brother." Is there anything more you would like to tell me? "No."

Positive 7. **Tell me about this picture.** "A girl is hugging her brother on the sidewalk." Why is she hugging him? "She loves him."

Child: Number 19
School Attended: Pingree
Father's Occupation: Construction worker
Mother's Occupation: Housewife
Age: 9
Sex: Female
Family Size: 9
Parents in Home: Both

Negative 1. **Tell me about this picture.** "She looks like she is crying." Why is she crying? "I don't know."

Negative 2. **Tell me about this picture.** "Somebody is fighting and the police are there." Is there anything more you would like to tell me? "No."
3. Tell me about this picture. "There's a little boy and his sister is coming after him." Is there anything more you would like to tell me? "I don't know any more."

4. Tell me about this picture. "A boy is talking to her." Is there anything more you would like to tell me? "No."

5. Tell me about this picture. "No one likes to play with her." Is there anything more you would like to tell me? "No."

6. Tell me about this picture. "They are happy." Is there anything more you would like to tell me? "No."

7. Tell me about this picture. "That's her brother." Is there anything more you would like to tell me? "Their mother went and left them. She went someplace."

Child: Number 20
School Attended: Pingree
Father's Occupation: Policeman
Mother's Occupation: Housewife
Age: 10
Sex: Female
Family Size: 6
Parents at Home: Both

1. Tell me about this picture. "It's a girl with her head down." Why does she have her head down? "Cause the teacher told her to."

2. Tell me about this picture. "There must have been a riot." Is there anything more you would like to tell me? "They must have been fighting."

3. Tell me about this picture. "It's a little boy playing with her." Is there anything more you would like to tell me? "It's hide and seek they are playing."

4. Tell me about this picture. They are talking about his reading." Is there anything more you would like to tell me? "No."

5. Tell me about this picture. "There is this girl standing and some of them are running." Why is she standing there? "I don't know."

6. Tell me about this picture. "It looks like a girl and she is talking to her sister." Is there anything more you would like to tell me? "No."

7. Tell me about this picture. "A boy and a girl. I think they are hugging cause they are scared." Why are they scared? "They are probably scared of a dog."
Child: Number 21  
School Attended: Pingree  
Father’s Occupation: Hill Air Force Base  
Mother’s Occupation: Headstart Teacher  
Age: 9  
Sex: Female  
Family Size: 8  
Parents at Home: Both  

Neutral 1. **Tell me about this picture.** "The girl is putting her head down."
   Why is her head down? "She might be tired."

Negative 2. **Tell me about this picture.** "There could have been a fight."
   Is there anything more you would like to tell me? "No."

Neutral 3. **Tell me about this picture.** "That girl might have been looking for the boy."
   Why is she looking for him? "To go to school or something."

Neutral 4. **Tell me about this picture.** "The teacher could have been talking to the boy."
   Why was she talking to him? "Cause he wasn't listening."

Negative 5. **Tell me about this picture.** "Probably nobody wants to play with girl."
   Why don't they want to play with her? "They don't like her."

Negative 6. **Tell me about this picture.** "She could have been shaking that girl."
   Why was she shaking her? "She probably did something she wasn't supposed to do."

Positive 7. **Tell me about this picture.** "She is with her brother."
   Is there anything more you would like to tell me? "She likes him."

---

Child: Number 22  
School Attended: Pingree  
Father’s Occupation: No father  
Mother’s Occupation: Housewife  
Age: 10  
Sex: Female  
Family Size: 3  
Parents at Home: Mother  

Positive 1. **Tell me about this picture.** "A boy is thinking."
   What is he thinking about? "Maybe he’s trying to work out something."

Neutral 2. **Tell me about this picture.** "It looks like a while gang of people and something is happening."
   Is there anything more you would like to tell me? "The police are trying to do something."
3. Tell me about this picture. "It looks like a boy is looking around the corner and the girl is coming." Is there anything more you would like to tell me? "It looks like the boy is laughing."

4. Tell me about this picture. "It looks like a lady talking to her boy and he is mad." Why are they talking? "About his school work."

5. Tell me about this picture. "The girl by the pole doesn't have nothing to do." Why doesn't she have anything to do? "Cause no one wants to play with her."

6. Tell me about this picture. "It looks like they are playing games." Is there anything more you would like to tell me? "They are playing games."

7. Tell me about this picture. "It looks like they love each other." Is there anything more you would like to tell me? "They are brother and sister and they might have been playing games."

Child: Number 23
School Attended: Pingree
Father's Occupation: Hill Air Force Base
Mother's Occupation: Community Action Center
Age: 9
Sex: Female
Family Size: 7
Parents in Home: Both

1. Tell me about this picture. "She looks like she is crying." Why is she crying? "I think she had to stay after school."

2. Tell me about this picture. "It looks like a riot." Is there anything more you would like to tell me? "There are a lot of people and some policemen."

3. Tell me about this picture. "It looks like a little boy is hiding from his mother." Why is he hiding? "Because he is peeking around the corner."

4. Tell me about this picture. "The little boy got in trouble." Why did he get in trouble? "I don't know. The teacher is talking to him."

5. Tell me about this picture. "It looks like nobody is playing with her." Is there anything more you would like to tell me? "She's lonely."
Positive 6. Tell me about this picture. "A little boy is playing with his sister." Is there anything more you would like to tell me? "No."

Negative 7. Tell me about this picture. "It looks like she is crying." Why is she crying? "Because she shouldn't be doing something."

Child: Number 24
School Attended: Pingree
Father's Occupation: Fixes cars at home
Mother's Occupation: Housewife
Age: 10
Sex: Female
Family Size: 7
Parents at Home: Both

Neutral 1. Tell me about this picture. "It looks like a lady is asleep." Is there anything more you would like to tell me? "No."

Negative 2. Tell me about this picture. "It looks like there was a fight and the police came and stopped it." Is there anything more you would like to tell me? "There are a lot of people around."

Negative 3. Tell me about this picture. "A little boy is hiding away from his mother." Why is he hiding? "Because he is in trouble."

Negative 4. Tell me about this picture. "It looks like the teacher is talking to one of the school boys." Why is she talking to him? "Probably he isn't doing his work."

Negative 5. Tell me about this picture. "The girl is lonesome while all the others have friends to play with." Why doesn't she have friends? "I don't know."

Negative 6. Tell me about this picture. "It looks like that little girl's sister is mistreating her." Is there anything you would like to tell me? "No."

Positive 7. Tell me about this picture. "It looks like the little girl is hugging the boy and they are sister and brother." Why are they hugging? "They like each other."

Child: Number 25
School Attended: Pingree
Father's Occupation: Construction worker
Mother's Occupation: Housewife
Age: 10
Sex: Female
Family Size: 6
Parents at Home: Both
Neutral 1. Tell me about this picture. "It looks like she is laying down her head." Why is she laying her head down? "She's tired."

Negative 2. Tell me about this picture. "It looks like a riot." Is there anything more you would like to tell me? "No."

Negative 3. Tell me about this picture. "A girl is walking and a boy is looking at her." Why is he looking at her? "He's making fun of her because of her dress."

Negative 4. Tell me about this picture. "The teacher is talking to a boy." Why is she talking to him? "I guess because he was naughty to the teacher."

Negative 5. Tell me about this picture. "The little girl is lonely." Why is she lonely? "Nobody will play with her."

Positive 6. Tell me about this picture. "The little girl is having fun." Is there anything more you would like to tell me? "She is playing with her brother."

Positive 7. Tell me about this picture. "They look like they are twins. The little boy is hugging the oldest one." Why are they hugging? "Because he has to care for him."

Child: Number 26
School Attended: Pingree
Father's Occupation: Defense Depot
Mother's Occupation: Housewife
Age: 9
Sex: Female
Family Size: 11
Parents at Home: Both

Neutral 1. Tell me about this picture. "A girl is crying." Why is she crying? "She can't do her work."

Neutral 2. Tell me about this picture. "It's a policeman." Is there anything more you would like to tell me? "Something is happening."

Neutral 3. Tell me about this picture. "A lady is walking and a boy is hiding from her." Why is he hiding? "She's looking for him cause he is lost."

Neutral 4. Tell me about this picture. "The boy can't do his work." Is there anything more you would like to tell me? "That boy is figuring out something."

Neutral 5. Tell me about this picture. "A girl is standing against a pole." Why is she standing against that pole? (No answer.)
Positive 6. Tell me about this picture. "That girl is saying Hi. Is there anything more you would like to tell me? "No."

Positive 7. Tell me about this picture. "She is hugging her brother. Why is she hugging him? "I don't know."

<table>
<thead>
<tr>
<th>Child:</th>
<th>Number 27</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Attended:</td>
<td>Pingree</td>
</tr>
<tr>
<td>Father's Occupation:</td>
<td>Hill Air Force Base</td>
</tr>
<tr>
<td>Mother's Occupation:</td>
<td>Hotel-Housekeeper</td>
</tr>
<tr>
<td>Age:</td>
<td>9</td>
</tr>
<tr>
<td>Sex:</td>
<td>Female</td>
</tr>
<tr>
<td>Family Size:</td>
<td>5</td>
</tr>
<tr>
<td>Parents at Home:</td>
<td>Both</td>
</tr>
</tbody>
</table>

Positive 1. Tell me about this picture. "There is a boy studying a test? Is there anything more you would like to tell me? "He is trying to think."

Neutral 2. Tell me about this picture. "I think they are just walking down the street. Is there anything more you would like to tell me? "The policemen are watching them."

Positive 3. Tell me about this picture. "The lady is trying to find the boy and he is hiding so she won't find him. Why is he trying to hide? "I think they are playing hide and seek."

Negative 4. Tell me about this picture. "The boy won't do his work and he is mad at the teacher is trying to help him. Is there anything more you would like to tell me? "The teacher is getting after him because he won't do his work."

Negative 5. Tell me about this picture. "It's the dentist's place and the girl don't want to go into the dentist's. Why doesn't she want to go in? "Because she is scared."

Positive 6. Tell me about this picture. "The girl is crying and she is going to her brother. Why is she crying? "Because somebody hit her."

Positive 7. Tell me about this picture. "The little girl is hugging her brother. Why is she hugging him? "Because she loves him."
Family Size: 11
Parents at Home: Both

Negative 1. Tell me about this picture. "A girl is crying." Why is she crying? "She can't do her work."

Negative 2. Tell me about this picture. "There's some people and two policemen." Is there anything more you would like to tell me? "Maybe they are fighting."

Neutral 3. Tell me about this picture. "A mommy is coming and he is hiding from her." Why is he hiding? (No answer.)

Negative 4. Tell me about this picture. A lady is talking to that boy and he looks mad." Why are they talking? "Because she won't let him fight anymore."

Negative 5. Tell me about this picture. "It's a girl and she looks sad." Why is she sad? "She has nothing to do."

Positive 6. Tell me about this picture. "He has hold of her hands." Why does he have hold of her hands? "He wants her to come home."

Positive 7. Tell me about this picture. "A little girl with her big brother." "They are hugging." Why are they hugging? "They got lost when they walked down the street till they came to the river."

Child: Number 29
School/Attended: Pingree
Father's Occupation: Doesn't work
Mother's Occupation: Nurse's Aid
Age: 10
Sex: Female
Family Size: 9
Parents at Home: Both

Negative 1. Tell me about this picture. "She's sick." Is there anything more you would like to tell me? "No."

Negative 2. Tell me about this picture. "Some one had a fight with the cops." Is there anything more you would like to tell me? "No."

Negative 3. Tell me about this picture. "That girl is coming along and the boy is hiding." Why is he hiding? "He's going to scare her."

Neutral 4. Tell me about this picture. "A little boy and the teacher is talking to him." Why is he talking to him? "Cause he didn't do his work."

Neutral 5. Tell me about this picture. "A girl is standing by a pole." Why is she standing by the pole? "She is looking for someone to play with."
Positive 6. Tell me about this picture. "A girl is running up to that boy." Why is she running up to him? "She wants to play with him."

Positive 7. Tell me about this picture. "A boy and a girl are hugging and the girl is dirty." Why are they hugging? "Because they haven't seen each other for a long time."

Child: Number 30
School Attended: Pingree
Father's Occupation: Doesn't work
Mother's occupation: Housewife
Age: 10
Sex: Female
Family Size: 10
Parents at Home: Both

Negative 1. Tell me about this picture. "A lady has her head down." Why does she have her head down? "It probably hurts."

Negative 2. Tell me about this picture. "They're having a fight." Is there anything more you would like to tell me? "No."

Negative 3. Tell me about this picture. "That lady is walking and he is hiding." Why is he hiding? "So she won't find him and make him go home."

Neutral 4. Tell me about this picture. "It's a teacher and a boy." Is there anything more you would like to tell me? "I think she is talking to him about something."

Negative 5. Tell me about this picture. "The girl is sad about something." Why is she sad? "I don't know why."

Positive 6. Tell me about this picture. "She wants her sister to hold her." Is there anything more you would like to tell me? "No."

Positive 7. Tell me about this picture. "It's a little girl hugging her brother." Why is she hugging him? "Because she loves him."

-------------------

Child: Number 31
School Attended: Horace Mann
Father's Occupation: Job Corp Director
Mother's Occupation: Housewife
Age: 10
Sex: Male
Family Size: 7
Parents at Home: Both
Negative 1. Tell me about this picture. "She's been sent off." Is there anything more you would like to tell me? "She's feeling bad and is not doing very good on her test."

Negative 2. Tell me about this picture. "It looks like a riot." Is there anything you would like to tell me? "There could be some confusion like a wreck."

Positive 3. Tell me about this picture. "They are playing hide and seek." Is there anything more you would like to tell me? "No."

Negative 4. Tell me about this picture. "The teacher has been having some trouble with this guy and they're having a talk." Is there anything more you would like to tell me? "No."

Negative 5. Tell me about this picture. "She's a new girl and kind of discouraged because she has no friends." Is there anything more you would like to tell me? "No."

Positive 6. Tell me about this picture. "She's whimpering." Why is she whimpering? "Maybe she stepped on a stick and so she went to her brother."

Positive 7. Tell me about this picture. "That looks like my sister." Is there anything more you would like to tell me? "He has to go off to school and she doesn't want him to go."

Child: Number 32
School Attended: Horace Mann
Father's Occupation: Weber State College Faculty
Mother's Occupation: Housewife
Age: 10
Sex: Male
Family Size: 8
Parents at Home: Both

Negative 1. Tell me about this picture. "Somebody doesn't want to do their work." Why don't they want to do their work? "Because it's maybe too hard or she doesn't like it."

Negative 2. Tell me about this picture. "Somebody was robbing and the police caught them" Is there anything more you would like to tell me? "Everyone is walking by and watching."

Neutral 3. Tell me about this picture. "A boy is going to scare a girl." Why is he going to scare her? "To surprise her."

Negative 4. Tell me about this picture. "The teacher is trying to get that boy to do something and he doesn't want to." Is there anything more you would like to tell me? "No."
Neutral 5. Tell me about this picture. "A girl is watching a car or waiting for someone." Is there anything more you would like to tell me? "No."

Neutral 6. Tell me about this picture. "She's asking her big brother something." Is there anything more you would like to tell me? "No."

Positive 7. Tell me about this picture. "Two little children that like each other." Is there anything more you would like to tell me? "They are little."

Child: Number 33
School Attended: Horace Mann
Father's Occupation: Inspects Cars
Mother's Occupation: At home-paralyzed
Age: 10
Sex: Male
Family Size: 10
Parents at Home: Both

Positive 1. Tell me about this picture. "She's studying." Is there anything more you would like to tell me? "She's thinking about work."

Negative 2. Tell me about this picture. "The cops are stopping a riot." Is there anything more you would like to tell me? "A cop is beating them with a belt."

Neutral 3. Tell me about this picture. "It's a girl and a boy is watching her." Is there anything more you would like to tell me? "No."

Negative 4. Tell me about this picture. "The teacher is telling the boy to work harder." Is there anything more you would like to tell me? "She is bawling him out."

Negative 5. Tell me about this picture. "She has nobody to play with." Why doesn't she have anybody to play with? "Cause she is new."

Positive 6. Tell me about this picture. A little one runs up to her big sister." Why did she run up to her big sister? "Cause she hasn't seen her for a long time."

Positive 7. Tell me about this picture. "A little sister is hold on to her brother." Why is she holding on to him? "She loves him."

Child: Number 34
School Attended: Horace Mann
Father's Occupation: T.V. Repairman
Mother's Occupation: Housewife
Age: 9
<table>
<thead>
<tr>
<th>Negative</th>
<th>1. Tell me about this picture.  &quot;He's got his head down.&quot;  Why does he have his head down?  &quot;He's got in trouble and I don't know why.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative</td>
<td>2. Tell me about this picture.  &quot;It looks like a mob.&quot;  Is there anything more you would like to tell me?  &quot;No.&quot;</td>
</tr>
<tr>
<td>Negative</td>
<td>3. Tell me about this picture.  &quot;That kid is hiding from his mom.&quot;  Why is he hiding?  &quot;She's taking him someplace and he doesn't want to go.&quot;</td>
</tr>
<tr>
<td>Positive</td>
<td>4. Tell me about this picture.  &quot;They are having a spelling test and they are studying.&quot;  Is there anything more you would like to tell me?  &quot;No.&quot;</td>
</tr>
<tr>
<td>Negative</td>
<td>5. Tell me about this picture.  &quot;She looks like she is new.&quot;  Is there anything more you would like to tell me?  &quot;They don't want to play with her.&quot;</td>
</tr>
<tr>
<td>Positive</td>
<td>6. Tell me about this picture.  &quot;Looks like they are playing.&quot;  Is there anything more you would like to tell me?  &quot;No.&quot;</td>
</tr>
<tr>
<td>Positive</td>
<td>7. Tell me about this picture.  &quot;They're hugging.&quot;  Why are they hugging?  &quot;I don't know.&quot;</td>
</tr>
</tbody>
</table>

Child: Number 35  
School Attended: Horace Mann  
Father's Occupation: Bank Trust Officer  
Mother's Occupation: Housewife  
Age: 10  
Sex: Male  
Family Size: 4  
Parents at Home: Both  

<table>
<thead>
<tr>
<th>Negative</th>
<th>1. Tell me about this picture.  &quot;She has put her head down.&quot;  Why has she put her head down?  &quot;She's maybe sad or homesick.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative</td>
<td>2. Tell me about this picture.  &quot;They are going to put them in jail.&quot;  Why are they going to put them in jail?  &quot;Maybe they have had a fight.&quot;</td>
</tr>
<tr>
<td>Neutral</td>
<td>3. Tell me about this picture.  &quot;That boy is looking down the alley at the girl.&quot;  Why is he looking at her?  &quot;I don't know.&quot;</td>
</tr>
<tr>
<td>Positive</td>
<td>4. Tell me about this picture.  &quot;The teacher is telling him how to do his work.&quot;  Is there anything more you would like to tell me?  &quot;No.&quot;</td>
</tr>
</tbody>
</table>
Neutral 5. Tell me about this picture. "A girl is leaning against a pole." Why is she leaning against the pole? "She is feeling sorry for someone."

Negative 6. Tell me about this picture. "The little girl is crying for something. She probably got hurt." Is there anything more you would like to tell me? "No."

Positive 7. Tell me about this picture. "A little girl is hugging him." Why is she hugging him? "Because she likes him."

Child: Number 36
School Attended: Horace Mann
Father's Occupation: Hill Air Force Base
Mother's Occupation: Nurse
Age: 9
Sex: Male
Family Size: 3
Parents at Home: Both

Neutral 1. Tell me about this picture. "She's reading a paper." Is there anything more you would like to tell me? "She's tired."

Negative 2. Tell me about this picture. "The police are pushing back some Negroes." Is there anything more you would like to tell me? "There has been a fight."

Negative 3. Tell me about this picture. "That little boy is hiding." Why is he hiding? "Because he is late for lunch."

Positive 4. Tell me about this picture. "The teacher is talking to the boy." Is there anything more you would like to tell me? "She is helping him with his work."

Negative 5. Tell me about this picture. "That girl is all alone." Why is she alone? "Cause she has no friends."

Positive 6. Tell me about this picture. "The little girl is glad to see her big brother." Is there anything more you would like to tell me? "No."

Positive 7. Tell me about this picture. "That little girl is hugging that boy." Why is she hugging him? "Cause she loves him."

Child: Number 37
School Attended: Horace Mann
Father's Occupation: Hill Air Force Base
Mother's Occupation: Nurse
Age: 9
Sex: Male
Fam i l y S i ze : 3
Par e n ts a t H o m e : Both

Negative 1. **Tell me about this picture.** "Looks like a person with a problem." *Is there anything more you would like to tell me?* "It's probably a math problem."

Negative 2. **Tell me about this picture.** "It's a riot or something." *Is there anything more you would like to tell me?* "They're protesting the government."

Positive 3. **Tell me about this picture.** "They are playing hide and seek." *Is there anything more you would like to tell me?* "No."

Negative 4. **Tell me about this picture.** "The teacher is talking to the kid." *Why is she talking to him?* "He's been having trouble in school."

Negative 5. **Tell me about this picture.** "The girl has no friends and is not playing." *Why doesn't she have any friends?* "Maybe she is odd or something."

Positive 6. **Tell me about this picture.** "The brother is playing with his sister." *Is there anything more you would like to tell me?* "No."

Neutral 7. **Tell me about this picture.** "Two little kids are looking at something." *What are they looking at?* "There is a baseball game."

**Child:**
Number 38

**School Attended:** Horace Mann

**Father's Occupation:** Parts, Dept. Hill Air Force Base

**Mother's Occupation:** Housewife

**Age:** 9

**Sex:** Male

**Family Size:** 4

**Parents at Home:** Both

Negative 1. **Tell me about this picture.** "Somebody is crying." *Why is she crying?* "Over her homework."

Negative 2. **Tell me about this picture.** "The police are going to arrest someone." *Why are they going to arrest him?* "They did something wrong."

Positive 3. **Tell me about this picture.** "They are playing hide and seek." *Is there anything more you would like to tell me?* (Shook his head no.)
Positive

4. Tell me about this picture. "The teacher is helping him with his homework. " Is there anything more you would like to tell me? (Shook his head no.)

Negative

5. Tell me about this picture. "That girl is lonely. " Why is she lonely? "She has no friends that will play with her." 

Positive

6. Tell me about this picture. "A boy is with his sister and they are playing or something. ' Is there anything more you would like to tell me? (No answer.)

Positive

7. Tell me about this picture. "A girl is hugging him and probably is giving him a kiss. " Why are they hugging? "They love each other."

Child: Number 39
School Attended: Horace Mann
Father's Occupation: Computers–Hill Air Force Base
Mother's Occupation: Teacher's Aide–Head Start
Age: 10
Sex: Male
Family Size: 5
Parents at Home: Both

Negative

1. Tell me about this picture. "The lady is doing her school work and is mad at herself because she made a simple mistake. " Is there anything more you would like to tell me? "No."

Negative

2. Tell me about this picture. "There has been a riot at Washington D. C. " Is there anything more you would like to tell me? "The police are stopping it."

Positive

3. Tell me about this picture. "A girl and boy are playing hide and seek. " Is there anything more you would like to tell me? "No."

Negative

4. Tell me about this picture. "She is giving him a lecture on how the others do their work. " Is there anything more you would like to tell me? "No."

Neutral

5. Tell me about this picture. "In Salt Lake City a little girl is waiting for her mom. " Is there anything more you would like to tell me? "The other kids are running."

Negative

6. Tell me about this picture. "She was stung by a bee in that orchard. " Is there anything more you would like to tell me? "He is hold her hands."

Negative

7. Tell me about this picture. "A girl is holding a boy one year older. They are probably scared or something. " Why do you
think they are scared? "Oh, probably because there is a swarm of bees or something."

Child: Number 40
School Attended: Horace Mann
Father's Occupation: Mechanic
Mother's Occupation: Housewife
Age: 10
Sex: Male
Family Size: 7
Parents at Home: Both

Neutral 1. Tell me about this picture. "She's tired." Is there anything more you would like to tell me? "No."

Negative 2. Tell me about this picture. "It looks like a riot." Is there anything more you would like to tell me? "The police are arresting black people."

Positive 3. Tell me about this picture. "A boy is waiting for his sister and she is walking." Why is he waiting for her? "To play a trick on her."

Negative 4. Tell me about this picture. "The teacher is talking to a boy and he looks like he did something wrong." Is there anything more you would like to tell me? "He has a problem."

Negative 5. Tell me about this picture. "Nobody wants to play with the new girl in the class." Is there anything more you would like to tell me? "No."

Neutral 6. Tell me about this picture. "The little girl wants to play with the big girl and she won't play." Is there anything more you would like to tell me? "No."

Positive 7. Tell me about this picture. "The little girl is hugging the big boy." Why is she hugging him? "Because they are brother and sister."
Negative 1. Tell me about this picture. "She can't think about her work." Is there anything more you would like to tell me? "No."

Negative 2. Tell me about this picture. "Somebody got in trouble." Is there anything more you would like to tell me? "The police came because they are fighting."

Positive 3. Tell me about this picture. "That kid is hiding from his mom." Why is he hiding? "They are playing."

Negative 4. Tell me about this picture. "The teacher is mad at him." Why is she mad? "He didn't do his work."

Negative 5. Tell me about this picture. "Everyone is playing and no one will play with her." Why won't they play with her? "She's mad at the others."

Positive 6. Tell me about this picture. "She wants him to play with her." Is there anything more you would like to tell me? "No."

Positive 7. Tell me about this picture. They have their hands around each other." Why do they have their hands around each other? "Because they like each other."

Child: Number 43
School Attended: Horace Mann
Father's Occupation: Hill Air Force Base
Mother's Occupation: Housewife
Age: 9
Sex: Male
Family Size: 6
Parents at Home: Both

Neutral 1. Tell me about this picture. "He's putting his head down on the desk." Why does he have his head on the desk? "To be quiet."

Negative 2. Tell me about this picture. "The police are breaking up a riot." Is there anything more you would like to tell me? "I don't know anymore."

Negative 3. Tell me about this picture. "The girl is hiding and the boy is hiding." Why is he hiding from her? "So she won't find him because he ran away from her."

Positive 4. Tell me about this picture. "The girl teacher is talking to the boy." Why is she talking to the boy? "She is telling him how to do it."

Neutral 5. Tell me about this picture. "The boys and girls are out for recess." Is there anything more you would like to tell me? "They're playing."
6. **Tell me about this picture.** "The girl is pushing the boy." Why is she pushing? "To keep him from knocking her down."

Positive 7. **Tell me about this picture.** "The little girl is hugging the little boy." Why are they hugging? "Cause she likes him."

---

Child: Number 44
School Attended: Horace Mann
Father's Occupation: Weber State College Faculty
Mother's Occupation: Home Music Teacher
Age: 10
Sex: Female
Family Size: 8
Parents at Home: Both

---

Negative 1. **Tell me about this picture.** "She's mad about something." Why is she mad? "About her work."

Negative 2. **Tell me about this picture.** "The police are there and someone has been fighting." Why were they fighting? "They were mad at someone else."

Positive 3. **Tell me about this picture.** "They're playing hide and seek." Is there anything more that you would like to tell me? "They're happy."

Negative 4. **Tell me about this picture.** "That lady is mad at that boy." Why is she mad? "He's been talking of something."

Negative 5. **Tell me about this picture.** "Nobody will play with that girl." Why won't they play with her? "Probably they don't like her."

Positive 6. **Tell me about this picture.** "He's holding her hands cause he doesn't want her to fall." Is there anything more you would like to tell me? "No."

Positive 7. **Tell me about this picture.** "A little girl is hugging a boy." Why are they hugging? "Cause they love each other."

---

Child: Number 45
School Attended: Horace Mann
Father's Occupation: Federal Agent
Mother's Occupation: Housewife
Age: 10
Sex: Female
Family Size: 7
Parents at Home: Both

Positive 1. **Tell me about this picture.** "She's thinking." What is she thinking about? "Her work."
Negative 2. Tell me about this picture. "It's a riot."
Is there anything more you would like to tell me? "The police are stopping it."

Positive 3. Tell me about this picture. "The girl is walking and the boy is hiding."
Why is the boy hiding? "He wants to scare her."

Negative 4. Tell me about this picture. "She is scolding him for doing something wrong."
What did he do wrong? "He was noisy."

Negative 5. Tell me about this picture. "She has no one to play with."
"She's alone at recess."
Why is she alone? "She is new."

Positive 6. Tell me about this picture. "She is playing with her big sister."
Is there anything more you would like to tell me? "They're talking."

Negative 7. Tell me about this picture. "She's with her big brother."
Because she's scared."
Why is she scared? "Of a bigger kid."

Child: Number 46
School Attended: Horace Mann
Father's Occupation: Telephone Repairman
Mother's Occupation: School Teacher
Age: 10
Sex: Female
Family Size: 4
Parent at Home: Both

Positive 1. Tell me about this picture. "It's in class and the girl is resting, or thinking about her work."
Is there anything more you would like to tell me? "No."

Negative 2. Tell me about this picture. "They are breaking up a fight."
Is there anything more you would like to tell me? "It is in the street."

Neutral 3. Tell me about this picture. "A boy is peeking around."
Why is the boy peeking around? "He's looking at the building or something."

Negative 4. Tell me about this picture. "The boy got in trouble and the boy is listening while the teacher is talking to him."
Is there anything more you would like to tell me? "No."

Negative 5. Tell me about this picture. "She doesn't have anyone to play with."
Why doesn't she? "Because they are with somebody else."

Positive 6. Tell me about this picture. "She is trying to get her big sister to play with her."
Is there anything more you would like to tell me? (Shook her head—no.)
Negative 7. **Tell me about this picture.** "The little girl is scared of something." **Why is she scared?** "Of some big kids."

Child: Number 47  
School Attended: Horace Mann  
Father's Occupation: Carpenter  
Mother's Occupation: Housewife  
Age: 10  
Sex: Female  
Family Size: 7  
Parents at Home: Both

Neutral 1. **Tell me about this picture.** "She has her head down on her desk." **Why do you think she has her head on her desk?** "I don't know."

Neutral 2. **Tell me about this picture.** "Some people are walking around." **Why are they walking around?** "I don't know."

Positive 3. **Tell me about this picture.** "She's looking for the boy." **Why is she looking for him?** "He is peeking around and she knows cause she has a smile on her face."

Negative 4. **Tell me about this picture.** "The lady is talking to the boy. She looks mad." **Why is she mad?** "I don't know."

Neutral 5. **Tell me about this picture.** "Other children are playing and she isn't." **Why isn't she playing?** "I don't know."

Positive 6. **Tell me about this picture.** "They're playing and he's lifting her up." **Is there anything more you would like to tell me?** "No."

Neutral 7. **Tell me about this picture.** "They're looking at someone or maybe a dog." **Is there anything more you would like to tell me?** "No."

Positive 1. **Tell me about this picture.** "They're trying to think of something she has written on the paper." **Is there anything more you would like to tell me?** "No."
Negative 2. Tell me about this picture. "Some high school kids are marching and the police are holding it up." Is there anything more you would like to tell me? "No."

Positive 3. Tell me about this picture. "That boy is hiding and he is going to spring on his sister." Why is he going to spring on her? "Cause he is playing with her."

Positive 4. Tell me about this picture. "The boy raised his hand and the teacher came to help him." Is there anything more you would like to tell me? "No."

Neutral 5. Tell me about this picture. "She is waiting for the bus." Is there anything more you would like to tell me? "It's a school bus."

Negative 6. Tell me about this picture. "They're playing and she hit him. " "He is telling her to quit it." Is there anything more you would like to tell me? "No."

Negative 7. Tell me about this picture. "Someone scared them and she grabbed him so they wouldn't get hurt." Why are they scared? "Of a big man."

Child: Number 49
School Attended: Horace Mann
Father's Occupation: High School Teacher
Mother's Occupation: Internal Revenue Service
Age: 10
Sex: Female
Family Size: 5
Parents at Home: Both

Neutral 1. Tell me about this picture. "She has her head down on the desk." Why does she have her head down? "I don't know."

Positive 2. Tell me about this picture. "The police are getting them out of the street." Why are the police getting them out of the street? "So the cars can go by."

Neutral 3. Tell me about this picture. "The little boy is watching the lady go down the street." Why is he watching her? "I don't know."

Neutral 4. Tell me about this picture. "The teacher is calling on him to read or give an answer." Is there anything more you would like to tell me? "No."

Negative 5. Tell me about this picture. "A girl is watching children run by." Why is she watching them? "Because she can't play."
6. **Tell me about this picture.** "A boy just came home and his sister is happy to see him." Is there anything more you would like to tell me? "No."

7. **Tell me about this picture.** "They are poor kids and the sister is hugging him." "Maybe she is scared of something." **Why is she scared?** "I don't know."

**Child:**
- Number 50
- School Attended: Horace Mann
- Father's Occupation: Hill Air Force Base
- Mother's Occupation: Housewife
- Age: 10
- Sex: Female
- Family Size: 9
- Parents at Home: Both

---

1. **Tell me about this picture.** "A girl has her head down." **Why does she have her head down?** "She's thinking."

2. **Tell me about this picture.** "The police are going to get someone." **Why are they going to get someone?** "Because they robbed a store."

3. **Tell me about this picture.** "A girl is trying to find her little brother." **Why is she trying to find him?** "They are playing hide and seek."

4. **Tell me about this picture.** "The teacher is trying to explain something and he doesn't understand." Is there anything more you would like to tell me? "No."

5. **Tell me about this picture.** "A girl is sad and no one will play with her." **Why won't they play with her?** "They don't like her cause she's mean."

6. **Tell me about this picture.** "A boy is taking his sister home." **Why is he taking her home?** "She got stung by a bee."

7. **Tell me about this picture.** "A girl is hugging a boy to be protected because she is probably scared." **Why is she scared?** "Of a dog."

---

**Child:**
- Number 51
- School Attended: Horace Mann
- Father's Occupation: Hill Air Force Base
- Mother's Occupation: Housewife
- Age: 9
- Sex: Female
Family Size: 6
Parents at Home: Both

Negative 1. Tell me about this picture. "She is leaning over because she is sad." Why is she sad? "I don't know."

Positive 2. Tell me about this picture. "Looks like someone is in an accident and the police came." Is there anything more you would like to tell me? "The people are gathered around."

Neutral 3. Tell me about this picture. "The little boy is waiting for his sister." Why is he waiting? "I don't know."

Negative 4. Tell me about this picture. "The teacher is talking to the little boy. Maybe he did something wrong." What did he do wrong? "He was reading the wrong book."

Negative 5. Tell me about this picture. "That girl doesn't have anyone to play with and no friends." Why doesn't she have any friends? "She is new in School."

Positive 6. Tell me about this picture. "Maybe the girl and boy are in the same family and are playing together." Is there anything more you would like to tell me? "It's her brother."

Positive 7. Tell me about this picture. "Two little babies and they are playing together." Is there anything more you would like to tell me? "They look like brother and sister."

Child: Number 52
School Attended: Horace Mann
Father’s Occupation: Auto Parts Co.
Mother’s Occupation: Internal Revenue
Age: 9
Sex: Female
Family Size: 7
Parents at Home: Both

Positive 1. Tell me about this picture. "She's thinking." Why is she thinking? "I don't know."

Neutral 2. Tell me about this picture. "He is trying to look for some bad people." Is there anything more you would like to tell me? "He is seeing if he can see any."

Positive 3. Tell me about this picture. "They're playing hide and seek." Is there anything more you would like to tell me? "No."

Negative 4. Tell me about this picture. "The teacher is scolding him for doing something wrong." What did he do wrong? "He was reading the wrong book."
Negative  5. **Tell me about this picture.** "She has no friends to play with." Why doesn't she have any friends? "Because she is just new."

Positive  6. **Tell me about this picture.** "The little girl got hurt and the boy came to help her." Is there anything more you would like to tell me? "He's sorry."

Positive  7. **Tell me about this picture.** That little girl loves that boy. Is there anything more you would like to tell me? "He loves her, too.

Child:  Number 53
School Attended:  Horace Mann
Father's Occupation:  Welder
Mother's Occupation:  Internal Revenue
Age:  9
Sex:  Female
Family Size:  5
Parents at Home:  Both

Negative  1. **Tell me about this picture.** "The lady put her head down." Why did she put her head down? "She can't think of a problem."

Negative  2. **Tell me about this picture.** "The police are getting after some black people." Why are they getting after them? "I don't know."

Neutral  3. **Tell me about this picture.** "The mom is trying to find the boy." Why is she trying to find him? "She wants him to come home."

Negative  4. **Tell me about this picture.** "The teacher is getting after the boy." Why is she getting after him? "He was eating in class."

Negative  5. **Tell me about this picture.** "Looks like the girl has no friends." Why doesn't she have any friends? "They don't like her."

Neutral  6. **Tell me about this picture.** "Looks like a little girl wants her brother to do something for her." Is there anything more you would want to tell me? "She wants to go to the store."

Positive  7. **Tell me about this picture.** "It looks like a baby is hugging the brother." Why is she hugging him? "Cause she likes him."

Child:  Number 54
School Attended:  Horace Mann
Father's Occupation:  Mailman
Mother's Occupation:  Piano Teacher
Age:  10
Sex:  Female
Family Size:  6
Parents at Home:  Both
Negative 1. Tell me about this picture. "She looks kind of sick." Is there anything more you would like to tell me? "Her paper is under her."

Positive 2. Tell me about this picture. "Those policemen look like they are helping them across the street." Is there anything more you would like to tell me? "No."

Positive 3. Tell me about this picture. "That lady is coming along and that boy is hiding from her." Why is he hiding from her? "Maybe she is playing with him."

Positive 4. Tell me about this picture. "That lady is helping that boy." Is there anything more you would want to tell me? "The other three are studying."

Neutral 5. Tell me about this picture. "All the others are playing, but one girl has nothing to do." Is there anything more you would want to tell me? "No."

Positive 6. Tell me about this picture. "She wants him to play with her." Is there anything more you would want to tell me? "He's holding her hands."

Positive 7. Tell me about this picture. "The little girl is hugging or loving her brother." Is there anything more you would want to tell me? "No."

Child: Number 55
School Attended: Horace Mann
Father's Occupation: Radar-Hill Air Force Base
Mother's Occupation: Housewife
Age: 9
Sex: Female
Family Size: 5
Parents at Home: Both

Negative 1. Tell me about this picture. "She's crying." Why is she crying? "Someone hit her."

Negative 2. Tell me about this picture. "It looks like a riot." Is there anything more you would want to tell me? "No."

Negative 3. Tell me about this picture. "That lady is coming after that kid." Why is she coming after him? "He is late coming home."

Positive 4. Tell me about this picture. "The teacher is helping that kid." Why is she helping him? "With his reading."
Neutral 5. Tell me about this picture. "A little girl is watching someone playing." Why is she watching them? "She wants to play."

Positive 6. Tell me about this picture. "A little girl wants to play with her brother." Is there anything you would like to tell me? "No."

Positive 7. Tell me about this picture. "A boy and girl are together." Why are they together? "I don't know, maybe because they love each other."

---

Child: Number 56
School Attended: Horace Mann
Father's Occupation: Machinist
Mother's Occupation: Housewife
Age: 9
Sex: Female
Family Size: 5
Parents at Home: Both

Neutral 1. Tell me about this picture. "She put her head down." Why does she put her head down? "The teacher told them to be quiet."

Neutral 2. Tell me about this picture. "A whole bunch of people are in the road." Why are they in the road? "Maybe an accident."

Negative 3. Tell me about this picture. "A girl is walking and the boy might want to scare her." "He doesn't like her." Why doesn't he like her? "I don't know."

Positive 4. Tell me about this picture. "Maybe the boy doesn't like to do something and the teacher is helping him." Is there anything more you would like to tell me? "No."

Negative 5. Tell me about this picture. "Everyone is playing but her, and she doesn't have anyone to play with." Why doesn't she have anyone to play with? "Maybe she is new in the school."

Positive 6. Tell me about this picture. "She's playing with him." Is there anything more you would want to tell me? "No."

Negative 7. Tell me about this picture. "Maybe she's scared and she went to him." Why is she scared? "Maybe there is a dog."

---

Child: Number 57
School Attended: Horace Mann
Father's Occupation: Private Investigator
Mother's Occupation: Secretary
Age: 9  
Sex: Female  
Family Size: 4  
Parents at Home: Both

Negative 1. Tell me about this picture. "She is crying." Why is she crying? "Because she failed a test."

Negative 2. Tell me about this picture. "They arrested someone." Why did they arrest someone? "Because they stole something."

Positive 3. Tell me about this picture. "They are playing hide and seek." Is there anything more you would like to tell me? "No."

Positive 4. Tell me about this picture. "The teacher is helping him with his reading." Is there anything more you would like to tell me? "No."

Neutral 5. Tell me about this picture. "She is waiting for her mother." Is there anything more you would like to tell me? "No."

Positive 6. Tell me about this picture. "They are playing together." Is there anything more you would like to tell me? "They're playing pat-a-cake."

Positive 7. Tell me about this picture. "It's a girl and her brother. They're hugging." Why are they hugging? "Because they love each other."

Child: Number 58  
School Attended: Horace Mann  
Father's Occupation: Internal Revenue  
Mother's Occupation: Internal Revenue  
Age: 10  
Sex: Female  
Family Size: 7  
Parents at Home: Both

Neutral 1. Tell me about this picture. "She's tired." Is there anything more you would like to tell me? "No."

Negative 2. Tell me about this picture. "It looks like a riot." Is there anything more you would like to tell me? "The police are there to arrest them."

Positive 3. Tell me about this picture. "They're meeting each other." Why are they meeting? "To go to school together."

Negative 4. Tell me about this picture. "She's talking to him." Why is she talking to him? "She's telling him to be quiet."
5. Tell me about this picture. "The kids won't play with her." Why won't they play with her? "Because they don't like her."

Positive  6. Tell me about this picture. "They're playing with each other." Is there anything more you would like to tell me? "They're having fun."

Positive  7. Tell me about this picture. "They're hugging." Why are they hugging? "They like each other."

Child: Number 59
School Attended: Horace Mann
Father's Occupation: Sheep Cutter
Mother's Occupation: Housewife
Age: 10
Sex: Female
Family Size: 6
Parents at Home: Both

Negative  1. Tell me about this picture. "She was getting into trouble." Why was she getting into trouble? "For talking."

Neutral  2. Tell me about this picture. "Some people are walking across the street." Is there anything more you would like to tell me? "No."

Negative  3. Tell me about this picture. "A lady is walking and a boy is looking." Why is the boy looking? "Because she looks funny."

Negative  4. Tell me about this picture. "The teacher is talking to him." Why is she talking to him? "He was not doing his work."

Neutral  5. Tell me about this picture. "She is just out of school and is standing." Why is she standing there? "She is waiting for someone."

Neutral  6. Tell me about this picture. "She wants to go with that kid." Why does she want to go? "She wants to go to the store."

Positive  7. Tell me about this picture. "She is hugging her brother." Why is she hugging him? "Cause she loves him."

Child: Number 60
School Attended: Horace Mann
Father's Occupation: Hercules Plant
Mother's Occupation: Beautician
Age: 9
Sex: Female
Family Size: 5
Parents at Home: Both
Neutral 1. Tell me about this picture. "She is trying to read and can't. " Is there anything more you would like to tell me? The lady is helping her."

Negative 2. Tell me about this picture. "The police are trying to get someone." Is there anything more you would like to tell me? "No."

Negative 3. Tell me about this picture. "That girl is trying to find him." Why is she trying to find him? "Because he did something wrong and broke a rule."

Negative 4. Tell me about this picture. "That boy got in trouble and she is talking to him." Why did he get in trouble? "For not doing his work."

Negative 5. Tell me about this picture. "She is waiting for someone and is scared." Why is she scared? "She's afraid someone won't come and pick her up."

Positive 6. Tell me about this picture. "She wants him to play catch." Is there anything more you would like to tell me? (Shook her head--no.)

Positive 7. Tell me about this picture. "He probably did something for her and she is loving him for it." Is there anything more you would like to tell me? "He helped her."