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INTRAFAMILIAL INTERACTION ANALYSIS

By

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INTRAFAMILIAL INTERACTION ANALYSIS

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TABLE OF CONTENTS

Chapter	Page
I. FOUNDATIONAL REQUISITES	1
Introduction	1
Statement of the Problem	2
Survey of Relevant Literature	8
II. THE COLLECTION, CLASSIFICATION, AND CODING OF DATA	32
Collection of Data	32
General Observational Instructions	32
Specific Observational Instructions	33
Recording Instructions	34
The Classification of Data	35
Explication of the Coding Procedure	38
III. METHODOLOGICAL FRAME OF REFERENCE	51
Models	51
Relevance of Horney's Model to This Research	51
Borke's Communication Model	53
Incorporation of the Foregoing Models Into the Present Research	56
Hypotheses	59
IV. ANALYSIS OF INTERACTION PATTERNS	67
Reliability	67
Data Analysis	68
Age, Education, and Income Profile of the Mother and Father	68
Temporal Aspects of Observation and the Father's Presence	71
Age, Sex, and Number of Children Involved in the Families Observed	73
Interactional Matrix of Family Members: A Profile of Categorical Intensity and Directionality	77
Hypotheses Considered	93

Chapter	Page
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS FOR FURTHER STUDY	103
Summary and Conclusions	103
Recommendations for Further Study	104
SELECTED BIBLIOGRAPHY	117
APPENDIXES	125
APPENDIX A - FREQUENCY POLYGONS OF THE DIFFERENT FAMILY MEMBERS' INTERACTION IN THE GOING TOWARD AND GOING AGAINST CATEGORIES	126
APPENDIX B - FAMILY INTERACTION COMPUTER PROGRAM	131
APPENDIX C - TWO OBSERVATIONAL STUDIES: EXAMPLES OF CODED RAW DATA	137

LIST OF TABLES

Table	Page
I. Age, Education, and Income Profile of the Mother and Father	69
II. Length of Time Observer Spent in the Home and the Number of Hours Father Present	73
III. Age, Sex, and Number of Children in the Families Observed	74
IV. Number and Percentage of Males and Females According to School Classification	75
V. Sex and Position of Child in Family Constellation	76
VI. Interactions Initiated by the Father With Other Family Members	79
VII. Interactions Initiated by the Mother With Other Family Members	80
VIII. Interactions Initiated by Son 1 With Other Family Members	82
IX. Interactions Initiated by Daughter 1 With Other Family Members	83
X. Interactions Initiated by Son 2 With Other Family Members	84
XI. Interactions Initiated by Daughter 2 With Other Family Members	85
XII. Interactions Initiated by Son 3 With Other Family Members	86
XIII. Interactions Initiated by Daughter 3 With Other Family Members	87
XIV. Total Interactions Initiated by Children by Directional Categories	89

Table	Page
XV. Mean Number of Acts Per Child and Average for Birth-Order Position	90
XVI. Children's Initiated Acts Per Hour Toward the Parents	91
XVII. Tendencies of Different Family Members to be "Directive"	93
XVIII. Proportion and Number of Children's Petitionary Acts by Age and Sex	96
XIX. Total Communication Proportions of Parent-Child and Child-Child Variety	101

LIST OF FIGURES

Figure	Page
1. Children's Petitionary Acts by Age and Sex	97
2. Mean Scores of Children's Resistance to Parents	99
3. Children's Resistant Acts Per Hour to Parents	100
4. Per Cent of Acts of Father and Mother in Going Toward Category	127
5. Per Cent of Acts of Father and Mother in Going Against Category	127
6. Per Cent of Acts of Son 1 and Daughter 1 in Going Toward Category	128
7. Per Cent of Acts of Son 1 and Daughter 1 in Going Against Category	128
8. Per Cent of Acts of Son 2 and Daughter 2 in Going Toward Category	129
9. Per Cent of Acts of Son 2 and Daughter 2 in Going Against Category	129
10. Per Cent of Acts of Son 3 and Daughter 3 in Going Toward Category	130
11. Per Cent of Acts of Son 3 and Daughter 3 in Going Against Category	130

CHAPTER I

FOUNDATIONAL REQUISITES

Introduction

"The animal mates, but man marries. The significance of this distinction is simple and clear. Mating is biological, while marriage is social and cultural" (Burgess, Locke, and Thomes, 1963, p. 1). The social and cultural implications cannot be separated from the institution of marriage. Although neither may completely control the other, their functions are inseparably reciprocal. Man created society, but he is also created by it. The family has the major role in preparing man to live in a social world, but the social world has preconditioned the parents to prepare their children in a unique way to live in a particular society. Such socialization practices may vary from society to society depending on the acceptable behavior in that society. "The child is the father to the man" (Wordsworth).

Kephart (1966) indicates that the family is the oldest and most remarkable institution known to man. There are many definitions of the family, but the broadest and most inclusive definition acceptable to the majority of social scientists is stated by Christensen (1964): The family is an institutionalized mating arrangement between human males and females for the purpose of procreating progeny.

Marriage forms have varied from culture to culture, and from

century to century, but because of the dominant influence of Christianity in the early centuries, and the dominant Judeo-Christian position of one man for one woman, monogamy became, and remains, the predominant form of marriage in the world today. Such universality distinguishes the relationship of marriage, and subsequently the family, as a prestigious institution in the social world.

Leslie (1967) points out that social scientists usually agree on certain functional requisites which are considered necessary for the maintenance of social survival. These are basically, the provision for the continued biologic functioning of the members of the society; the provision for reproduction of new members; the socialization of new members into the society; the arrangement for production and distribution of goods; provision for maintaining social order within the group and also with outsiders; and defining the meaning of life for the members of society so that motivation for survival can be maintained. Most of these functions are directly related to the family. It is undeniable that the family has a major role in the continuation or discontinuation of a society.

Statement of the Problem

Familial research has been limited almost exclusively to the twentieth century. Christensen (1964) conceptualized four stages or periods through which he viewed the progress of family research: Christensen's first period included the fifty years prior to 1850 and he refers to this period as the preresearch period. It was characterized by "poetic fantasies and philosophical speculations." Moralistic exhortations and religious beliefs provided a base for existing

folkways. There were pronouncements as to what a "good" and "bad" marriage was made of, but most of these pronouncements were arbitrary.

The second period was from 1850 to 1900, and this period is referred to as that of Social Darwinism. Scholarly literature began to appear which reflected upon the family. Darwin's theory of biological evolution caused social scientists to question the possibility of social evolution. The family was studied primarily from an anthropological and macroscopic perspective.

The third period lasted from 1900 to 1950. This stage of the development of familial research is called the period of emerging science. Beginning with the 1900's, research began to utilize techniques and methods developed in England for studying social science. Among the outstanding pioneers in family research were: Le Play, Komarovsky, Waller, Cooley, Park, Mead, Thomas, and Burgess. By 1939, Burgess and Cottrel had introduced statistical prediction into family research and from there significant strides were taken in certain areas regarding family research.

Christensen's last period began in 1950 and is continuing at the present. He referred to this stage as one of systematic theory building. Among the sciences, the most difficult to research in a value-free method is probably in the area of social science. The problem of objectivity has continually plagued the social scientist. His own philosophy, his orientation, and bias has caused truth-seeking objective analysis to be a rare commodity. Progress has been made, and one can see the sophistication which has become a reality in recent years. Optimistic about the future of research in the family field, Christensen states:

A part of this movement is a growing tendency for greater coordination of research effort. This takes two forms: first, there is the emerging practice of researchers banding together into interdisciplinary and/or cross cultural teams; and second, there is the increasing practice of researchers staying with the same theme and following through with a series of consecutive studies so that their results become cumulative over time (1950, p. 17).

Even within the twentieth century, research done on the family has been extremely eclectic. Very little systematizing has been accomplished, but on a macroscopic level, several conceptual frameworks have evolved which are worthy of note. Christensen (1964) and Nye and Berardo (1966) agree on the delineation of these different frameworks. These frameworks have enabled the family researcher to work within a particular frame of reference with some degree of common understanding with fellow researchers.

Generally speaking, the most important and most used frameworks include the: institutional, structural-functional, interactional, situational, and developmental. There are additional frameworks used for familial research, but most of the literature includes research couched in one or more of the foregoing.

The institutional framework is one of the earliest approaches, and was used extensively by anthropologists. Institutions were viewed as organisms fulfilling necessary functions of society. The approach has been used for the purpose of comparison and description. The family may be viewed in social analysis as both a dependent and independent variable. It can work upon society for change and can be worked upon by society to change. The family is one of the institutions in society which is given the responsibility of socialization which means teaching the dominant values to new social initiates. The philosophy of the institutionalist is that the institution of the family takes precedence

over the individual, that institutions have developed in response to basic individual needs, that these institutions vary according to the culture, that family life is better than single life, that children are desirable in marriage, and familial stability is more important than personal happiness. Among the outstanding family researchers who have used the institutional approach either by itself, or in conjunction with another approach, are: Goode, Burgess, and Locke, Kenkel, Kirkpatrick, Truxal and Merrill, Nimkoff, Sirjamaki, and Zimmerman (Koenig and Bayer, 1966; Sirjamaki, 1964; Broderick, 1971).

The terms structure-functional often appear together when being used to identify a theoretical approach. They indicate that there are certain boundary-maintaining limits for the structure, and that there are certain functional imperatives for maintenance and stability. Durkheim refers to the perspective that the function of a social institution is the correspondence between it and the needs of society. This approach presupposes that society has already identified and defined the roles which various family members are to play, has delineated the division of labor between male and female members of the society, and established prescriptions and proscriptions for the family as an institution. In the main, there is more of a tendency for the structural-functionalists to view the family as a subsystem of the larger society than to view it as a functioning system within itself. Studies of import which have utilized this approach have been done by Hill and Hansen, Goode, Winch, Bell and Vogel, Levy, Pitts, and Coser (Pitts, 1964; Broderick, 1971; and McIntyre, 1966).

The interactional framework is probably the most common and most often used method of viewing the family. This approach involves

basically a study of interactions within the nuclear unit. Family members are viewed as interacting groups rather than as a legal or institutional entity. Socialization of the child is done, in part, by the child observing the roles played by other members of the family. The interactional framework has been instrumental in shifting the view of the family from a static social unit to that of a living, dynamic, functioning entity. Men whose work has contributed to the development of this approach, and others who have used it include: Cooley, Mead, Thomas and Thomas, Thomas and Znaniecki, Bossard, Cavan, Stryker, Rose, Hill, Koos, and Foote and Cottrel. Schvaneveldt (1964, p. 99) makes the following statement:

In summary it may be said that the interactional approach strives to interpret family phenomena in terms of internal processes. These processes consist of role-playing, status relations, communication problems, decision-making, stress reactions, and socialization processes. (Stryker, 1964; Schvaneveldt, 1966; and Broderick, 1971.)

The situational approach to family research is very much like that of the interactional approach, but in this approach the interaction is not emphasized. The emphasis is on the family as a social situation for behavior. The social situation consists of stimuli which are external to the organism and work upon the organism as a unit. Each situation is studied from a subjective perspective. The approach is basically atomistic rather than configurational. It does not give the researcher information which may be applied to larger segments of a society. Bossard and Boll (1943, 1950) were the proponents of this approach, but it has never taken hold among other family researchers to any noticeable degree. Bossard and Boll saw the family as a miniature society with a culture all of its own, and the child sees his cultural

heritage through the eyes of his family (Stryker, 1964; Rallings, 1966).

The developmental approach is actually an outgrowth from a combination of other theoretical frameworks. Hill and Hansen (1960) indicate that this approach brings together from rural sociologists the idea of stages of the life cycle, from the child psychologists' and human development researchers' concepts of developmental needs and tasks, from the sociology of the professions the idea of the family as a set of mutually contingent careers, and from the structure-function and interactional theorists such concepts as age and sex roles, plurality patterns, functional prerequisites, and other concepts which view the family as a system of interacting actors. This approach has been gaining in use since more studies are being done with a longitudinal emphasis on the changes which take place both externally and internally over a given period of time. Broderick (1971) points out that a survey of the literature indicates that there is an increasing number of contemporary developmental studies such as those of Burgess and Wallin, Foote, Blood, and Wolfe, Rodgers, Feldman, and Kirkpatrick.

This research paper is concerned principally with the interactional approach. The focus is upon the process of role-playing, communication, decision-making, stress, directionality of dyadic communication, and intensity of communication.

The data gathered for this research resulted from direct observation of one hundred families within the familial setting. The observers attempted to transcribe every verbal interaction that took place between or among family members during the period of one day. The major object of this research is to ascertain the type, direction, and intensity of the interaction which takes place within the family under as "normal"

conditions as possible during the period of one day (see Appendix C).

Survey of Relevant Literature

As early as 1922, Charles Horton Cooley conceptualized the idea of the "primary group". Cooley's idea of the primary group included face-to-face interaction and association. Martindale (1960) points out that the chief properties of Cooley's primary groups were: face-to-face association, unspecified nature of associations, relative permanence, a small number of persons involved, and a relative intimacy of participants. According to the properties set forth above, the family is an ideal example of the primary group and can be analyzed as such. Subsequent studies of interpersonal relationships such as those made by Bales utilize the principles set forth by Cooley.

Attempts to develop systematic techniques for observing interpersonal behavior first appeared in the literature in the early thirties. Dorothy Thomas and her co-workers published the pioneer work in this area in 1933 (Borke, 1967, p. 13).

This early work simply marked the origin of such techniques and did little to correlate it with any theory, however, numerous studies since have attempted to develop more sophisticated methods for analyzing interpersonal behavior.

Woodcock (1941) published a study which she had made as a teacher entitled Life and Ways of the Two-Year Old in which she includes actual observational experiences with young children. The following quotations regarding explanation and actual behavior are taken from her chapter on action:

The major drive of the two-year-old is for activity and experimentation with his developing muscular skills. He has already achieved a walking pattern, not quite mature as yet but

adequate to his needs for carrying him about, a jerky trot, and up-and-down patter, a 'trudge', or a rocking side-to-side roll. . . .

Nora again walked around on her heels and later on her toes. . . .

Pat walked forward and backward on his heels, then changed to a flat footed, stiff-kneed walk forward (p. 38).

She elaborates further on the different activities and interest of two-year-olds, but the primary concern for the researcher of the present study is that her study was basically observational.

In 1945, Horney developed a theoretical framework for classifying interpersonal behavior. Her work was directed more toward the psychological than sociological classifications of interpersonal behavior, but her broad categories of "moving toward people", "moving against people", and "moving away from people", have proven helpful in the study made by Borke in 1967 and by the study made by this researcher. Horney's broad categories mentioned above are used extensively in this present research and will be elaborated on further in subsequent chapters of this study.

By following the chronological order of major research in the area of observation of interpersonal interaction, Steinzer' study done in 1949 is of great import. His experiment included the observation of groups with no more than ten persons per group. The behavior of these persons within these groups was scored by at least two judges. His purposes were multiple, including the establishment of reliability in the scoring between the judges, and the development of indices which served as guidelines for the scoring. His categories which express intent are as follows:

- (1) activate or originate
- (2) structure and delimit

- (3) diagnose by labelling
- (4) evaluate
- (5) analyze and explore
- (6) express and give information
- (7) seek information to learn
- (8) clarify confusion
- (9) defend
- (10) offer solution
- (11) conciliate
- (12) understand and reflect
- (13) give support
- (14) seek support
- (15) oppose and attack
- (16) show deference
- (17) conform
- (18) entertain
- (19) miscellaneous (all unclassified activity)

The above categories have served as a springboard for other researchers seeking to build categories for classifying-interpersonal behavior.

One of the most detailed and minute studies done in this area which concerns observing a person's behavior over a given period of time, was done by Barker and Wright in 1949. Their observation of every detail in the life of a seven-year-old for one fourteen-hour day resulted in the publication of a book, One Boy's Day.

The boy's activities during the day were recorded by several different observers who met later and corroborated their recordings of his

activities. The authors' observation regarding the reader's understanding of the action is, in part, given below:

The aim . . . has been to trace in the record the whole course of the behavior which the observer saw and reported with due regard for the many different things that Raymond did. Raymond's every action on April 26, 1949, was a part of a continuum. Further, many of his smaller actions occurred as parts of more or less extended episodes. For these reasons, every possible precaution has been taken against splitting the real units of the ongoing behavior apart so that they cannot be put back together. At the same time, we have tried not to join actions which belong apart. A task of first importance for all who study the record must be the one finding what goes with what, of discriminating the larger and smaller units of behavior in Raymond's day (Barker and Wright, 1945, pp. 9-10).

The incredible fact about the undertaking mentioned above is that it took the authors 422 pages to record the actual happenings in the life of one individual for the period of one day.

Bales (1950, 1970) has two major publications which discuss his theory of interpersonal process and analysis. In his earlier publication in 1950, Bales developed what he refers to as Interaction Process Analysis. This system of classification was designed to study interpersonal behavior in small groups. Bales points out that the term "process-analysis" is meant to distinguish the method from various modes of "content-analysis". The interaction categories do not necessarily classify what is said, that is the content of the message, but rather how the persons communicate, and who does what to whom in the process (time order) of their interaction.

Bales conceptualized the ideal size of a group for observational purposes to be no more than five. His contention is that when more than five persons interact, no one observer is able to observe and record with any degree of accuracy. Because of the widely used categories

which Bales developed, it is expedient that they be enumerated below as they appeared in Personality and Interpersonal Behavior (1970, p. 96).

A. Positive (and Mixed) Actions

- (1) seems friendly
- (2) dramatizes
- (3) agrees

B. Attempted Answers

- (4) gives suggestion
- (5) gives opinion
- (6) gives information

C. Questions

- (7) asks for information
- (8) asks for opinion
- (9) asks for suggestion

D. Negative (and Mixed) Actions

- (10) disagrees
- (11) shows tension
- (12) seems unfriendly

The above list includes five basic changes from his (IPA) categories of 1950. The changes between the earlier and later categories are listed below in numerical order: (1) shows solidarity, (2) shows tension release, (6) gives orientation, (7) asks for orientation, and (12) shows antagonism. Bales explains that the categories developed in his 1970 publication are more definitive of action than the original categories were.

Bales also made a valuable contribution to sociological research regarding small groups by the development of his dimensional indices of

"up", "down", "forward", "backward", "positive", and "negative". These directional indicators referring to dominance, task orientation, and friendliness may be used separately or in combination form such as UPF (upward-positive-forward), or DBN (downward-backward-negative), or in many other combinations which enables an observer to detect the orientation of action within the small group.

Freedman, Leary, Ossorio, and Coffy (1951) collaborated on an article regarding the dimensions of personality as it is manifested in interpersonal communication. The primary object of their research was to discern the difference in personality reaction as observed from three different "levels". Their tripartite division of personality included:

Public Level - Level I:

Ratings of behavior or performance was made by professional observers or by fellow subjects. These included sociometric ratings under circumstances of individual psychotherapy, group psychotherapy, assessment situations, and play situations.

Conscious Level - Level II:

In this category, the ratings of the subject's descriptions or perceptions of himself and others were determined by an autobiography, interview, questionnaire, content of verbalizations while in psychotherapy, personality inventory or an adjective check list.

Private Level - Level III:

The requirements of this category were for the person to rate himself and others as he conceptualized them from sources of dreams, waking fantasies, creativity and art production, and the Thematic Apperception Test.

For practical purposes, the most relevant level of the above lies

primarily in Level I. Basically, the design for measurement consisted of a small group in psychotherapeutic situations being rated by at least three judges who concentrated on the interpersonal relationships. The judges used a predesigned table of interpersonal indices aimed at measuring the intensity and type of communication which occurred in the group. This researcher felt that the following indices of Level I were important enough to enumerate as they are listed below:

A. Dominate

- (1) direct
- (2) command
- (3) order

B. Boast

- (1) resist actively
- (2) establish independence

C. Reject

- (1) withhold
- (2) refuse
- (3) take forcibly
- (4) compete

D. Punish

- (1) challenge
- (2) mock
- (3) press
- (4) threaten

E. Hate

- (1) condemn
- (2) criticize

(3) disapprove

(4) disaffiliate

(5) attack

F. Complain

(1) resist passively

(2) nag

(3) sulk

(4) disobey

G. Distrust

(1) demand

(2) accuse

(3) suspect

H. Condemn Self

(1) retreat

(2) withdraw

(3) yield

(4) apologize

I. Submit

(1) defer

(2) obey

J. Admire

(1) asks opinion

(2) inquire

(3) respect

K. Trust

(1) ask help

(2) depend

L. Cooperate

- (1) agree
- (2) confide
- (3) conciliate
- (4) accept
- (5) participant observation

M. Love

- (1) affiliate
- (2) approve
- (3) praise

N. Support

- (1) pity
- (2) sympathize
- (3) reassure

O. Give

- (1) offer help
- (2) offer suggestion
- (3) interpret

P. Teach

- (1) give opinion
- (2) summarize
- (3) clarify
- (4) inform
- (5) advise

The reader can readily see that many of the foregoing categories of Freedman and his associates are closely related to those listed by Steinzer and Bales. The interpersonal indices listed above were rated

by the judges on the basis of perceived intensity on a numerical continuum of 1 to 3. The greater the intensity of the interaction and response, the higher the rating. Low intensity was rated as 1, average as 2, and intense interaction was given a 3 rating. A profile of the findings and analysis is exemplified below:

Subject	Group Psychotherapy Passage	Interpersonal Mechanism	Descriptive Verb	Intensity
BB	"You might be right. I don't know."	P	interpret	2
AA	"I'm not going to be pushed around either. I would have reacted as you did in that situation."	M	accept	1
		L	resist	1

Prior to consensual pooling, the judges agreement percentage was seventy-four among all three judges: fourteen per cent agreement of two judges, with the disagreement of one; and twelve per cent disagreement among three judges. Levels II and III are illustrated similarly, but they are less relevant to this research in the familial area.

Another study by Barker and Wright (1954) was applied to a small town where every activity which involved members of the town was observed. The study contains demographic data regarding family size, income, geographic location within the town, and other descriptive data about each member of the family. The bulk of their study was done on the functional aspects of the various agencies of the town and how the residents related to them. There are some very helpful data supplied by the authors regarding the observations of interpersonal relationships

on a macroscopic level. Data gathered from the study of Midwest and its Children

. . . suggest the estimate of 60 to 80 percent of the episodes of Midwest children involve them in active relationships with mothers, fathers, teachers, neighbors, peer friends, pets, and other social habitat objects (Barker and Wright, 1954, p. 42).

In order to ascertain the direction, meaning, and intensity of the relationships, it was necessary for the authors to develop an analytical scheme for descriptive analysis. Even though the following psychological description categories differ somewhat from others found in this research paper, they are relevant for measuring interpersonal behavior in the sense that it was measured by Barker and Wright. The following are their categories of psychological description:

A. Matrix Factors

- (1) associate complexity
- (2) sociality of episode
- (3) action circuit
- (4) social field potency
- (5) action sequence
- (6) relative power
- (7) strength and motivation
- (8) centrality of motivation
- (9) episode weight
- (10) behavior setting

B. Action Modes

- (1) dominance
- (2) aggression
- (3) resistance

(4) submission

(5) nurturance

(6) appeal

(7) avoidance

C. Action Attributes

(1) pressure

(2) affection

(3) mood

(4) evaluation

D. Interplay Variables

(1) interplay type

(2) accord

E. Subject Constants

(1) age

(2) sex

(3) social group

F. Associate Constants

(1) age and sex

(2) social group

(3) role classification

These categories relate more to community indices than to those found within the family.

Bossard and Boll (1954) devote an entire chapter in their book, The Sociology of Child Development, to familial interaction as it occurs at the table. Mealtime affords an opportunity for the entire family, in most cases, to be together in close proximity. Even though the mealtime in contemporary society may be much less important to the family members

than it traditionally was, it still gives the family an opportunity to function as a primary group in the sense that Cooley conceptualized it. The members are normally seated where there is some degree of face-to-face confrontation so that any family member who speaks is in direct contact with someone else. Some familial activity such as eating, gives the family members an option of sharing with each other about any matter which affects one or all of the other family members. Such familial activity affords the observer an excellent opportunity for recording maximal activity and interaction.

Levy (1958) conducted a survey based on observation of the mother's behavior while nursing her new baby in the hospital. The study was based on the action of nineteen young mothers as they related to their new baby as the baby was brought to their room for nursing. The findings were rated and scored by four different judges and the scores were correlated with scores derived from interviews prior to the time the mother entered the hospital. It was found that a mother who handled her baby carefully and talked baby talk to the child was considered more maternally inclined than a mother who handled her baby more roughly and made no overt display of affection. One of the primary motives for the study was to determine whether or not young mothers who breast-fed their babies acted under observation in accordance with their expressed desire during the earlier interview. Levy's study is important to this research because it is concerned with observation of maternal behavior toward her dependent child.

Realizing that the brunt of child-rearing responsibilities were usually the charge of the mother, Bettelheim (1962) recorded a series of interviews which he engaged in with mothers concerning problems which

they had with their children. This is an unusually frank and open revelation mediated by dyadic social intercourse. It is related to this present research primarily by helping this researcher better understand the mother-child relationships as they were recorded and coded.

Barker (1963) describes in detail some of the problems encountered in his earlier work regarding observing and recording interpersonal behavior. His philosophy is that observed behavior should be recorded as seen by the observer without bias or prejudicial commentary. Streams of behavior which may be considered molar or holistic should be so noted and any molecular or atomistic activity should be properly recorded under or within the stream. The observer must not consider every act or event in the life of the individual which is being observed to be isolated, but rather see it as a part of the ongoing "stream" or process.

Whitaker and Lieberman (1964) developed a set of categories for measuring interpersonal behavior. They were primarily interested in ascertaining certain responses from group therapy. They enumerated three characteristics which they felt were descriptive but definitive of interpersonal behavior. These categories were "unselfish", "sarcastic", and "supercilious". These were subsumed under more general categories of: (1) rating the effective message, (2) categorizing a population of behavioral ratings, and (3) identifying the characteristic interpersonal patterns. For each of the foregoing sequences, the character of: (a) eliciting situation, (b) the behavior, and (c) the responses, were specified.

Kerlinger (1964) points out some pertinent problems with the observational method. He states:

Basically, there are only two modes of observation: we can

watch people do and say things and we can ask people about their own actions and the behavior of others. The principal ways of getting information are by either experiencing something directly, or by having someone tell us what happened (Kerlinger, 1964, p. 504).

Kerlinger says that the major problem with the observational method is the observer himself. When one observes and records, subjectivity is almost inevitable. It is also pointed out by Kerlinger that the fundamental practical job of the observer is to assign behavior to categories which are expressive of the behavior being observed. After the universe has been defined, subcategories are needed.

Goffman's book, The Interaction Ritual, published in 1967 is another excellent source concerned with face-to-face interaction and behavior. Goffman's thesis is that such interaction is greatly influenced by social prescriptions and proscriptions even to the point of making "actors" out of the interactors. It is pointed out that much of the interaction is colored by what is thought to be an impressing facade. Goffman's study is theoretically sophisticated and beyond the practical interest of the present research, but his explanation of social intercourse helps a novice observer to look for more than verbal interaction. The "body language" and symbolic meanings are, in some cases, the major part of communication within a small group or family.

Wright (1967) did a follow-up study based on the previous work which he did with Baker regarding the total interaction of a small Kansas town which they referred to as Midwest. His book, Recording and Analyzing, sets forth his conceptualization of how a good observation study should be done. His thesis, like Baker's, is that observation of an individual's activity should be done in units. These units may be a game, class period, a mealtime with the family, or any significant

activity which has other subunits within it. The recorder should be careful to recognize the difference in the molar and molecular units. Wright emphasizes the point that observation on a minute scale of another's actions should be done by multiple observers or by switching them often to prevent tiring and mental identification. This study is certainly relevant to the present research, but primarily in retrospect, as the data is examined for serendipitous possibilities which may have been overlooked during the first coding.

Borke (1967) gleaned from some of the foregoing processes of measuring interpersonal relationships which she considered applicable to the family, and then developed her own model for studying intrafamilial interaction. Borke's general categories are borrowed from Horney (1945), but her primary and secondary mode categories are developed within her study. Borke's work regarding the classification of intrafamilial communication is a major work which synthesizes the efforts prior to her study. Her work is given major consideration in Chapter III of this study because it served as a guideline for the present research.

Mishler and Waxler (1968) made an extensive study of familial interaction. Their goal was to determine whether or not there were any differences in the interaction patterns in families where schizophrenic child patients resided and families where there were no schizophrenic children.

Their method of gathering data was through the administration of a 38-item Revealed-Difference Questionnaire, and through familial discussions regarding the answers. When the questionnaires were completed, differences in the answers were revealed to the family in the second

setting, and they had ten minutes to resolve the differences. Microphones connected to recorders were placed in an adjoining room to pick up the discussion for coding. The entire process included taping the family discussion, typing it, checking the transcripts and dividing them into units, applying the interaction codes to each unit, checking for reliability, putting the coded data on IBM cards, summarizing the data and converting it into index scores. The authors, like so many before them, developed their own coding for familial interaction. Briefly, their model consisted of acknowledgment: stimulus and response, affect, focus, fragments, Interaction Process Analysis, interruptions, pauses, statement length, and to whom. Each of the foregoing is defined below since it has so much relevance to this research paper (from Mishler and Waxler, 1968, pp. 34-41).

A. Acknowledgment: stimulus

- (1) inductions or direct commands: statements requesting or demanding certain behaviors or opinions of others in the family.
- (2) questions: statements having the grammatical form of a question
- (3) affirmative statements: complete statements not in the form of a question or induction
- (4) elliptical affirmative statements: one word statements implying a complete sentence and having a clear meaning out of context
- (5) fragments: a word or group of words with unclear content
- (0) not ascertainable

B. Acknowledgment: Response ("The response quality of a statement is coded according to the degree to which it acknowledges the preceding stimulus statement" (Mishler and Waxler)).

- (1) complete acknowledgement: the response explicitly recognizes both the content and the intent of the previous speaker's statement
- (2) partial acknowledgment: the response explicitly recognizes either the content or the intent of the previous speaker's statement
- (3) recognition: the response recognized that the previous speaker has spoken but responds neither to his content nor his intent
- (4) nonacknowledgment: the response does not clearly recognize the fact that the previous speaker has spoken
- (5) fragment: the response has unclear content
- (6,7,8) fragment: the stimulus is a fragment; therefore, the degree of acknowledgment of the stimulus cannot be judged
- (0) not ascertainable

The next category of "affect" classifies each act according to the effective quality of the words used, as they are commonly understood. The authors point out that this code is an expanded form of the Sign Process Analysis, an interaction process analysis developed by Mills (1964).

C. Affect

- (1) positive affect expressed about an interpersonal

- relationship: acts with words describing closeness to another person
- (2) positive states of people: acts with words describing one person's state of gratification or pleasure
 - (3) positive qualities: acts with words referring to valued or pleasurable situations
 - (4) neutral: all acts having no implication of a state or relationship of pleasure or displeasure
 - (5) negative qualities: acts with words referring to situations that are not valued or pleasurable
 - (6) negative states of people: acts with words describing a person's state of displeasure or dissatisfaction
 - (7) negative affect expressed about an interpersonal relationship: acts with words describing aggression against or distance from another person
 - (0) not ascertainable

The "focus" area of their study was centered around the situations which individual family members considered to be of immediate concern.

D. Focus

- (1) state of agreement: acts explicitly recognizing agreement or disagreement between family members
- (2) rules, procedures and context: acts questioning, commenting on, or suggesting procedures for the family to follow in its discussion
- (3) persons' states: acts referring to attributes or

qualities of family members in the experimental situation

- (4) other persons' opinions: acts commenting on, questioning, or referring to opinions of other members or the family as a whole
- (5) one's own opinions: acts explicitly referring to one's own opinions
- (6) content of the discussion item: acts that accurately repeat discussion item content without any added evaluation
- (7) personal experience: acts referring to real and hypothetical experiences of oneself or other family members
- (8) opinion and evaluation of discussion item: acts referring to content of discussion item with an added evaluation or interpretation
- (9) not ascertainable

The next coded by Mishler and Waxler was that of "fragmentation" of speech. Five independent codes were used to refer to these deviations from smooth flow of continuous speech.

E. Fragments

- (1) incomplete sentences
 - a. presence of an incomplete sentence: all un-interrupted sentences have an incomplete idea
 - b. no incomplete sentence
- (2) repetitions
 - a. presence of a repetition: all acts in which

- a word or phrase is exactly repeated
- b. no repetition
- (3) incomplete phrase
 - a. presence of an incomplete phrase: all acts containing a word or words having unclear meaning
 - b. no fragment
- (4) laughter
 - a. presence of laughter: all acts containing the symbol "L" provided in the typescript at the point that laughter occurs
 - b. no laughter
- (5) number of fragments in one act
 - a. one fragment indicators
 - b. two fragment indicators
 - c. three fragment indicators
 - d. four fragment indicators
 - e. (0) or no fragment indicators

Mishler and Waxler modify Bales IPA as a model for coding interaction. They used the IPA as an index of direction and a partial determiner of whether or not the acts were classified as expressive or instrumental.

F. Interaction Process Analysis

- (1) shows solidarity: acts that function to give status, help, or reward to another family member
- (2) tension release: spontaneous expressions of affect, functioning to release tension

- (3) agreement: acts that state agreement, acceptance or understanding, generally around an issue rather than a person
- (4) gives suggestion: acts making a suggestion about procedures
- (5) gives opinion: acts that include opinions or suppositions, usually about the discussion item
- (6) gives orientation: acts giving nonevaluative information
- (7) asks for orientation: questions asking for non-evaluative information
- (8) asks for opinion: acts in the form of questions about opinions, usually about the discussion item
- (9) asks for suggestion: acts in the form of questions about procedures or direction of the group
- (10) disagreement: acts showing as disagreement passive rejection, or having a mildly negative tone
- (11) shows tension: acts indicating personal tension
- (12) antagonism: acts that have a hostile or aggressive tone or that function to dare, attack, or insult
- (0) not ascertainable

Mishler and Waxler include the code of "interruptions" which indicates that a person is stopped short of being finished talking when someone else begins, and when one person is talking and another begins and they continue simultaneously.

G. Interruptions

- (1) interrupting others

- a. interrupting acts: all acts in which the speaker succeeds in stopping the preceding speaker from completing his idea
 - b. simultaneous acts: all acts in which the speaker breaks into the preceding statement but does not succeed in stopping the first speaker before his idea is completed
 - c. all other acts
- (2) being interrupted
- a. speaker unsuccessfully interrupted by father
 - b. speaker unsuccessfully interrupted by mother
 - c. speaker unsuccessfully interrupted by child
 - d. speaker successfully interrupted by father
 - e. speaker successfully interrupted by mother
 - f. speaker successfully interrupted by child
 - g. all other acts

The "pause" measures the periods of silence in the family interaction. It is determined by an observing judge as a period in which someone should be speaking.

H. Pause

- (1) presence of a pause: the act contains a silence judged to be "uncomfortable" by the listener
- (2) all other acts

The "statement length" is coded to determine who is dominating the conversation, or who is underrepresented in communication patterns.

I. The statement length

- (1) first act in a statement: the first acts to all acts

for any one speaker provides a measure of the average number of acts in the speaker's statement

- (2) all other acts

The last two categories, the "speaker", and "to whom", are included in the following even though they were coded separately. This communication code actually amounts to an interaction matrix which depicts who is conversing with whom.

J. To Whom

- (1) to father: all acts directed to the father
- (2) to mother: all acts directed to the mother
- (3) to child: all acts directed to the child
- (4) to neither: all acts directed to no one, or spoken when the speaker is looking away from other members of the family
- (5) to both: all acts directed to two members at the same time
- (0) not ascertainable: all other acts

The foregoing may have become redundant to the reader of this research; however, a thorough understanding of the Mishler and Waxler model will help the reader to better follow the reasoning in Chapter II and Chapter III of this paper. The model of Mishler and Waxler is among the most sophisticated and minute of the models for familial interaction.

CHAPTER II

THE COLLECTION, CLASSIFICATION, AND

CODING OF DATA

Collection of Data

Students enrolled in family classes at Central State University of Edmond, Oklahoma, volunteered to help collect the data for this research study of day-long observation on one hundred families. Ninety-eight of the one hundred studies were done on families with whom the students had some degree of rapport. Two of the studies were done by students who were introduced to the families by fellow students attending classes. Students were encouraged to seek out families who would be the least affected by an outsider in the home for the length of a day.

The following instructions were given to the student observers before they visited the home.

General Observational Instructions

A. The family must be willing without any pressure to permit the observation. This will, in most cases, presuppose an acquaintanceship between the family and the observer.

B. The size of the family should be no more than five members to permit maximal recording of interaction.

C. The family should be a nuclear unit (in the sense that the

total family is living together) with all members participating in the interaction at least some of the time during the observation.

D. Preferentially, the children should be old enough to interact but not so old that they will be completely independent of parental supervision. The children who are yet babies and cannot interact except through crying or whining, and those who are teenagers who will be gone the major portions of the day are not going to be the best prospects for observation.

E. The length of the observation should coincide with what is to be considered a "normal" day in the particular family to be observed.

F. The duration of the observation should, ideally, include the time from breakfast, or as soon thereafter as possible, to the dinner hour or until the observer feels the family is becoming frustrated by the observation and desires the departure of the observer.

All of the foregoing general instructions will necessarily depend upon the discretion of the individual observer.

Specific Observational Instructions

A. The observer should arrive at the residence of the family to be observed according to prearranged plans.

B. A note pad or tablet is required to record the verbal interaction and for comment on non-verbalized action. If at all possible, a small recorder should be used to capture group interaction.

C. After arriving, the observer should be as inconspicuous as possible, locating himself or herself in a central part of the house to insure maximal observation.

D. On no occasion is the observer to enter into the family

discussions or arguments unless forced to speak in order to remain on friendly terms with the family.

E. In order to facilitate speed for the recording process, the observer should code each member of the family by a numeral or initial before arriving. For example, the mother could be coded by an "M", the father by an "F", and the children by the initial of their first name or by Child 1, Child 2, etc.

F. If a recorder is used, it should be used with the permission of the family. It would be helpful for intense interaction such as meal times. Under any condition, it should be kept as inconspicuous as possible.

G. If the family should decide to do something as a group, such as leave the house, the observer should go if invited, providing the activity is one where continued interaction will occur. This decision will be entirely to the discretion of the observer if such a time or situation arises.

H. Unplanned events may occur in the family which the family or observer did not anticipate. These may include such things as neighbors coming to visit, unexpected illness of a child or parent, the father's early or late arrival from work, disruptive arguments between parents or children, and many more which cannot be handled in advance. Such circumstances will have to be handled by the observer as he or she sees best.

Recording Instructions

A. Each observer should try to record every event which takes place in the home during the observation period. This includes all

dialogue between members of the family who interact during the period of observation. If it is impossible to record the total verbal and symbolic interaction of the family, record as much as possible. Information and interaction should be recorded as they are seen and interpreted without observer bias. Most interaction will probably occur in dyadic or triadic form.

B. For the purpose of quantitative tabulation, an interaction shall be defined as one person speaking or gesturing to another person. Such interaction may be initiatory or responsive. The interaction becomes reciprocative when the actor is responded to. These interactions should be included in a two-way interactional matrix accompanying the completed typewritten copy of the observational data. Total interactions of each member of the family and that member's percentage of the total should be recorded.

C. Each observational study should be accompanied by a forward explaining the size of the family, the geographic location of the family residence, something of the socio-economic status of the family, the estimated salary of each of the parents, whether or not it is the first marriage for either or both of the parents, and whether or not the children are progeny of both parents or whether they are step children or adopted children.

D. Each study should be accompanied by a subjective appraisal of the observation and whether or not the observer feels that such a study represents the family in action.

The Classification of the Data

The data were classified in the three major categories which

Horney (1945) developed for interpersonal interaction. The categories are Going Toward, Going Against, and Going Away From. Within each of these broad areas, this researcher developed a classificatory system for coding behavior which typified each general category. These were found to be very limited in the course of coding the total amount of the data, but they are inclusive enough that every act of behavior which took place within the families could be coded according to one or more of them. The Going Toward category contains 20 indices of behavior, the Going Against contains 16, and the Going Away From category contains 12.

The following includes the indices from the first category, Going Toward.

- (11) offers or gives help
- (12) gives information or explanation
- (13) asks information
- (14) seeks permission
- (15) offers or gives comfort
- (16) makes affectionate gesture or statement
- (17) cooperates
- (18) approves, gives permission
- (19) compliments or commends
- (20) invites or seeks help (asks help)
- (21) suggests
- (22) laughs, jokes, or teases lovingly
- (23) makes statement, observation, or comment
- (24) cautions
- (25) agrees
- (26) expresses regret, or asks forgiveness

- (27) expresses desire or request
- (28) expresses thanks or gratitude
- (29) positively acknowledges
- (30) instructs or teaches

The following constitute the indices of the second category, that

of Going Against:

- (31) punitive action (overt, physical contact)
- (32) punitive statement (declaration which is punishing in itself)
- (33) punitive threat (conditional, or not carried out)
- (34) aggressive action
- (35) aggressive statement, or threat
- (36) taking something away
- (37) imposing will on others
- (38) stops another's actions
- (39) starts another's action, or commands
- (40) disobeys
- (41) ignores, commands, suggestions, or questions
- (42) disclaims fault
- (43) disagrees, argues, or disapproves
- (44) questions action, or non-action
- (45) negatively acknowledges (vocally refuses)
- (46) tattling

The following characterize the third category of Going Away From:

- (51) withholds answer
- (52) withdraws from group interaction because of disagreement
- (53) retreats

- (54) leaves the room to avoid action or interaction
- (55) sulks or pouts
- (56) denial of love
- (57) denial of acceptance
- (58) denial of relationship
- (59) leave the scene of action
- (60) breaks contact
- (61) cries in distress or anger
- (62) resignation to the situation

It was necessary to build the framework for coding from the basic perceived interaction patterns and to add a few others as the data demanded it. The break between Number 46 in the Going Against category and Number 51 in the Going Away From category was intentional for adding additional indices if necessary. Where the few cases existed that fitted an added index better than the original one used, they were changed when the entire amount of data were prepared for analysis. For instance, coding was begun without the categories (indices) of negative acknowledgement, tattling, instructs or teaches, and expresses thanks or gratitude; but after the first few studies had been coded, it was evident that other categories were needed for the coding to be sufficiently explicit. When these were added, the previously coded observations were recoded to coincide with the rest of the studies.

Explication of the Coding Procedure

Each of the foregoing indices had a particular meaning to the coder of the data. Before the coding was done, a consensus of opinion among the coders was reached on what each index meant. To facilitate

recognition of the individual family members as they interacted with each other, numerals were assigned to the father and mother and to each child depending on the child's position in the family constellation. The father was always coded as a one, and the mother was coded a two. In keeping with the sex of the parent, male children were coded as odd numbers such as three, five, seven, and nine; and female children were coded as even numbers of four, six, and eight. If the first child were a male, he would be coded as a three. If the second child were a male, he would be a five, and if the third were a male, he would be a seven, etc. If the first child were a female, she would be coded as a four. If the second child were a female, she would be coded as a six, and the third would be an eight, etc. For example, in a family where the first child was a male, the second child a female, and the third child a female, their respective codes would be 3, 6, and 8. By this method it is easy to look at the codes and determine immediately who is communicating with whom, their position in the familial constellation, and what the action is between or among the actors. When more than one person was initiating the action, a 0 is recorded in the first column, and when more than one person was receiving the action, a 0 is recorded in the second column. Whenever this appears, it is evident that multiple interaction is going on.

The last two digits in the code were explanations of what the coder felt about the interaction. Coders were encouraged to begin and end a study at one sitting so that they might feel some of the attitudes expressed by the family through the observer. Segments were not lifted out of a study and given to another coder because the total picture could not be seen and felt by the coder.

The following explanations of the various indices were shared with, and by the coders of the raw data. The first determination the coders were instructed to make was whether or not the interaction was characteristic of the Going Toward, Going Against, or Going Away From category. The second determination they were instructed to make was which of the indices within the broad category fitted the interaction best. To facilitate the second determination, which in most cases was the most difficult to discern, the indices were explained in detail as follows:

(Examples are taken from data and identified by code number.)

Going Toward (items 11-30)

- (11) offers or gives help -- any interaction where a parent or child offers help or actually helps another member of the family.

11

"Come here and/mommy will tie it for you."

- (12) gives information or explanation - an interaction in which a question is answered by giving information, or any situation where an explanation is given for a decision or act.

12

"She went with Jeannie to sell Girl Scout calendars."

12

"He's a boy cat."

12

"No, you can't go outside/because you have a cold."

- (13) ask information - any interaction involving a question from one member of the family to another.

13

"Becky, are you dressed?"

13

"Is Tiger a girl or boy?"

13

"Will he have babies?"

- (14) seeks permission - an interaction involving a verbal permit; an act which is usually determined by key words such as "let", "may", or "can".

14

"Can I put Tiger outside?"

- (15) offers or gives comfort - an interaction whereby one member of the family reaches out to another who has been hurt or who has a special need for support.

(Mother leaves and baby begins to cry.)

15

"Now I'm back./ It's all right."

- (16) makes affectionate gesture or statement - any act which demonstrates or verbalizes affection between any two or more members of the family.

16

"Do you have a hug and kiss for me?"

- (17) cooperates - the fulfillment of a request or any act where one member voluntarily helps another member of the family in accomplishing a task.

"Boys you need to make your beds and clean your room."

17

(The boys go to their rooms and clean them up.)

- (18) approves or gives permission - implies that a request has been made and approval granted, or a positive affirmation to some question regarding an act.

"Can Allen and I go outside and play?"

18

"Yes,/ for a little while."

- (19) compliments or commends - any act whereby one member of the family says something or does something complimentary or congratulatory to another member of the family.

19

"You did it by yourself?/ Good."

19

"Now that is what I call a good drawing."

- (20) invites or seeks help (ask help) - characterizes a situation in which one member of the family entreats another for help in accomplishing some task or endeavor.

20

"Will you help me with this problem, mommy?"

- (21) suggests - a situation usually involving a mutual task or effort between two members of the family; it is usually characterized by the word "let's".

21

"Let's play weatherman."

- (22) laugh, joke, or tease lovingly - indicates various sorts of family interaction involving frivolity, joking in a friendly way, or teasing without malice.

22

"Some man sent me flowers today." (wife to husband)

- (23) states a belief, observation, or comment - covers many areas in the coding scheme; any statement which is not particularly directed, one which is not particularly informative, any intelligible utterance by any member of the family which cannot be coded otherwise; usually included such cues as "I think", "I feel", "I believe", "maybe", and "perhaps".

23

"Maybe the baby is sleepy."

- (24) cautions - an interaction whereby one member of the family warns another of possible danger in the performance of some task or act.

24

"Be careful not to go behind the horses."

- (25) agrees - an interaction which implies harmony or a positive congruence regarding a person, act, place, or thing.

"I really like that color on you."

25

"Me too."

- (26) expresses regret, or asks forgiveness - an act where one member feels that another has been wronged by his or her action and verbally expresses regret, or that some act is against some code of behavior.

26

"That's naughty."/"I'm sorry."

- (27) expresses a desire to makes a request - an often-used code which is indicative of one's wants in regard to familial behavior; characterized by such key words or phrases as "I want", "I wish", "please", "will you", etc.

27

"Mommy, I want to wear my red socks."

- (28) expresses thanks or gratitude - a little used code in the data being coded for this research; usually it is a verbally expressed interaction which implies that one is happy with the actions of another.

28

"Thank you honey for the excellent job you did on the steaks tonight."

- (29) positive acknowledgment - an act which implies that one member has recognized the communication of another by an affirmative answer; key words are "yes", "okay", "uh huh", "all right", and "fine".

"Mom do I have to walk back to school?"

29

"Yes, you do."

- (30) instructs or teaches - implies that one family member helps another in some verbalized manner to learn information or how to perform a task (this does not imply teaching by example).

30

"Only girl cats have baby kittens."

Going Against (items 31-46)

- (31) punitive action (overt, physical contact) - implies that some sort of physical punishment has been administered to some member of the family - without exception in the present research, this has been a parent to child relationship.

31

Mother gets a small fabric belt and administers a couple of licks to Becky's legs.

- (32) punitive statement (declaration which is punishing in itself) - indicative of an interaction whereby one member of the family derogates another verbally - usually characterized by "silly", "ignorant", "stupid", "ugly", etc.

"We get to go to the doctor tomorrow?"

32

"No, /you stupid idiot."

- (33) punitive threat (conditional, or not carried out) - an interaction where one member of the family, usually the parent comes very close to punishing another member, usually a child, but hesitates because of a promise or action on the part of the latter.

33

"Do you want a spanking?"

- (34) aggressive action - this indicates action on the part of any member against another which is physical; this action can be indicative of children fighting or engaged in aggressive physical action against each other.

(Jimmy pushes Mary and she falls on the floor.)

- (35) aggressive statement, or threat - characterizes an interaction in which verbal aggravation or hostility is expressed; such interaction may be from child to child, from parent to child, or child to parent.

35

"Now put that pop up./ If you sneak it again, you'll get it."

- (36) taking something away - any interaction whereby one member takes something away from another member without the second member's permission.

36

"All right give me the cars./ You can't play with them if you are going to argue."

- (37) imposing will on others - an action whereby one member of a family either seeks preferential treatment, or whereby one member overrules another because of his or her interest.

37

"Mommy, I want my hair combed first."

37

"Mommy, make her give me one."

- (38) stops another's action - a demand on the part of one family member toward another family member to cease some action which he or she may be doing; more frequently an interaction whereby a parent stops the activity of a child.

38

"Roshell, put that silver down."

- (39) starts another's action, or commands - a vocal impetus toward a family member by another to do some task or chore; it is not considered a request, but a command.

39

"Get your teeth brushed right now!"

- (40) disobey - an interaction involving parent-child relations; it is not the ignoring of a request or command, but the conscious and deliberate refusal to follow orders.

"Leslie, take off those shoes. They are for Easter."

40

"No, I want to wear them now."

- (41) ignore commands, suggestions, or questions - family interaction characterized by ignorance of one or more family members toward another.

41

"You all turn off the T.V."

(No one pays any attention to the mother.)

- (42) disclaims fault - an act which is denied by a member of the family.

42

"Those are not my muddy clothes in the hall."

- (43) disagrees, argues, or disapproves - an interaction which is totally characteristic of the Going Against category; one whereby members of the family cannot agree on a matter; one where argumentation is evident, and where there is obvious disapproval on the part of one family member toward the acts or desires of another.

43

43

"I did not say lady lotion." "You did too." "I did not."

43

"Mom, I will be all right." "You still can't go."

43

"But I want to."

- (44) questions action, or non-action - one member of the family seeks an answer from another as to the reason for a certain act or type of behavior.

44

"What were you doing in the boat anyway?"

- (45) negatively acknowledges - (vocably refuses) - this action includes negativistic responses to questions or observations between family members; characterized by "no!", "not yet!", "huh uh", "wait"; etc.

45

"No, /you must leave grandma alone."

45

"No, /only girl cats have babies."

- (46) tattling - any parent to parent, child to child, child to parent, or parent to child act which includes giving derogatory information about another member of the family.

46

"Mommy, Frenchie won't play with me!"

46

"Jen shut my finger in the door."

46

"Daddy, David was a bad boy today."

Going Away From (items 51-62)

- (51) withholds answer - an instance where one member of the family obviously fails to answer a question or request of another member of the family.

51

(The mother was obviously annoyed, and chose to ignore the question.)

- (52) withdraws from group interaction because of disagreement - indicates that one member of the family, more often a play group among the children withdraws because

of disagreement.

52

(Tommy wouldn't let Jerry bat so Jerry leaves and starts playing something else.)

- (53) retreats - denotes some tension or disharmony among some members of the family and causes one or more members to retreat or leave to avoid further confrontation.

53

(When Mary didn't convince the boys to play dolls with her, she left rather than argue about what to play.)

- (54) leaves the room to avoid action or interaction - an interaction similar to the foregoing, except in this case there may not have been any disagreement, but one member simply left to avoid family conversations in areas where he or she felt they could not participate well.

54

(While mother and dad discussed Jimmy's grades and potential, he preferred to go to the living room and watch T.V.)

- (55) sulks or pouts - refers to any member of a family, adult or child, who when they fail to get their way, or are in some way rebuked, refuse to interact with anyone in the family.

(Mark's mother made him give his sister a feather - the smallest one, and he pouted the rest of the way home, just looking out the window of the car.)

- (56) denial of love - an interaction where one member of the family verbalizes that other members of the family do

not care for or love him or her.

56

"You treat me as if you don't love me anymore."

- (57) denial of acceptance - an instance where a member of the family feels left out completely; there is an indication of being alone.

57

"You like Mary more than you do me. I never get any good things like she does."

- (58) denial of relationship - an index put into the coding scheme to indicate differential treatment of children as seen by the child; an index which points to the fact that one child or member of the family sees himself or herself as being disprivileged.

58

"Mother, am I your child? You don't act like it sometimes when you treat everybody else better than me."

- (59) leaves the scene of action - an index of one or more members of the family leaving the familial interaction core; a father leaves for work, children leave for school, mother goes to the grocery, etc.

59

(Jennifer, Nicole, and Lorie leave the house and go outside to play.)

- (60) breaks contact - an index seldom used, but meant to code a break between two or more members of the family where there is no antagonistic provocation; a person simply walks away, goes outside, or turns to talk to someone else.

60

(The father helped mother with the dishes until the

game came on television, then he left her to finish while he went to watch the game.)

- (61) cries in distress or anger = an indication of some trauma or acutely unpleasant situation for some member of the family; usually a child who has been neglected or hurt.

61

(Nicole had her hand caught in the drawer and was screaming.)

- (62) resignation to the situation = indicates a resolved attitude to an unpleasant situation where changes have been repulsed and seem hopeless; usually a child who has been denied some request or privilege.

62

"There is nothing else I can do."

Several efforts were made to develop a model for a satisfactory coding system. The first two conceptualized did not facilitate the coding as effectively as the one developed and explained above. As explained in the following chapter, the numbers are indicative of the direction the action has taken. If the behavior is coded with a numeral of 11-30, it indicates that the act is coded in the Going Toward category. If the numeral is from 31-46, the action is considered to be in the Going Against category, and if the numerals range from 51-62, the action is seen as Going Away From. Each of the sets of the last two digits indicate the action, and the first and second point to the actor and the receiver of the action, respectively.

CHAPTER III

METHODOLOGICAL FRAME OF REFERENCE

Models

Arranging, categorizing, and analyzing interpersonal relationships necessitates a methodological framework. For the purpose of analyzing the results of this research, two models have been used which are relevant to the data.

Models used as the guide for categorizing and analyzing the present research were developed by Karen Horney in 1945, and by Helene Borke in 1967. Each of these models may serve as a utility for classifying interpersonal relationships and communication, however, Borke's was more specifically designed to classify interaction within the familial setting. The latter model was used as a guide for the formulation of the hypotheses for this study.

Relevance of Horney's Model to This Research

The model developed by Horney in 1945 was primarily designed to classify inner conflicts existing within the individual, but her major theoretical framework can be used very effectively as a model for classifying interpersonal behavior.

Horney's three major categories were Going Toward the other, Going Against the other, and Going Away From the other. As these classifications are used hereafter in this study they will be stated as Going

Toward, Going Against, and Going Away From. The Going Toward category generally consisted of persons who accepted their own helplessness and reached out to others for security and help. A key word which characterized this group of people was the word, "compliance". The individual's desire to be accepted by others prompted his action toward others in a way he felt would be pleasing to them. His self-esteem was contingent upon the way others acted toward him. In this present study, this category has been used to characterize all congenial family relationships which tend to harmonize familial functions. In such relationships and interaction, there is an evident lack of tension and frustration, and the obvious presence of familial harmony.

Horney's second general category was that of Going Against. In this classification of interpersonal behavior, people took hostility for granted and individuals tended to develop personalities which had a tendency to resist and fight. The key word for this category was the word, "aggressive". A person in this category, according to Horney, sought self-aggrandizement but at the same time bemeaned those with whom he interacted. Since such egocentricity would seem deleterious to healthy family interpersonal relationships, the indices which denoted tension, frustration, and lack of family harmony were placed in this category.

The third general category in Horney's model was that of Going Away From the other person or group. This category was characterized by the person who preferred detachment and being alone. More than a feeling of helplessness or aggressiveness, this person felt the need to "withdraw", which is the key word for this category. Such a person may find being alone much less frustrating than being with others in a

group. In the present study, this category characterizes all individuals who leave the scene of action within the family for any reason. In order to facilitate the use of this category in this type of research, the meaning of the category has been extended beyond the limitations used by Horney. Where the former emphasis was on the introvertive quality of the individual, it is used here as the means for classifying one's leaving the group for any reason, whether it be because of pouting, anger, or simply for functional reasons.

Borke's Communication Model

Borke's work in classifying intrafamilial communication was the first major attempt at systematizing a method of observing interpersonal behavior within the family. Building upon the work of her predecessors, namely, Bales, Freedman, Leary, Ossorio, Coffey, Horney, Steinzor, Thomas, Whitaker, Stock, Lieberman, and Woodward, Borke developed a classification system which proved more functional than any previous system or models for classifying intrafamilial interaction.

The following is basically the structure which Borke developed using Horney's general categories as a framework for her primary and secondary mode categories:

I. Goes Toward the Other

A. Contributes (intent is to take part in the ongoing action)

- (1) offers information (intent is to give information)
- (2) seeks information (intent is to obtain information)
- (3) entertains (intent is to be humorous or playful)

- (4) miscellaneous (intent is to further ongoing social interaction)
- B. Supports (intent is to uphold or further the interest of others)
- (1) actively promotes cause (intent is to do something for someone else; e.g., encourage, affirm, or approve)
 - (2) shows concern (intent is to lessen emotional discomfort of another; e.g., protects, pacifies, and indulges.)
- C. Petitions (intent is to entreat or ask from another)
- (1) seeks support (intent is to obtain help or approval for oneself; e.g., pleads, begs, and seeks to justify self)
 - (2) seeks attention (intent is to bring attention of others toward one's self)
 - (3) seeks direct gratification (intent is to obtain something for one's self)
- D. Directs (intent is to manage or guide another)
- (1) organizes (intent is to guide another's behavior for the purpose of harmonizing it with the behavior of the group)
 - (2) behaves strategically (intent is to subtly influence others to behave along certain lines)
 - (3) instructs (intent is to show or tell others how to do something when motive is primarily informative, not supportive)

- E. Accepts from others (intent is to accept or receive from others)
 - (1) accepts support (intent is to communicate that support is acknowledged)
 - (2) accepts others point of view (intent is to communicate accord with another's point of view)

II. Goes Against the Other

- A. Resists (intent is to refuse, repel, reject, or go counter to another)
 - (1) ignores (intent is to disregard another or refuse to take notice of)
 - (2) opposes actively (intent is to stand openly against another; e.g., protests, argues, refuses to cooperate, and disobeys)
- B. Attacks (intent is to begin a controversy with, or be personally against another)
 - (1) behaves provocatively (intent is to behave in such a manner as to confuse according to motive)
 - (2) attacks directly (intent is to take the initiative in being belligerent with another; e.g., criticizes, belittles, and challenges)

III. Goes Away From the Other

- A. Retreats (intent is to retire from danger, difficulty, or situations which are unpleasant)
 - (1) evades (intent is to avoid dealing directly with demands implicit in a relationship; e.g., hedges, expresses uncertainty, and confusion)

- (2) withdraws physically (intent is to absent one's self from the scene of action or relationship)

Incorporation of Foregoing Models Into the Present Research

Since Borke's methodology for classifying intrafamilial interaction was used as a guide for the research in the present study, it is necessary to explain the interrelationships involved in Borke's system and the system of this researcher.

As the foregoing explication of Borke's system indicates, there are eight primary and twenty secondary categories for the classification of intrafamilial communication. These categories were used to classify five equally spaced three-minute samples taken from each observation which lasted less than two hours in the research which Borke and her associates conducted. For practical reasons, Borke's limited number of primary and secondary categories proved incomplete to classify all of the interaction which took place within the family for as long as a day's time.

To facilitate the building of a model which would encompass all of the interaction which took place within the family in one day's time, this researcher used the first five observational studies completed by the student observers as a pilot group. Certain aspects of a functional model had been preconceptualized from Horney's and Borke's work, but there were still areas in the interaction patterns where coding was insufficient using a combination of these models alone. All of the interaction did not "fit" adequately into the primary and secondary mode categories of Borke's model. As a result of the pilot study, it was

concluded that as many as 48 interaction indices could be utilized without becoming dysfunctionally minute. As discussed in the previous chapter, the model included 20 indices in the Going Toward category, 16 in the Going Against category, and 12 in the Going Away From category. This is a considerable enlargement over the categories suggested by Borke, however, all of the indices proved to be uniquely useful in the longer observation periods.

It is expedient for the reader to understand the conceptualized relationship that exists among the three models mentioned thus far. The following model includes a combination of Horney's three general categories, Borke's eight primary mode categories, and the author's forty-eight indices for the classification of interpersonal behavior:

I. Going Toward

A. Contributes

- (12) gives information
- (13) asks information
- (22) laughs, jokes, and teases lovingly
- (23) states belief, observation, or comment

B. Supports

- (11) offers or gives help
- (15) offers or gives comfort
- (16) makes an affectionate gesture or statement
- (17) cooperates
- (18) approves or gives permission
- (19) compliments or commends
- (25) agrees

C. Petitions

- (14) seeks permission
- (20) invites or seeks help
- (26) expresses regret or asks forgiveness
- (27) expresses desire or makes request

D. Directs

- (21) suggests
- (24) cautions
- (30) instructs or teaches

E. Accepts

- (28) expresses thanks or gratitude
- (29) positively acknowledges

II. Going Against

A. Resists

- (38) stops another's action
- (40) disobeys
- (41) ignores commands, suggestions, or questions
- (42) disclaims fault
- (43) disagrees, argues, and disapproves
- (45) negatively acknowledges

B. Attacks

- (31) punitive action
- (32) punitive statement
- (33) punitive threat
- (34) aggressive action
- (35) aggressive statement or threat
- (36) taking something away
- (37) imposing one's will on others

- (39) starts another's action or gives command
- (44) questions action or non-action
- (46) tattling

III. Going Away From

A. Retreats

- (51) withholds answer
- (52) withdraws from group interaction because of disagreement
- (53) retreats
- (54) leaves the room to avoid action or interaction
- (55) sulks or pouts
- (56) denial of love
- (57) denial of acceptance
- (58) denial of relationship
- (59) leaves the scene of action
- (60) breaks contact
- (61) cries in distress or anger
- (62) resignation to the situation

As the reader may readily see, every index of this researcher does not coincide perfectly with Borke's scheme, but it facilitates the recognition of directionality within the classificatory systems.

Hypotheses

In formulating the hypotheses for this study, it was necessary, in some cases, to enlarge on the conceptualization of Borke's model for classifying intrafamilial interaction. Borke and her associates were able to observe the entire family either at mealtime or engaged in some

task situation, but the observation for this study was done as the family moved about during what could be considered "normal" daily interaction. With the family all together during the entire observation, Borke was able to gain insights into attitudes through non-verbal communication. These attitudes could be assumed for coding purposes. In the present study, the observation was limited, in the main, to verbal interaction. There was only one observer for the family and on numerous occasions in each study the family would be located throughout the house and yard, and in some instances the family was away from the house.

In this research there was no way of knowing beforehand how much time the members of the family would actually be together, and especially how much time the father would spend with the family at home during the observation. It was assumed, however, that the father would not be present as much as the mother during the observation period. A necessary criterion for the selection of a family for observation in the first place was that the mother intended to be present for the entire observational period. The foregoing limitations and assumptions prompted the type and order of the hypotheses which are set forth below:

H₁: The mother, more than any other member of the family, will tend to be verbally "directive" toward other members of the family, attempting to organize, functionalize, stabilize, and control activities within the family.

The term "directive," as it is used here, is not limited to the Going Toward category, but it also includes interaction from the Going Against category which may be necessary to maintain family balance and

order. The indices considered "directive" in the Going Toward category are suggests, cautions, and instructs or teaches. Those considered "directive" in the Going Against category are punitive action, punitive threat, an aggressive statement or threat, stopping another's action, and starting another's action.

Burgess, Locke, and Thomes (1971) point out that the typically suburban housewife, such as the majority of this study were, have directive responsibility thrust upon them because of their position in the familial constellation. The "matricentric" role, as it is commonly referred to, is not necessarily a role sought by the mother, but one which she acquires by virtue of the fact that she is a wife and mother. An "average" day in her life may consist of getting the family up, feeding them, getting the children ready for school, getting her husband off to work, transporting her children, and possibly the neighbor children, to school and other community activities, being social secretary to her husband and family, and finally feeding the family again at the dinner hour, getting the younger children bathed and ready for bed, and perhaps ending the day by fulfilling her social obligation to her husband by going out or having company in. These activities will vary some from family to family, but the emphasis is on the fact that the mother has a major role in the direction which family interaction takes.

H₂: The father, during his time at home, will tend to rate higher in the "directive" indices of suggests, cautions, and instructs or teaches, in the Going Toward category than the mother. He will, however, tend to rate lower than the mother in the Going Against indices of punitive action, punitive threats, aggressive statements or

threats, stopping another's action, and starting another's action.

It is the assumption of this researcher that the father will not be present during the observation as much as the mother, and that the family interaction which does occur when the father is home will be somewhat different from that which takes place during his time away. In most instances, the observations for this study were made under as "normal" circumstances as possible, and the father was only home some in the early morning and early evening. It is recognized that the word, "normal", is dangerous to use in a generalistic way, but here it refers to the family and what was "normal" for them. The early morning and evening familial interaction tends to be more group-oriented than it is during the remainder of the day. The mother will take care of many of the discipline problems as they arise and they do not become the chore of father when he is home.

It is not being argued, however, that the father's limited activity in regard to the indices of the Going Against category is contingent entirely on the amount of time he spends at home, but upon his conceptualization of the wife's role as the "tender" of the children.

Waller and Hill (1951) allude to what they call family habituations. The daily tasks performed by different members of the family over certain time-spans become identified as role obligations. The mother is with the children when most of the difficulty may arise, especially with small children, and it becomes her responsibility to handle the problems as they occur. When this becomes habituated, the father expects the mother to handle the problems of discipline even when he is present. Waller and Hill further imply that family

activities are not mere routinizations, but habits which are based on the real or imagined expectations of others. There appears to be a degree of social expectancy for the mother to discipline her children.

Mogey (1957) indicates that the role of the father is an extremely important factor in familial stability. Mogey disagrees with LePlay in regard to the father's role being traditionally important only because the father represents paternal authority, but rather because the father is important in a pragmatic sense of balancing the parental team. His control may be more subtle and less overt, but it is nevertheless there.

H₃: There will be a tendency toward an inverse relationship between the age of the child and his rating in the "petition" category.

The primary mode category of "petition" as it is shown in the combination model, includes the indices of seeks permission, invites or seeks help, expresses regret or asks forgiveness, and expresses desires or makes a request. It is assumed that the younger the child (includes children after they begin to talk intelligibly enough so that their communication can be recorded) the more petitionary he will be inclined to be. Parents are prone to teach a child very early to say "please", or seek permission whenever he desires something. The young child's physiological limitations demands a high degree of dependence on those about him. Bossard and Boll (1965) emphasize their convictions that a child affords the parents with an object to satisfy their desires to control.

Control of a child satisfies the parents will to power. This is a deeply rooted desire. All persons have it, and they seek to satisfy it in many ways. We begin to seek it as children in playing with dolls and animal pets. Much of our adult life involves this quest. It is the age-old, universal desire which is satisfied in the parent with the

coming of children, and the entire range of parenthood is from one angle of constant exercise of the power of control over another person (Bossard and Boll, 1951, p. 81).

If this proposition is true, parents are likely to have a tendency to develop dependency in their children. This is not necessarily a conscious effort on the part of the parents. Duval (1967) indicates that it is only from birth to about two or three that a child expresses a high degree of dependency, and from then on, the child begins to fight for more independence.

H₄: There is a tendency for children, both males and females, to "resist" their mother more than their father.

By the term, "resist", the author of this study means to: stop another's action; disobey; ignore commands, suggestions, or questions; disclaim fault; disagree, argue, or disapprove; and to negatively acknowledge another's communication.

The basic assumption by this author is that children will tend to interact more with their mother than with their father. There is the possibility that the more a child interacts with a parent, the more the child will be prone to question some of the decisions of the parent. Perhaps the adage of "familiarity breeds contempt" is apropos here. The mother may become more of an "insider" to the children than the father and their resistance to her is not considered as serious as their resistance to the father would be. In Borke's conclusions of the one family which she minutely analyzed, she found a slightly higher resistance of the children to the mother than to the father, but she also found that the children seemed freer to express themselves to the mother than they did to the father.

H₅: Under conditions where the mother is present in the home, the children will have a tendency to overcommunicate with the mother and undercommunicate with each other.

A generalization of the communication between members of the family will furnish the researcher this information. The assumptions underlying this hypothesis include theories regarding socialization of the child during the formative years.

During the early life of the neonate, the first interactions are generally with what Mead (1934) referred to as the "significant other". These are parents, family members, or parent substitutes. Johnson and Medinnus (1965) indicate that a child may not be able to distinguish the difference between strange and familiar faces until he is twenty-four weeks old, however, he uses his bodily needs to manipulate the "significant other". Mead insisted that a child only developed a "self" through interaction. The self is the product of, as well as the creator of, society.

When the child becomes aware of the fact that his "significant others" are actually his parents, and that their peculiar relation to him is to fulfill his needs, he may visualize them in terms of omnipotence or omniscience. His parents, particularly the mother, becomes so important to his survival that communication with her does not become unimportant for years (Ritchie and Koller, 1964).

These early ties seem to cause a lasting sense of dependency on the part of the child and he uses communication with the parent for personal security. The peer and sibling relationship does not develop as quickly or as strongly as the parent-child relationship because the

child realizes his peers cannot satisfy his psychological needs. The function is necessarily left to the adults and older children (Wenar, 1971).

CHAPTER IV

ANALYSIS OF INTERACTION PATTERNS

The coding procedure outlined in Chapter II of this research study facilitated the quantification of these data gathered from familial observation. The data on the entire one hundred studies were coded on the original copies made by the observers and later transferred to computer cards for computation. A computer program which encapsulated much of the analysis of data and the hypotheses was written to economize the quantitative aspect of this research (see Appendix A).

Reliability

The coding of the observational studies was performed by this researcher and a number of trained assistants. The primary researcher checked every code of every study for consistency and took the prerogative to change a code where he deemed it more consistent with the instructions. There was much discussion in the coding sessions and if a question arose, the whole group usually reached a consensual agreement before the final code was recorded. This supportive interaction among the coders seemed to give them confidence in their own judgments, adding to the efficiency of the total research project.

When the coding was completed and this researcher had checked every code, the studies were then taken by Dr. Lewis Irving, a colleague in the Department of Sociology at Central State University, and he

checked each study and code for agreement with what he felt would be the best code. Out of 46,527 separate coded acts, Dr. Irving indicated that he could not accept 122, or .00262 per cent of the codes used to define the intrafamilial interaction. Dr. Irving and the researcher worked together regarding the disagreed upon codes until consensual agreement was reached on each of them. At this point, the coded interaction was transferred to computer cards.

Much of the material gathered by the observers fitted very well into the prearranged codes which helped to reduce the number of acts requiring a great deal of subjectivity by the coders.

Data Analysis

Age, Education, and Income Profile of the Mother and Father

Each observer secured as much background information about the family as was possible within the bounds of propriety. Many observers knew a great deal about the family they observed before they made the study, however, where such subjects as age and income were concerned, the student-observers were cautioned to be discreet in seeking information. The acquisition of good background information by the observers resulted in getting the exact or close approximation of each parent's age, educational attainment, and income. This information is shown in Table I.

The relationships between the observed families and the observers were seemingly extraordinarily cordial, and as far as this researcher could ascertain, no parent refused to give information regarding age,

educational attainment, or income, when they were asked about it by the observer. These parental characteristics are discussed below.

TABLE I
AGE, EDUCATION, AND INCOME
OF THE MOTHER AND FATHER

Characteristic	Mothers	S.D.	Fathers	S.D.
Mean age in years and standard deviation	31.14	5.29	32.21	8.51
Mean educational attainment in years and standard deviation	13.36	1.68	13.89	3.80
Mean yearly income in 1,000's and S.D. for males and females that were employed	5.667	1.84	10.050	5.34

The mean age in years for the mothers was 31.14 with a standard deviation of 5.29 and a range from 22 to 53 years.

The mean age among the fathers was 32.31 years with a standard deviation of 8.51. The range in the ages of the fathers was from 25 to 54 years, indicating almost the same age as among the mothers, but with more variance. The mean age of the fathers was only slightly more than one year greater than that of the mother.

The educational information compiled by the observers revealed that, among the families observed, every father and mother had finished high

school. Among the mothers, the mean educational attainment in years was 13.36 with a standard deviation of 1.68, and a range from 12 to 17 years. The mean educational attainment of the fathers was 13.89 years with a standard deviation of 3.80, and a range from 12 to 22 years.

More of the fathers than the mothers had the equivalent of a college degree or beyond based on years. Using as a premise the assumption that it takes a minimum of 16 years of formal education to complete the requirement for a degree, 38 men and 20 women had completed a degree. The range of the educational attainment for the men was somewhat greater than the range for the women. When educational attainment is tabulated on the basis of that acquired beyond the 12 years of public schooling, 47 women compared to 56 men had additional schooling.

The studies showed that only 30 of the 100 mothers did work outside the home. The mean income for these 30 was \$5,667 with a standard deviation of \$1,840 and the range was from \$2,000 to \$9,000. Each observer was in the home on a day when the working mothers were home with their children, but this researcher was not able to detect any difference in the interaction patterns between the working mothers and non-working mothers in regard to their relationships with other members of the family.

The mean income of the fathers, who were all employed either full- or part-time, was \$10,050 with a standard deviation of \$5,340 and a range from \$4,000 to an estimated \$40,000. This wide variance in the income among the males is comparable to the wide variance in income and is an associated measure.

There was no effort to randomize the sample for this study on the basis of age, education, or income, however, the sample chosen by the

the observers included a wide spectrum of people from divergent occupations, backgrounds, and styles of life. The mediums of livelihood among the males form an occupational continuum which included occupations from tenant farmer to neurosurgeon.

Temporal Aspects of Observation and Father's Presence

Temporal limitations were both externally and internally placed on the observers. External limitations regarding the arrival and departure time were requested by some of the families in advance of the observation. Several made definite demands of the observers as to the arrival and departure time. Other families left this decision to the observer, indicating to him as to what time they normally were up in the morning. In the latter cases, the observers exercised internal limitations on themselves, not wanting to offend or inconvenience a family by arriving too early or staying too late. Realizing the delicate circumstances under which they were working, the observers tried to be discreet and observe the family as long and thoroughly as they felt was feasible under the circumstances, and to depart before their presence became noxious to the family.

The mean number of hours which the observers spent in the homes was 9.06 with a standard deviation of 1.67 and a range from five to fourteen hours. There were instances when the families made last minute plans on the day of the observation, and on some occasions, left the house together, cutting short the observation time. There were other instances when the mother went to the market during the day of the observation and left the observer alone in the house. Some of the shopping mothers

invited the observers to go with them to the store, and the observer continued to record interaction as if they were home. Aside from some isolated cases, the families were very cordial and sympathetic to the efforts of the observer. Parenthetically, this researcher felt, after evaluating the studies, that the student-observers probably were more openly received in the homes than adult family researchers would have been.

The father's presence or lack of it in the home was an uncontrollable phenomenon. Once the appointment was made with the family by the observer, he tried to keep it whenever possible. Attempts were made to observe the family under as "normal" circumstances as possible, and in some instances, this was on a day when the fathers were absent. In a few instances, the father seemed to be needed elsewhere to avoid the observation, but such cases were rare. The fathers worked various shifts in a number of the studies and the observers had no way of getting the father included in the familial interaction. Table II shows the hours that the father and the observer were present in the home on the day of the observation.

There were 23 families where the father was not present at all during the observation period, but in the remainder of the homes with two exceptions, the father was present some of the time. The two exceptions were in cases where the father and mother were divorced and the mother was the only parent present. In 73 of the families, the father ate at least one meal with the family during the observational period.

TABLE II
 LENGTH OF TIME OBSERVER SPENT IN THE HOME
 AND NUMBER OF HOURS FATHER PRESENT

Individual	Mean Number of Hours Present for Observation	Standard Deviation
Observer	9.06	1.67
Father	2.44	2.43

In families where the father was present, the mean time of his presence during the observation was 2.44 hours with a standard deviation of 2.43 and a range of 0 to 11 hours.

Age, Sex, and Number of Children in the
 Families Observed

There were 254 children belonging to the families which were involved in the observation. The ages of these children ranged from less than one to seventeen years of age. Table III shows a numerical profile on each sex and the number of children of each age by sex.

There were 138 males and 116 females in the study group. It was the original design of this researcher to select families where the majority of the children would be either of elementary or pre-school age and the age continuum revealed that this was the case in a large majority of the families.

For analytic purposes, it is presumed that ages one through five represent the pre-school and kindergarten children and that ages six

TABLE III
AGE, SEX, AND NUMBER OF CHILDREN IN
THE FAMILIES OBSERVED

Ages	Males Number	Females Number
1	11	10
2	11	11
3	12	18
4	15	15
5	9	8
6	11	10
7	11	5
8	14	10
9	14	9
10	5	7
11	12	3
12	4	4
13	5	4
14	1	0
15	1	2
16	1	0
17	1	0
TOTAL	138	116

through eleven represent the elementary school children. Based on this presumption, which generally holds, there were 58 males and 62 females in the pre-school and kindergarten categories, and 67 males and 44 females in the elementary school category. This only leaves what might be considered a residual of 13 males and 10 females to be classified in the junior high and high school categories. This breakdown is shown in Table IV indicating the number, sex, and percentage in each group.

TABLE IV
NUMBER AND PERCENTAGE OF MALES AND FEMALES
ACCORDING TO SCHOOL CLASSIFICATION

Classification	Number	Per Cent of Total	Number	Per Cent of Total
Pre-school	58	23	62	24
Elementary	67	27	44	17
Jr. High and High School	13	5	10	4
TOTALS	138	55	116	45

The above breakdown indicates that the families which were observed had maximal potential for interaction and communication within the family. The younger child, in the main, will be present in the home for longer segments of time than the older children. The observational situations for this research were rare where there were not at least two family members present at the same time for dyadic interaction. As

is shown in Table IV, 120 or 47 per cent of the children were classified as pre-school and only a small percentage of these were enrolled in kindergarten for any part of the day. There were 111 classified as being of elementary age and many of these were home because the observations were carried out during holiday periods. The elementary school-age group constitutes 44 per cent of the total, leaving only .09 per cent in the junior high or high school level.

Table V reveals the children's place in the family constellation according to oldest, second oldest, third oldest, etc.

TABLE V
SEX AND POSITION OF CHILD IN
FAMILY CONSTELLATION

Age Position of Child	Males		Females	
	Number	Per Cent of Total	Number	Per Cent of Total
First Child	58	23	41	16
Second Child	45	18	54	21
Third Child	27	11	21	8
Fourth Child	8	3	0	0
TOTALS	138	55	116	45

There were more males in both the lowest and highest positions in the rank order of birth. There were 58 males in the first-child category and eight in the fourth-child category. The females outranked the

males in the second-child category, however.

Interactional Matrix of Family Members: A
Profile of Categorical Intensity and
Directionality

An interactional matrix was designed as part of the model to calculate the total acts of communication for each family member and to place them in the directional categories for which they were coded. The matrix, when considered configurationally, revealed a total of 46,527 coded acts in the 100 families observed, and that the mother accounted for 21, 196, or 45.6 per cent, of the total. Excluded in the following tables and graphs are the interactions which were coded as being between one member of the family and the family as a whole. Such an interaction is exemplified as: "Everyone watch!" (Son is flying a model airplane.) "Hey guys, come here." (Dad calling to his two boys.) "What would you all like for supper?" (Mother to the family.) This type of interaction accounts for the differential between the 46,527 total acts and 43,102 acts which represent the sum of the separate interactions by individual family members. About 3,425 or seven per cent of the familial acts were coded as being from an individual to the family as a group.

In order to expedite the identification of each member within the familial constellation, numerical references have been used, i.e., if the oldest child is male, he has been referred to as son 1; if the oldest child is female, she has been referred to as daughter 1; if the second child is male, he is referred to as son 2, etc. There were no families that had more than three daughters, but there were eight families where there was a fourth son. In each instance, the fourth son

was very young and the interaction involving verbal and codable communication was negligible. In order to see clearly the individual action patterns of each individual, separate matrices have been developed.

In each instance, the intrafamilial interaction was almost totally accounted for by the first two directional categories of Going Toward and Going Against. Table VI depicts the father's interrelationships with various family members from a proportional, categorical, and numerical perspective.

There is a disproportionate amount of the father's interaction with the mother. Of the father's 3815 total interactions with individual family members, 1659 or 43 per cent were with the mother. The interactions recorded by the observers revealed that much of the father-mother interaction took place before the children were up in the morning.

A circumstance which could be interpreted as a disadvantage to good observational studies was the fact that the average observer saw little interaction between the father and other family members in the morning and very little in the evening when the father returned from work. The conditions were different in the evening, but the observers were told in some instances, and felt that in some others, that the family wanted to be alone, or that something was planned. It has been assumed that the evening is the most favorable time for the family as a unit to be together. It is unfortunate that this research includes so little of the evening interaction of the family unit, but perhaps some later research can be done in this area of family life.

TABLE VI
 INTERACTIONS INITIATED BY THE FATHER WITH
 OTHER FAMILY MEMBERS (Per Cent)

Family Member	Going Toward	Going Against	Going Away From	Total Acts	Per Cent of Total
Mother	92	7	1	1659	43
Son 1	89	11	0	543	14
Dau. 1	82	18	0	449	12
Son 2	76	24	0	412	11
Dau. 2	86	14	0	407	11
Son 3	82	18	0	153	4
Dau. 3	93	7	0	192	5
	$\bar{X} = 86$	$\bar{X} = 14$	0	3815	100

It should be noted that all percentages have been truncated to the nearest whole number for functional purposes in the tables and graphs. The small percentage of action, one per cent, in the Going Away From category between the father and the mother can be attributed to, in the most part, the father leaving the scene of action. Polygons showing the categorical comparison of the Going Toward and Going Against categories are shown in Appendix I. Each polygon schematically compares the interrelationships of each family member to every other family member.

TABLE VII
 INTERACTIONS INITIATED BY THE MOTHER WITH
 OTHER FAMILY MEMBERS (Per Cent)

Family Member	Going Toward	Going Against	Going Away From	Total Acts	Per Cent of Total
Father	94	6	0	1831	9
Son 1	83	17	0	3656	18
Dau. 1	84	16	0	3757	19
Son 2	79	21	0	3502	18
Dau. 2	84	16	0	4140	21
Son 3	84	16	0	1695	9
Dau. 3	82	18	0	1188	6
	$\bar{X} = 84$	$\bar{X} = 16$	0	19769	100

If the father's total acts of 3815 with individual family members are compared to the mother's total acts of 19,769 with individual members, the ratio is roughly one to five. However, if the mean time of 2.44 hours which the father spent in the home while the observer was present is compared to the mean time of 9.06 hours that the mother was in the home during the observation, the ratio is roughly one to four. This indicated that the mother is more vocally interactive even when the father is present. Table VII shows the mother's interaction patterns with other family members. From the perspective of the father, 43 per cent of his initiated interaction was with the mother, but from the mother's perspective, only nine per cent of her initiated interactions were with the father. As in the case with the father, the bulk of the mother's interactions were in the Going Toward category, however, a

larger proportion of the mother's actions were in the Going Against category than were the father's. Table VII indicates that there is very little difference in the proportion of acts from the perspective of the mother between the first and second children in the family. As shown in Table V, there were 99 males and females classified as "first" children, 99 classified as "second" children, and 48 classified as "third" children in the families which were observed. The mother's interaction record indicated that she interacted with the "first" children 7413 times, and with the "second" children 7642 times. These interactions account for better than 76 per cent of the mother's total acts of communication. The mother only interacted with the children classified as "third" children 2883 times which is about 15 per cent of her total interactions.

There were some marked differences between the children's patterns of interaction and those of the parents. In the case of each of the children whose acts of communication were analyzed, there was a trace of dissonance which appeared in the Going Away From category. As was true for the father, the bulk of communication recorded for each child was with the mother. Of the 19,417 total interactions recorded for the six children positions, 12,936, or nearly 67 per cent were with the mother. Tables VIII through XIII show the direction, categorical intensity, and the total interactions between each child and other individual family members.

TABLE VIII
 INTERACTIONS INITIATED BY SON 1 WITH
 OTHER FAMILY MEMBERS (Per Cent)

Family Member	Going Toward	Going Against	Going Away From	Total Acts	Per Cent of Total
Father	90	9	1	399	9
Mother	86	13	1	2946	66
Son 2	71	29	0	607	14
Dau. 2	71	28	1	415	9
Son 3	64	36	0	55	1
Dau. 3	67	33	0	63	1
	$\bar{X} = 75$	$\bar{X} = 24.5$	$\bar{X} = 0.5$	4485	100

In the tables for the children, the counterpart of the opposite sex has been eliminated. There could be only one "first" child or one "second" child of either sex and this can be determined by the reader by the heading of each table.

TABLE IX
 INTERACTIONS INITIATED BY DAUGHTER 1 WITH
 OTHER FAMILY MEMBERS (Per Cent)

Family Member	Going Toward	Going Against	Going Away From	Total Acts	Per Cent of Total
Father	87	12	1	396	9
Mother	88	12	0	2935	67
Son 2	74	26	0	287	7
Dau. 2	79	21	0	531	12
Son 3	64	35	1	71	1
Dau. 3	83	16	1	168	4
	$\bar{X} = 79$	$\bar{X} = 20.5$	$\bar{X} = .5$	4388	100

The interaction patterns of Son 1 and Daughter 1 were very similar. Each had nine per cent of their interactions with the father, and 66 and 67 per cent, respectively, with the mother. Other interaction proportions among the siblings were not meaningful because of the wide variation in age and number of children in the family. Within the directional categories, Son 1 had a mean interaction score of 75 per cent and Daughter 1 had a mean interaction score of 79 per cent in the Going Toward category. In the Going Against category, Son 1 had a mean interaction score of 24.5 per cent and the score of Daughter 1 was 20.5 per cent. In the Going Away From category, Son 1 and Daughter 1 had the same interaction mean score of .5. Even with the males in the "first" child classification outnumbering the females by 17, there was a differential of only 97 recorded acts between the males and females. This

difference was in favor of the males, but the total number of acts recorded by the observers for the males and females in the "first" child position was very nearly the same.

TABLE X
INTERACTIONS INITIATED BY SON 2 WITH
OTHER FAMILY MEMBERS (Per Cent)

Family Member	Going Toward	Going Against	Going Away From	Total Acts	Per Cent of Total
Father	90	9	1	258	7
Mother	85	13	2	2500	65
Son 1	76	22	2	530	14
Dau. 1	83	17	0	213	6
Son 3	79	21	0	180	5
Dau. 3	71	27	2	120	3
	$\bar{X} = 81$	$\bar{X} = 18$	$\bar{X} = 1$	3801	100

The total number of acts of communication recorded for the "second" children were somewhat less than recorded for the "first" ones, but the action patterns between all of the children and their parents were very similar. The interactions of Son 2 and Daughter 2 with the father were of low intensity toalling only seven and six per cent, respectively, but were much higher with the mother measuring 65 and 70 per cent. The categorical mean scores of Son 2 and Daughter 2 were 81 and 80 per cent in the Going Toward category and 18 and 19 per cent in the Going Against category.

TABLE XI
 INTERACTIONS INITIATED BY DAUGHTER 2 WITH
 OTHER FAMILY MEMBERS (Per Cent)

Family Member	Going Toward	Going Against	Going Away From	Total Acts	Per Cent of Total
Father	93	7	0	250	6
Mother	89	10	1	2878	70
Son 1	75	24	1	385	9
Dau. 1	73	26	1	388	9
Son 3	71	27	2	56	1
Dau. 3	81	19	0	196	5
	$\bar{X} = 80$	$\bar{X} = 19$	$\bar{X} = 1$	4153	100

Each of the "second" children had close to one per cent of their interaction coded in the Going Away From category, but when compared to the first and second directional categories it is not significantly important. The total acts of the "second" females outnumbered the males by 352, however, there were nine more females than males in this birth-order position within the families.

In the "third" child birth-order position, the patterns of interaction became somewhat more erratic. There was a wide age span among the "third" children. Some were babies, others were as old as eight or ten.

Tables XII and XIII reveal some of the same patterns of interactions among the younger children as existed among the older ones, but the intensity is much less pronounced.

TABLE XII
 INTERACTIONS INITIATED BY SON 3 WITH
 OTHER FAMILY MEMBERS (Per Cent)

Family Member	Going Toward	Going Against	Going Away From	Total Acts	Per Cent of Total
Father	81	16	3	105	8
Mother	88	10	2	1006	74
Son 1	62	38	0	26	2
Dau. 1	59	41	0	37	3
Son 2	79	21	0	149	11
Dau. 2	87	13	0	31	2
	$\bar{X} = 76$	$\bar{X} = 23$	$\bar{X} = 1$	1354	100

There is an unusually high dissonance between the parents and the youngest son in the Going Away From category. This, in the main, was attributable to the fact that this child was a very young child and the coded interactions in the Going Away From category are largely due to the child crying as he interacts with the parents. The interactions of the "third" children with the father is still comparatively low. There were more males than females in the third birth-order position which accounted for some of the differential between the male and female mean scores of interaction with the mother. The male interaction percentage was 74 compared to only 54 by the females in the interaction with the mother. The categorical mean score for the males was lower in the Going Toward and higher in the Going Against categories than that of the females.

The patterns of interaction with the "third" female were commensurate with the patterns of the other children as far as the directionality and intensity is concerned. The mother was interacted with more than any other member of the family, but variations between the interaction of the "third" children and other siblings seemed greater than the variations among the older children. There was no difference which seemed unusually outstanding, and this was between the youngest child of one sex and the oldest child of the opposite sex.

TABLE XIII
INTERACTIONS INITIATED BY DAUGHTER 3 WITH
OTHER FAMILY MEMBERS (Per Cent)

Family Member	Going Toward	Going Against	Going Away From	Total Acts	Per Cent of Total
Father	89	11	0	124	10
Mother	88	11	1	671	54
Son 1	66	34	0	62	5
Dau. 1	82	17	1	110	9
Son 2	75	25	0	110	9
Dau. 2	82	18	0	159	13
	$\bar{X} = 80$	$\bar{X} = 19.5$	$\bar{X} = .5$	1236	100

There were 12 families in which there existed the situation of the "youngest male-oldest female" hierarchy and according to Table XII the youngest males only interacted with the oldest females 37 times. This

is slightly more than three interactions per family for the entire day of observation.

There were 16 families where there were the "youngest female-oldest male" age hierarchy, and within these 16 families there were only 62 interactions recorded by the observers. The interaction which occurred, according to Tables XII and XIII, seemed to be tension-laden. Table XII shows 41 per cent of the interaction between the youngest son and oldest daughter to be in the Going Against category and the same trend is true in Table XIII with the youngest daughter having 34 per cent of her interactions with the oldest son in the Going Against category.

The observational records were checked to examine some of the interaction between the extreme ages of the opposite sex and account for these anomalies in the interaction patterns. The following are examples of some of what was found: Oldest girl to youngest boy: "Put that up. That's my homework." Another said, "Get out of my room and let my things alone." Oldest boy to youngest girl: "Get off the chair, you're going to tip me over." Another said, "You couldn't have known anything when you were born." There seemed to be an unusual amount of tension-laden communication between these opposite-sex age extremes. According to Tables XII and XIII, there is a higher degree of isolation among the "third" males than "third" females from other siblings within the families. Only 18 per cent of the total interactions of the males were with siblings, while 36 per cent of the interactions of the females were with siblings. This disparity is largely accounted for by the parent-male acts compared to the parent-female acts. The "third" males interacted with the parents 1111 times compared to 795 for the "third" females. This difference is considerably greater than the total male and female

acts of 1354 and 1236, respectively.

Table XIV gives a composite of the children's total interactions, a mean score for each child in each category, and the proportion of each child's activity of the total interaction spectrum. When rounded to the nearest whole number, the percentage of the acts by the oldest male and the oldest female became exactly the same. The percentage of the acts of the second male and female differed by only one percentage point, and the same pattern continued with the third male and female. Each family showed basically the same interaction patterns with certain family members being interacted with maximally and others minimally. The mother was involved with the bulk of the communication that transpired within the family, and the father was involved only minimally with other family members. Viewing the research macroscopically, the interaction intensity seemed to lessen somewhat as the children became younger.

TABLE XIV

TOTAL INTERACTIONS INITIATED BY CHILDREN BY
DIRECTIONAL CATEGORIES (Per Cent)

Family Member	Going Toward	Going Against	Going Away From	Total Acts	Per Cent of Total
Son 1	75	24.5	0.5	4485	23
Dau. 1	79	20.5	0.5	4388	23
Son 2	81	28	1	3801	20
Dau. 2	80	19	1	4153	21
Son 3	76	23	1	1354	7
Dau. 3	80	19.5	0.5	1236	6
	78.5	20.75	0.75	$\bar{X} = 3236$	100

When the males and females were considered in a birth-order position within the family, there was actually a lessening of interaction from those in the "first" child position down to those in the "third" child position. However, when the mean interaction of each sex is shown in the age hierarchy within the families, the oldest females seem to have a disproportionate amount of interaction compared to other age levels within the family. The average interactions per child among the oldest females was 107, the second males 85, the first males and second females each had 77, and the third females and males had 59 and 50 each, respectively.

If the "first" males and females are considered together, their average per child for the observational period was 92, the average of the "second" males and females was 81, and for the "third" males and females 54. Table XV shows a breakdown for the age levels.

TABLE XV
MEAN NUMBER OF ACTS PER CHILD AND AVERAGE
FOR BIRTH-ORDER POSITION

Birth-Order Position	Number of Children	Total Acts For Ea. Pos.	Mean No. Per Child	Avg. for Ea. Level
Son 1	58	4485	77	92
Dau. 1	41	4388	107	
Son 2	45	3801	85	81
Dau. 2	54	4153	77	
Son 3	27	1354	50	54
Dau. 3	21	1236	59	

NOTE: The above does not include the interactions of the eight "fourth" children.

A summary of the interaction was concluded by ascertaining the number of interactions between the children and the parents per hour. The findings were based on an examination of the interaction of the children according to "plateau" classifications of the "first", "second", and "third" birth-order positions. These findings were standardized to the number of acts, the receiver of the action, the number of initiators of action, and the mean number of hours the parent was present during the observation. The formula was:

$$\frac{\text{Acts of the Children Toward the Parents}}{\text{Number of Actors} \times \text{Mean Number of Hours Parent was Present}}$$

or more specifically:

$$\frac{\text{Acts Toward the Father}}{\text{Actors} \times 2.44}$$

$$\frac{\text{Acts Toward the Mother}}{\text{Actors} \times 9.06}$$

TABLE XVI

CHILDREN'S INITIATED ACTS PER HOUR
TOWARD THE PARENTS

Initiator of The Action	Acts Toward the Father Per Hour	Acts Toward the Mother Per Hour
Son 1	2.82	5.61
Son 2	2.35	6.13
Son 3	1.59	4.11
Total for Sons	6.82	15.85
Daughter 1	3.96	7.90
Daughter 2	1.90	5.88
Daughter 3	2.42	5.33
Total for Daughters	8.28	17.31

The interaction model based on the acts per hour gives a more refined picture than just considering the total acts because of the differential number of hours which the mother and father were present for the observation. The females initiated more acts than the males and the mother was the receiver of more interaction than the father. There were 22.59 total acts per hour for the males toward both parents, and 25.59 total acts per hour by the females toward both parents. There were 15.10 acts per hour by the males and females combined toward the father, but there were 32.16 acts per hour by the males and females toward the mother. When the acts per hour were standardized, the mother had more than twice as much action from the children as the father.

There was not enough interaction classified in the Going Away From category to warrant a legitimate test. There were numerous cells for the interaction summaries for each member of the family that had no interaction at all in the Going Away From category. The bulk of the interaction in the Going Away From category was typified by the following examples from the observational data.

Leaving the scene of action: Mary Ann kissed her mother and left immediately for school.

Breaks contact: The father, mother, and the two boys played touch football on the front lawn. Jimmy, a neighbor boy, comes over and the two sons leave their mother and father in the front yard.

Sulks or pouts: After Jimmy's mother spanked him, he went over to the window and pouted.

Cries in distress and/or anger: Guy broke his toy and came bringing it to his mother saying, "It's broken mother."

Hypotheses Considered

The first hypothesis stated that the mother would tend to be more overtly directive than any other member of the family. This included being more verbally instructive and expressive regarding familial tasks and behavior of the children. Specifically, the mother was predicted to rate high in the coded indices of suggests, cautions, instructs, or teaches, punitive action, punitive threat, aggressive statement or threat, and starting and stopping the actions of other family members. The first three of the above mentioned list are in the Going Toward category and the remaining five are in the Going Against category.

Table XVII reveals the differentiation of the members regarding directive tendencies including: the mean, standard deviation, number of acts, the t ratios and probabilities.

TABLE XVII
TENDENCIES OF DIFFERENT FAMILY MEMBERS
TO BE "DIRECTIVE"

Major Category	Family Member	Mean	S.D.	Number of Acts	t	p
Toward	Father	3.12	4.44	84	4.54	0.0019
	Mother	6.16	6.99	226		
Against	Father	1.52	2.29	143	9.38	0.0001
	Mother	6.35	7.88	273		
Toward	Son 1	2.07	1.64	41	-0.29	0.1070
	Dau. 1	1.98	1.42	45		
Against	Son 1	1.93	1.48	71	-0.35	0.1322
	Dau. 1	1.83	1.52	54		
Toward	Son 2	1.75	1.36	40	0.0	1.0000
	Dau. 2	1.75	1.40	28		
Against	Son 2	1.41	0.76	54	2.33	0.0193
	Dau. 2	1.98	1.52	47		

In this study, it was determined to include only the mother, father, the "first" and "second" children in the analysis of the directiveness of different family members. There were fewer of the "third" children and their interaction patterns were almost identical to those of the "second" children. Table XVII shows the breakdown and intensity of 'directiveness' of each of the above mentioned.

The mean for the mother's directive acts regarding the indices already mentioned in this chapter was 6.16 for the Going Toward category and 6.35 for the Going Against category. Compared to the mother, the mean scores of the father were 3.12 for the Going Toward category and 1.52 in the Going Against category. The mother certainly interacted more with other family members than did the father, but these directive mean scores are based on the average number of acts regarding the directional phenomena rather than the total interaction. The number of acts of interaction are enumerated in Table XVII, but the most important figures in the table are the mean scores of the individuals involved. The children were not expected to rate as high as the parents in either the Going Toward or Going Against categories, but surprisingly did rate higher than father in the Going Against category. The standard deviation as well as the directive mean scores were considerably higher for the mother. The comparative analysis corroborates the author's hypothesis that the directiveness of the mother exceeds that of any other member of the family.

The second hypothesis stated that the father would tend to rate higher in the directive aspects of the Going Toward category than the mother, but that he would tend to rate below the mother in the Going Against category. This researcher was assuming that the time the father

was home would be devoted more to harmonious interaction and would not include many of the problems which the mother had to handle during the day. Explicitly stated, the father's directiveness would be more confined to suggests, cautions, and teaches or instructs, than it would be to punitive actions, punitive threats, aggressive statements or threats, and stopping and starting the actions of others. In the statement of this hypothesis, it is implied that the father's directiveness may be more subtle while the mother's is more overt and expressed. This hypothesis is only true in part. The mother definitely has a higher directive mean score in the Going Against category, but her mean directive score is also higher than the father's in the Going Toward category. In the Going Against, the mother has a mean score of 6.35 to the father's 1.52, and in the Going Toward she has a mean directive score of 6.16 to the father's 3.12. The mother had a higher directive mean score in the Going Against category than she had in the Going Toward category which corroborates, to a degree, the hypothesis that the mother would rate higher in directiveness in the Going Against than in the Going Toward category.

The third hypothesis predicted that the ages of the children would be inversely related to the intensity of the petitionary acts of the child. Since there were only a few cases below the age of three and only a few above the age of fourteen, these ages were chosen for the test. Only the coded acts of the children ages 3-14 were felt to be of maximum value to this study since the children below three were mostly babies just learning to talk and those above fourteen were not often present.

TABLE XVIII
 PROPORTION AND NUMBER OF CHILDREN'S
 PETITIONARY ACTS BY AGE AND SEX

Age	Males		Females	
	Proportion of Acts	Number of Acts	Proportion of Acts	Number of Acts
3	.34	10	.26	18
4	.26	15	.28	15
5	.28	6	.32	7
6	.18	12	.25	10
7	.18	11	.20	5
8	.22	14	.21	9
9	.10	12	.21	9
10	.16	5	.25	6
11	.16	12	.11	3
12	.18	4	.15	4
13	.14	5	.14	4

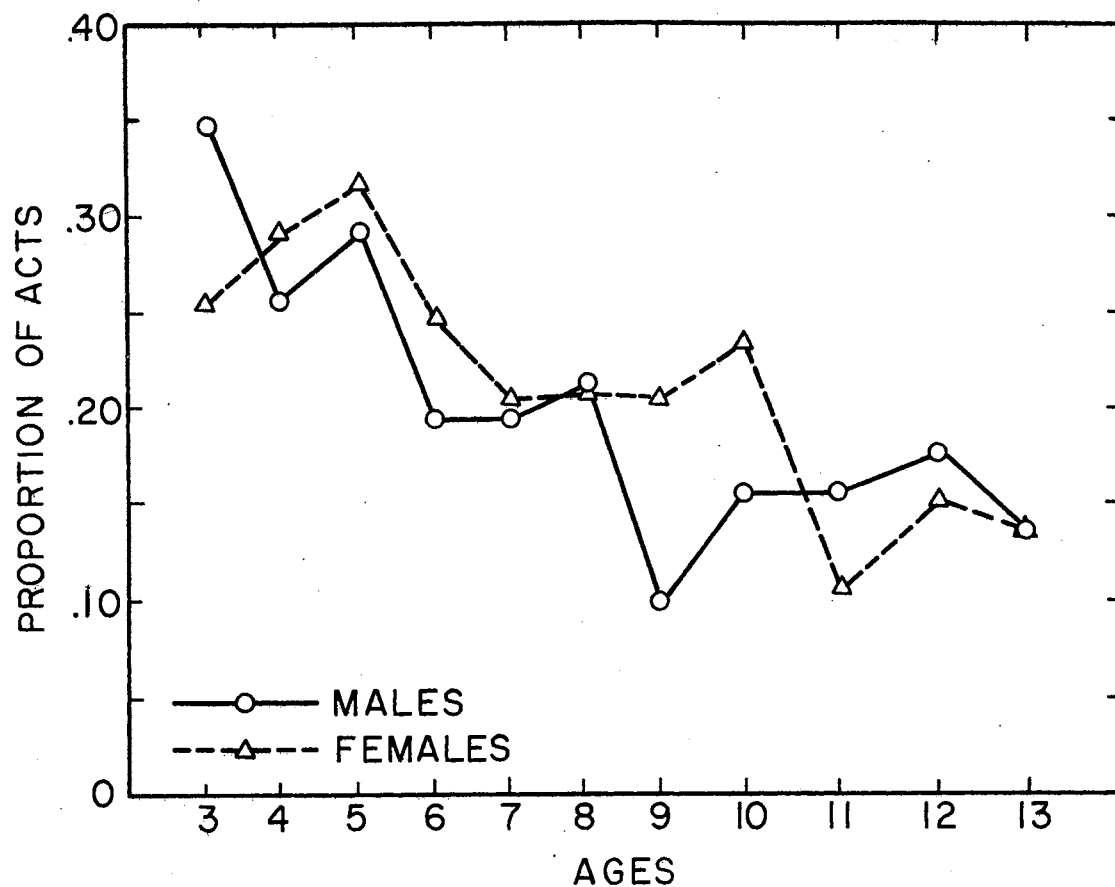


Figure 1. Children's Petitionary Acts
by Age and Sex

The petitionary acts, as defined by the hypothesis, include: seeks permission, invites or seeks help, asks forgiveness, and expresses desire or makes a request. According to Figure 1, there is a gradual decline in the intensity of the petitionary acts as the ages of the children increase.

The correlation coefficient between the petitionary scores of the males and females by age was .70. This correlation coefficient was based on 107 petitionary acts by the males and 90 acts by the females, and the number of children involved in the age bracket from three to

fourteen was 205. According to Kerlinger (1964, p. 171), this high a coefficient of correlation is significant with this many pairs being correlated.

From viewing Figure 1, there seemed to be reason to test for the beta coefficients for both the males and females by the use of linear regression. The results for the males was a beta coefficient of $-.0163$ and for the females a beta coefficient of $-.0176$.

The fourth hypothesis states that all children would register a higher resistance toward the mother than toward the father. It has been shown already that the mother interacted more with the children than did the father on a quantitative basis, but Figure 2 depicts the resistance mean of the children toward their parents which gave a truer picture of this phenomena than did the quantitative aspects of the divergent interaction factors.

The coded acts used for the determination of this hypothesis were: stopping another's action; disobeys; ignores commands, suggestions or questions; disclaims fault; disagrees, argues, or disapproves; negatively acknowledges or vocally refuses. The resistance mean score of the males was slightly higher than that of the females toward both the mother and father.

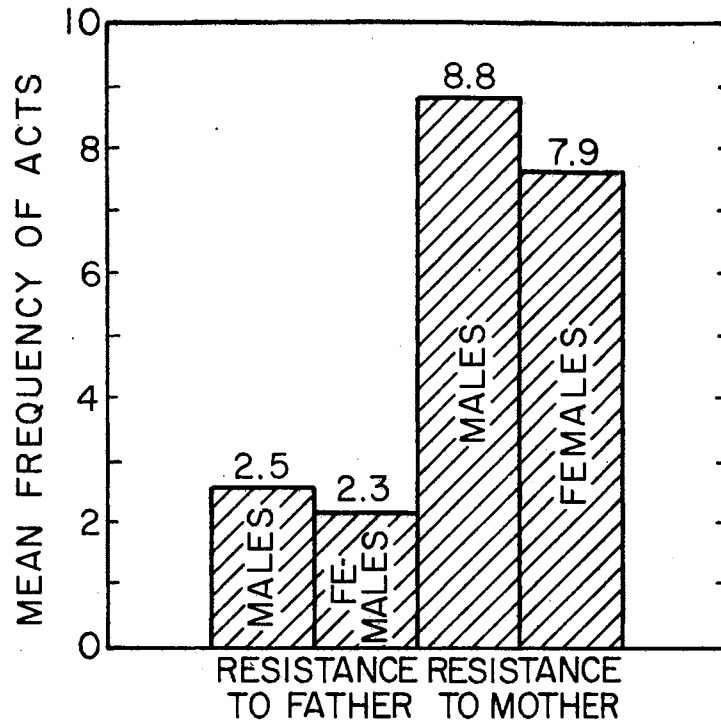


Figure 2. Mean Scores of Children's Resistance to Parents

Figure 2 depicts the resistance divergencies among the children to the mother and father in total acts of resistance. The males measured 2.5 and 8.8 in the mean frequency of their resistance to the father and mother, respectively. The females' resistance mean frequency was somewhat lower with a 2.3 and 7.9 toward the father and mother, respectively. In the case of the resistance toward the father by the males and females, there were 51 total instances where such behavior occurred, but toward the mother there were 136 instances where resisting acts were recorded by the males and females.

From Figure 2 above it appeared that the children were much more resistant toward the mother than toward the father. This appearance is based on the means of the total interaction. The mother was interacted

with more than the father, but when the interaction scores were standardized according to the mean number of hours each parent was present for the observation, the extremes between the resistance toward the mother and father disappeared. Figure 3 depicts the resistant acts per hour by the children toward the parents and the result is a much clearer and truer picture of the interaction than was portrayed in Figure 2.

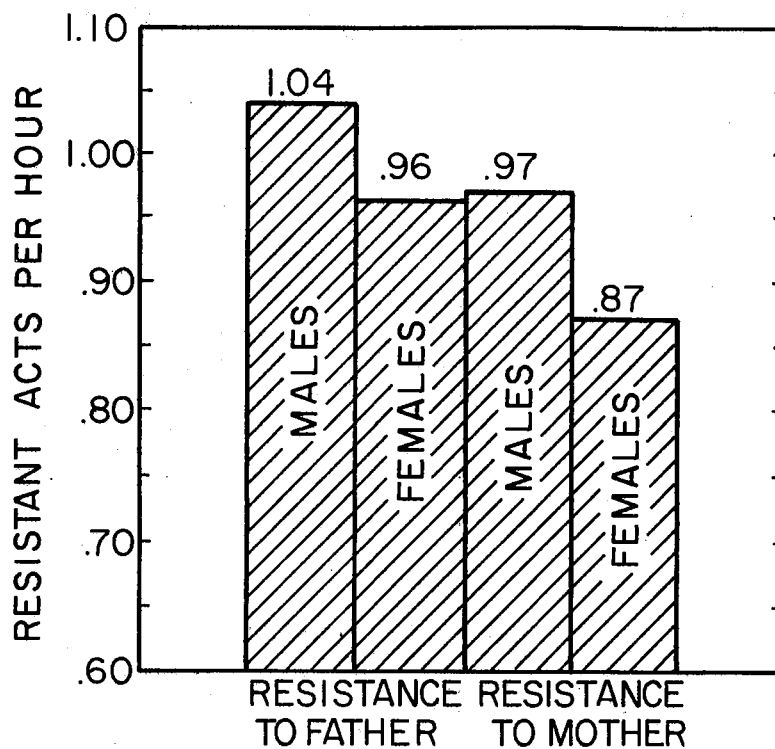


Figure 3. Children's Resistant Acts Per Hour to Parents

In the second analysis, based on acts per hour, the males remained slightly more resistant than the females, but (Figure 3) indicates that both males and females were somewhat more resistant to the father than

to the mother. The latter is a more conclusive picture of the resistant interaction.

This researcher hypothesized in the fifth place that the communication between parents and children would exceed that between the siblings within the family. Table XIX was designed to show configurationally, the total scope of the communication between the children and parents and the children and their brothers and sisters within the nuclear family.

TABLE XIX
TOTAL COMMUNICATION PROPORTIONS OF PARENT-CHILD
AND CHILD-CHILD VARIETY

Family Member	Communication With Mother and Father		Communication With Other Children	
	Acts	Per Cent	Acts	Per Cent
Son 1	3345	75.6	1140	25.4
Dau. 1	3331	76.0	1057	24.0
Son 2	2758	72.5	1047	27.5
Dau. 2	3128	75.3	1025	24.7
Son 3	1111	82.0	243	18.0
Dau. 3	795	64.3	441	35.7
Mean Totals =	2411	74.2	825	25.8

In this instance, the mother and father were not separated for the purpose of quantifying the total number of acts which transpired between them and the children. It has been established that the major portion

of the mothers' communication was with the children, but the hypothesis includes the father also. In the case of the first son, he interacted with individual family members 4485 times, 3345 with the parents and 1140 with other siblings. The first daughter had a total of 4388 interactions with other members of the family on an individual basis and 3331 were with the parents and 1057 with other members of the family. Other members follow the same trend as is exemplified in Table XIX. The mean number of interactions with the parents is roughly three times what it is with other children in the family. The mean percentage of the interaction with the parents is 74.2 compared to 25.8 with other members of the family. In the instance of the "third" children, when the tabulation of the data for the hypotheses was done, it was found that the patterns became somewhat more erratic and less stable than with the older children. This was the case here also, but Table XIX corroborated the postulation that the parents would be the center of communication within the nuclear family.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

FOR FURTHER STUDY

Research resulting from studies originating within the nuclear family have been fairly rare. Studies which have been done have been limited to short time-segmented parts of familial interaction. Traditionally, the privacy of the family has been considered sacrosanct by a large segment of the population, and it has been only in recent years that social scientists have been able to study the family from an internal perspective. Studies which have been done on interaction have, in the main, been limited to interview or questionnaire-type information rather than direct observation.

Summary and Conclusions

Family theory is a rather recent innovation concerning the study of the family in America. In Chapter I, attention was given to the discussion of the development of family theory as outlined by Christensen (1964) in The Handbook of Marriage and the Family. A survey of the different theoretical frameworks and their treatments were discussed as outlined by Nye and Berardo (1966) in their book, Emerging Conceptual Frameworks in Family Analysis. A review and an evaluation of the different approaches and frameworks were examined from the perspective of

Broderick's work (1971), Beyond the Five Conceptual Frameworks: A Decade of Development in Family Theory.

The foregoing have served as an impetus for family researchers to depart from the traditionally eclectic approach and become more systematized and model-conscious in studying and analyzing family data.

The present study was conceptualized as a method of studying the family which has not been widely used. Familial observation is not possible without willing subjects and willing observers. The facilitation of this study was realized because a group of concerned university students who were enrolled in Family classes at Central State University, Edmond, Oklahoma volunteered to enter homes of their acquaintances and observe everything that happened for the period of one day. As outlined in Chapter II of this study, guidelines were established, the students were trained, and the actual observations began in the Fall of 1970 and were completed in the Spring Semester of 1971. Because of the fact that eighty per cent of the students at Central State University are commuter students, and many drive from as far as fifty miles daily, their range of family acquaintances was quite extensive. The sample turned out to include a variety of occupations and backgrounds.

The students were instructed to be as objective as possible and record only overt acts of communication. The goal of the research was to ascertain what actually takes place in the "average" contemporary American family in one day's time.

Data were collected by more than one hundred students, but only only hundred of the observational studies were chosen for this research project. The families varied in size, income, and geographic location within the State of Oklahoma. Several of the observations were made

within families living some distance from the university. There were at least twenty different cities, towns, or municipalities represented in the observational studies. When the subjects in the families which were observed were compared to the national medians according to income, age, size of family, and educational attainment, there were many similarities to the medians of the larger society.

Ninety-four of the families which were observed had a white male-head. The mean income for the fathers in this research was \$10,050 with a standard deviation of \$5,340. There was a wide variation when the mean was computed, but when the median income was tabulated it was between \$9,000 and \$10,000. According to the United States Bureau of Statistical Abstracts (1971, p. 316) the median income for the white male-head of the family in the United States in 1969 was \$9,794.

It was difficult to make an age comparison for the fathers and mothers in this study to the national medians, but there are some comparable statistics between the two. The U. S. Statistical Abstract showed that 44.9 per cent of the parents who had either two or three children were in the age bracket from thirty to forty-four (p. 33). The sample of the present study ranged in age from the early twenties to the middle fifties, with a mean for the fathers of 32.21 years and a mean for the mothers of 31.14 years. The median age of this sample was just over thirty years which places them at the bottom of the range mentioned above. The parent sample for this present study had 2.54 children per family as compared to the national average of 2.8 per family (Goode, 1964, p. 210).

The mean educational attainment for the fathers in the present study was 13.89 years and the mothers' attainment was a mean of 13.36

years. The median for the sample was just under thirteen years which is somewhat higher than the national median in 1969 of 12.2 years (U. S. Bureau Statistical Abstracts, p. 29).

The foregoing is indicative of the similarity of the present study to the national medians in the areas of age, income, and educational attainment.

Data for this research were coded according to a set of forty-eight categories designed by this researcher. The indices were couched in the directional categories developed by Horney (1945) for classifying interpersonal behavior. Borke's work (1967) served as a guide for setting up the model. The coding, as explained in Chapter II, was designed to functionalize the quantification of the interaction so that it could be measured and handled with some degree of objectivity.

There were 254 children involved in the 100 families observed: 138 males and 116 females. The bulk of these children were preschool and elementary school children with 120 and 111 so classified, respectively. (This was a predetermined requisite for a family to be observed. It was assumed that this age child would be present most of the time when not in school, thereby enhancing the possibility of maximal interaction within the family.) There were thirty mothers among those observed that normally worked outside the home. All observations were carried out while the mother was home because this factor was considered an imperative for successful observation. There was no discernible difference between working mothers and non-working mothers in the interaction patterns between the mothers and their children.

In every instance, the mother was the center of the interaction within the family. It is assumed that this is a condition peculiar to

the contemporary American family and not just an anomaly for this day of observation. Of the 43,102 total recorded acts of communication by all family members, the mother initiated 19,769, or roughly 46 per cent of them. Whether the term "expressive" role or the "instrumental" role, or the role of "boss" would best fit the mother as she appears in these observations is a moot point.

Bales and Slater (1955) conducted a series of small group experiments and when they began to speculate on the meaning of their findings, they discovered that each group had a member who seemed to be the task leader and another member who seemingly was the emotional leader. Consequently, they referred to the former as the "instrumental" leader and to the latter as the "expressive" leader. Zelditch (1955) decided to test the proposition that Bales and Slater had discovered by using the family since he considered it an ideal example of the small group. By use of the Human Relations Area Files, he discovered that out of 56 societies examined, 46 of them conceptualized the role of the mother as more "expressive" and the role of the father as more "instrumental". As the husband-wife leadership roles bend to the pressure to become more egalitarian, sharp differentiation between what is being termed "expressive" and "instrumental" becomes extremely nebulous. It is possible that leadership roles in the family are to some degree "situational" depending on the parent present and the existing circumstances.

The children referred to earlier as the "first" and "second" males and females in the families had the second highest mean total interaction score, and the father and the "third" children had low total mean interaction scores. The total males and females of the first birth-order position had total mean scores of 4485 and 4388, respectively.

Eighty-seven per cent of the total communication initiated by the children was credited to the "first" and "second" level males and females within the family. Obviously, the father was not present a great deal of the time to interact, and in some instances there were no "third" children so the average number of acts initiated by these representatives was very small.

The categories of Going Toward and Going Against were functional for this particular study, but the Going Away From category proved to be of little value in this research. Horney (1945) did not develop the directional categories for measuring this type of behavior, but they have been extremely functional for the analysis of observed interaction. Perhaps the Going Away From category would be of more value were different variables used in determining its functionality.

The paucity of interaction between the husband and wife seemed to be more attributable to the time they were together while the observer was present than to the fact there existed any tension between them. In the early morning, the father was doing one or more of about three things: dressing, eating, or reading the morning paper before his departure for work. The mother was concerned with getting him off to work and the children up for the day; therefore, she had little time to interact with the father, or he with her. Only nine per cent of the mother's total interaction was with the father, however, forty-three per cent of the father's interaction was with the mother. The mother interacted with the "first" and "second" males and females in the family 15,055 times, or a total of seventy-six per cent of her total communications.

The mother was certainly the most "directive" member of the family.

The first hypothesis predicted that the mother's "directive" scores would be higher than any other member of the family. The mother's "directive" mean score concerning the acts described in Chapter III as "directive" was 6.16 in the Going Toward category and 6.35 in the Going Against category compared to the father's 3.12 and 1.52 in the same categories. It was predicted that the father would rate higher in the Going Toward category than the mother, but this was not true. Proportionately, the father would rate somewhat higher because of his 3.12 in the Going Toward and only 1.52 in the Going Against. This is a ratio of approximately two to one in the comparison of the two categories, whereas, the mother had a higher score, 6.35 in the Going Against category than her score of 6.16 in the Going Toward category. Borke (1967) suggests that the father's "directiveness" or influence may be more subtle than the mother's, but it still exists. The father does not verbalize his feelings to the extent which the mother does and, therefore, in an observational study his communication would be less detectable. The frequency polygons in Appendix A depict the trend of each family member's interaction with other members in the Going Toward and Going Against categories. Every member of the family had more communication coded in the Going Toward category than in any other.

There appears to be an inverse relationship between the age of the child and his petitionary activity. The family serves as the "launching pad" for the child and under normal circumstances, parents attempt to instill within their children an increasing degree of independence as the child grows older. The Committee on Human Development at the University of Chicago conceptualized, identified, and defined the developmental task concept regarding the rearing of children. Havighurst

(1948, p. 6) defined the developmental task as:

. . . a general mode of behavior which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks.

Children begin to separate themselves progressively more from their parents as their interaction intensifies with the peer group. This process is emphasized by Ritchie and Koller (1964, p. 81) in their discussion of the parent-child relationship:

. . . those children who are fortunately encouraged to perform within their capacities and interests, who are led to experience some measure of triumph in their formative years, and who are helped to distinguish between productive and nonproductive actions, are in the desired strategic position of gaining increasing command of situations when they grow up. The uncompromising nature of the parent-child relationship, thus, moves children in the directions in which they are faced in their respective families.

The proportion of the petitionary acts of the total acts varies with the ages of the children, but there is a trend toward fewer acts on the part of the older children. When the correlation between the proportion of the petitionary acts of the males and females was tabulated, it was found that the correlation coefficient between the two was .70. The beta coefficient was negative in both instances, but the slope of the regression line was very slight. The beta coefficient for the males was a $-.0163$ and for the females was a $-.0176$.

It was assumed by this researcher that a certain amount of tension and disagreement would be common to most families as family members interacted with each other. It has been shown in the Going Against action of the members that this is the case. One problem, isolated and dealt with in this research study, was in regard to the degree of resistance of the children toward the parents. Indices were selected which

indicated resistance toward another member, and these were tabulated by the use of a computer program. It was predicted that the resistance of the children would be higher toward the mother than the father. The basis for this postulation was interaction opportunity between the children and the parents, and the assumption that children in contemporary America are still socialized to see the father as the stronger physical figure of the two, and the one to be most feared. There was a tendency for the males to be more highly resistant than the females, but when the resistance scores were considered on a basis per hour which the parent was present, both males and females showed slightly more resistance toward the father than toward the mother. The children's mean frequency resistance to the mother when viewed from a quantitative perspective was approximately three times the mean frequency resistance to the father, but when the action was standardized on an "acts per hour" basis, the resistance became more equal with slightly more toward the father. Emmerich (1962) studied the relationship between the parent and child based on the sex of the parent and the sex and age of the child. He utilized a nurturance-restriction scale to ascertain the leanings of the parents toward the children as to how they interacted in different situations. He concluded that the mothers were definitely nurturant (positive, facilitating in reciprocal role behavior) toward the sons than toward their daughters. The mothers were more restrictive (negative, interfering and uncooperative in reciprocal behavior) toward their daughters. The fathers proved to be more nurturant toward the daughters and more restrictive toward their sons.

Rothbard and Maccoby (1966) did a similar study to the one mentioned above and found that parents tended to use more power and

restrictiveness in relating to their children of the same sex. The fathers were more permissive toward their daughters and the mothers were more permissive toward their sons. Straus (1967) discovered that fathers tended to exercise more control over sons than daughters, and mothers tended to exercise more control over daughters than sons. Strauss also found that fathers tend to be more predominant in both the expressive and instrumental roles.

If there is any correlation between the mother's permissive attitude toward their sons and the sons' resistance toward the mother, the findings here do not support those of the above mentioned studies. The males resist the mother and father more than do the females.

It was postulated that the children would communicate with, and through, the parents more than with each other. The child has a longer dependence period than any other animal. The attachment to parents is strong and evidently takes precedence over the relationship which he has with other siblings within the family. About three-fourths of the interactions of the children were with, or through, the parents. The child recognizes that the parent has the power to make decisions where the brothers and sisters do not. The child has an advocate as well as a judge in his world of interacting with the brothers and sisters of the same household when he turns to the parents. In many of the observational records, conversation such as the following occurs:

"Mama, make Billy help me with my arithmetic."

"Daddy, Jimmy won't let me ride his tricycle. Make him."

"Patty tore her dress, aren't you going to whip her?"

"Mom, make Paul let me alone!"

The child uses the parent as an "equalizer" for the problems

which he may have with the brothers and sisters that he cannot solve himself.

A very small percentage of the interaction recorded on 2500 pages of raw data is coded as instructs or teaches. Most of the interaction initiated by the mother is concerned with controlling and directing the children's activities. Only three or four of the observational studies revealed any type of effort by the mother to sit down during the day and instruct or teach her child. Much of the activity of the mothers would be close to being simply "custodial". Often repeated statements are exemplified below:

"Eat your cereal before you try to get down."

"Don't drop your spoon!"

"Watch the door, don't let it slam."

"Get that dog out of here."

"Why don't you go to your room and play in there."

"Turn the T.V. down, it's too loud."

"Honey, why don't you go get dressed."

"No, you can't go over to Jimmy's. You have to take your nap."

The observers were not instructed to count the hours the television was on during the day, but mention was made in the majority of the studies that it was on a great deal of the time. It was not the aim of this paper to evaluate the socialization process which was in progress in the homes at the time of observation, but from the records, it seems as if the interaction and communication were turned toward an informal type of process rather than a formal one. Most of what happened was not planned or structured, not taught, but perhaps caught by the child in the home.

Recommendations for Further Study

It is difficult to draw valid conclusions by one day's observation of one hundred families. This study encapsulates over nine hundred hours of family observation, and many of the families were very similar in their interaction patterns. Some type of longitudinal arrangement would help to lend reliability to the findings. The following recommendations are made based upon the present research:

- (1) If the same family could be observed two or three times in the same year and the interaction patterns compared, there would be more assurance that the findings were valid.
- (2) Families of different socio-economic levels need to be observed to determine any difference in interaction patterns.
- (3) Additional studies from an observational perspective are needed to see how much of the time parents and children spend viewing television during a day's time.
- (4) It is suggested that studies involving more of the evening activity of the family would be helpful. Perhaps such studies could be contrasted to the day studies in the same families.
- (5) Families of different race and ethnic background would be a fertile field to study observationally.
- (6) Observational studies need to be planned to involve the father in more interaction.

The door to familial observation has been opened. Another milestone in family research may be in the offing. It is felt by the author

of this study that one of the richest fields of exploration is within the family in the home setting.

Limitations of the Study

The limitations of this study include a number of variances which seemed to be unavoidable. The major limitations are enumerated below:

- (1) It was not possible to randomize the sample of families observed. The families were sought out by the observers among acquaintances, and no attempt was made to randomize the sampling.
- (2) The families were not all the same size. The sizes of the families range from one to five children, however, the great majority of them had two or three children.
- (3) The observers were trained equally, but their observations differed to the degree that some were very meticulous in recording every detail, while others recorded only what they considered major interaction.
- (4) Many of the families were together a great deal of the time during the observation period, while others were separated and scattered.
- (5) The length of the time the father was present during the observation period varied considerably. The variance here for father being present was from none of the time to all of the time during the day-long observation.
- (6) The geographic location of the residence of the families observed varied from locations in northern Oklahoma to locations in southern Oklahoma. The majority of the

families observed were urban dwellers, but a few were rural dwellers.

The above limitations are not expected to weaken the objectives of this research because the major aim was concerned with intrafamilial interaction.

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APPENDIXES

APPENDIX A

FREQUENCY POLYGONS OF THE DIFFERENT FAMILY
MEMBERS' INTERACTION IN THE GOING TOWARD
AND GOING AGAINST CATEGORIES

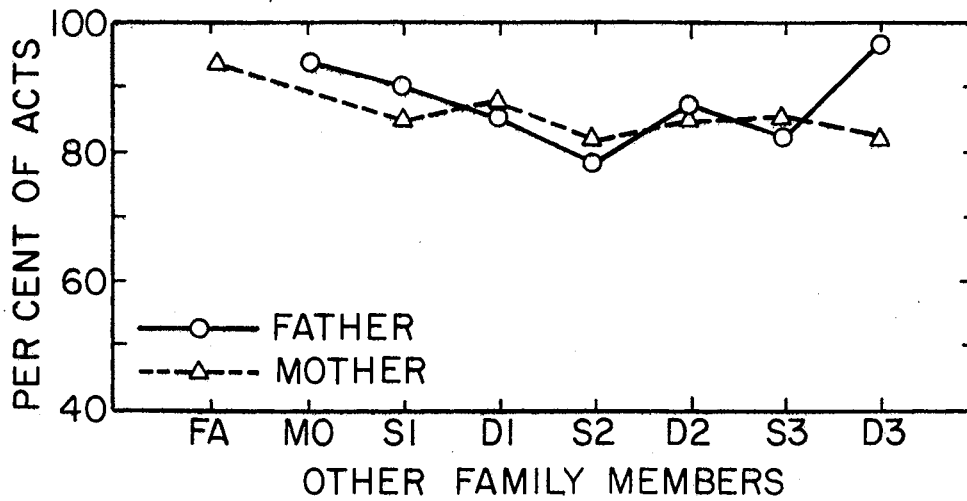


Figure 4. Per Cent of Acts of Father and Mother in Going Toward Category

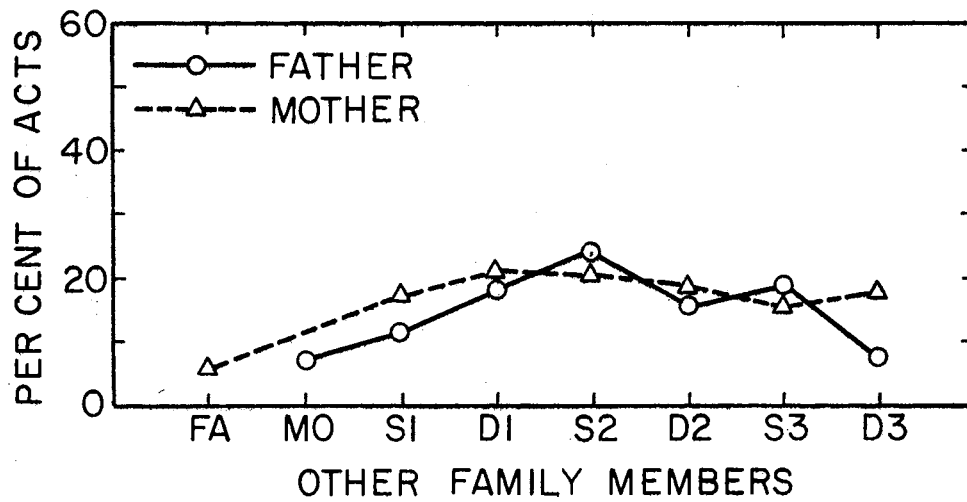


Figure 5. Per cent of Acts of Father and Mother in Going Against Category

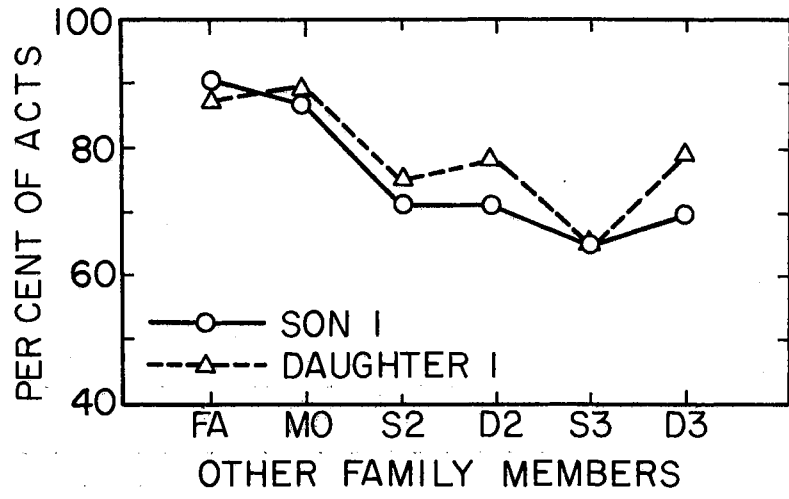


Figure 6. Per Cent of Acts of Son 1 and Daughter 1 in Going Toward Category

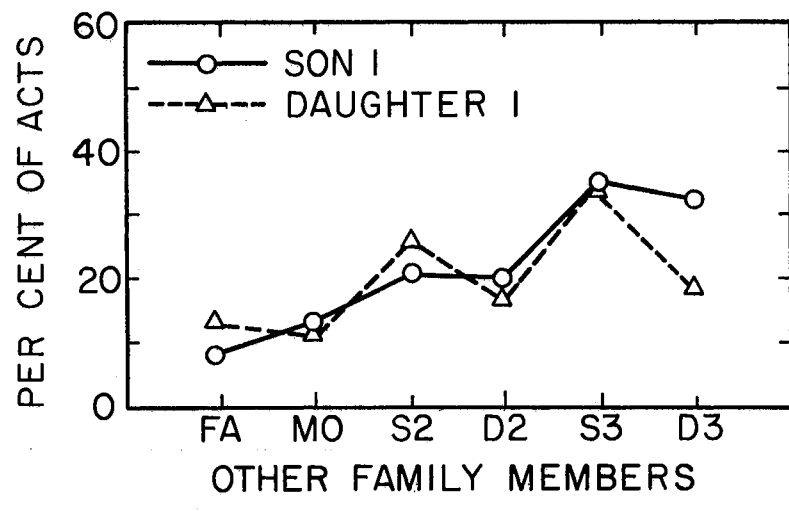


Figure 7. Per Cent of Acts of Son 1 and Daughter 1 in Going Against Category

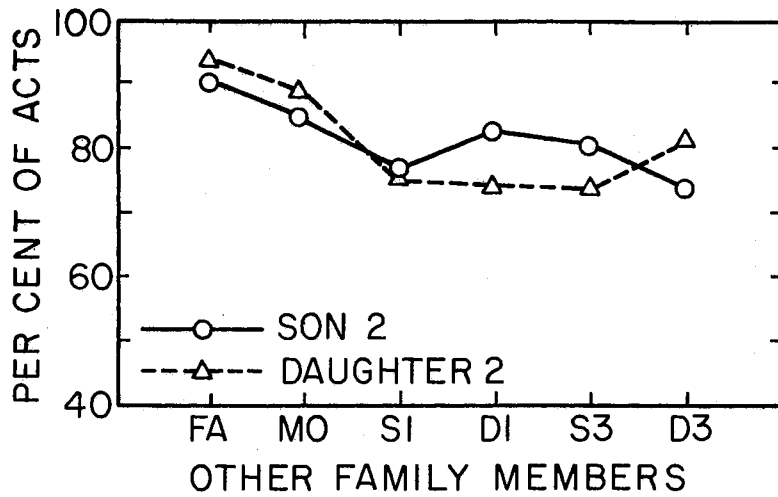


Figure 8. Per Cent of Acts of Son 2 and Daughter 2 in Going Toward Category

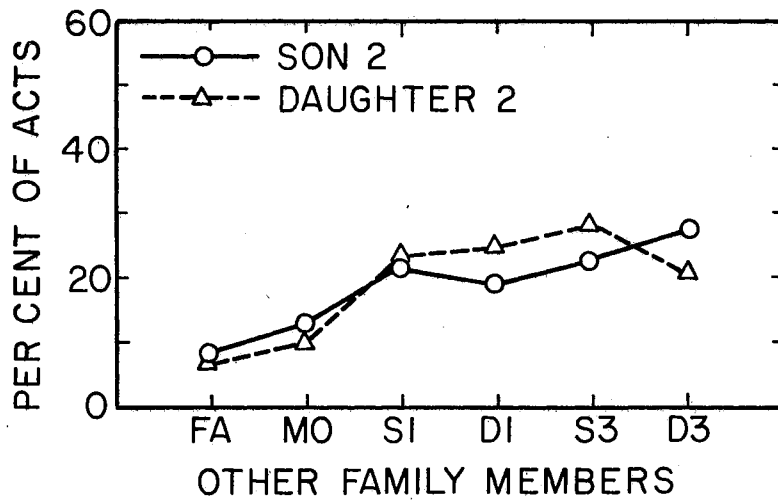


Figure 9. Per Cent of Acts of Son 2 and Daughter 2 in Going Against Category

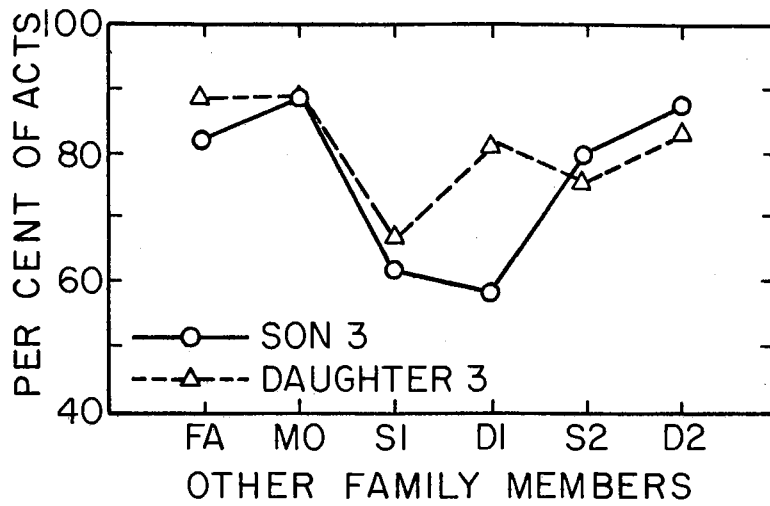


Figure 10. Per Cent of Acts of Son 3 and Daughter 3 in Going Toward Category

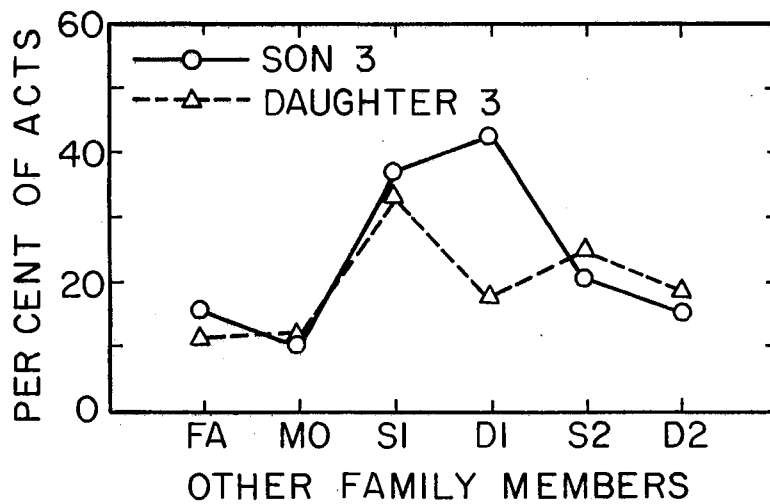


Figure 11. Per Cent of Acts of Son 3 and Daughter 3 in Going Against Category

APPENDIX B

FAMILY INTERACTION COMPUTER PROGRAM

```

C  MCBRIDE FAMILY INTERACTION STUDY (ALLEN) 1972
    DIMENSION H(18), N(45), A(9, 40), D(3,25), G(8,64), NN(12), LB(60)
    1, NQ(3), NT(20)
    DATA NN/21,24, 30, 31, 33, 34, 38, 39, 14, 20, 26, 27/, NQ/'MEAN',
    1'S.D.', 'N' '/'
    DO 1 I=1,9
    DO 1 J=1,40
1  A(I,J)=0.
    DO 2 I=1,3
    DO 2 J=1,25
2  D(I,J)=0.
    DO 3 I=1,8
    DO 3 J=1,64
3  G(I,J)=0.
    READ (5,4) LB
    READ (5,5) NT
4  FORMAT (20A4)
5  FORMAT (1J(A4, A2, 2X))
7  READ (5,6, END=40)H
6  FORMAT (2X, F3.0, 1X, 18F4.0)
C  ACCUMULATE DATA ON AGES, EDUCATION
    DO 8 J=1,8
    D(3,J)=D(3,J)+1.
    DO 8 I=1,2
8  D(I,J)=D(I,J)+H(J)**I
    DO 10 J=9,17,2
    IF (H(J).LT.1.) GO TO 11
    K=H(J)
    K=K+8
10 D(3,K)=D(3,K)+1.
11 READ (5,12, END=40)N
12 FORMAT (5X, 15(1X,2I1, I2))
    DO 30 I1=1,43,3
    I3=I1+2
    I2=I1+1
    IF (N(I3).LT.1.OR.N(I3).EQ.99) GO TO 31
    IF(N(I1).EQ.0.) GO TO 14
    K=(N(I3)+9)/20
    I=N(I1)
    J=N(I2)*4+K
    A(I,J)=A(I,J)+1.
14 IF(N(I3).LT.14.OR.N(I3).GT.45) GO TO 30
    IF(N(I3).LT.21.OR.N(I3).GT.39) GO TO 20
    IF(I1.EQ.0) GO TO 30
    DO 16 I=1,8
    IF(N(I3).NE.NN(I)) GO TO 16
    KR=I-((I+1)/5)*3
    K=(N(I1)-1)*6+KR
    L=((I+6)/5)+6
    G(L,K)=G(L,K)+1.
    GO TO 20
16 CONTINUE
20 IF (N(I1).LT.3) GO TO 30
C  SCORE BY SEX ALL CASES OF PETITION AND ALL ACTS
    DO 23 J=9,17,2
    CH=N(I1)

```

```

IF (CH.NE.H(J)) GO TO 23
K=H(J+1)
IF (K.LT.3 .OR. K.GT.14) GO TO 29
KR=MOD(N(I1)+1,2)*4
K=K+50
L=4+KR
G(L,K)=G(L,K)+1.
GO TO 24
23 CONTINUE
24 DO 25 I=9,12
IF (N(I3).NE.NN(I)) GO TO 25
G(L-1,K) =G(L-1,K)+1.
GO TO 29
25 CONTINUE
29 IF (N(I3).LT.38.OR.N(I3).EQ.39.OR.N(I3).EQ.44) GO TO 30
IF (N(I2).GT.2) GO TO 30
K=(N(I2)*2)+MOD(N(I1)+1,2)+47
G(7,K)=G(7,K)+1.
30 CONTINUE
GO TO 11
31 DO 34 J=1,47
IF (MOD(J,6).EQ.0) GO TO 34
DO 32 I=1,2
G1=G(I+6,J)
IF (G1.EQ.0.) GO TO 32
G2=G1**2
G(I,J)=G(I,J)+G1
G(I+2,J)=G(I+2,J)+ G2
G(4+I,J)=G(4+1,J)+1.
G(I+6 ,J)=0.
32 CONTINUE
34 CONTINUE
DO 33 J=49,52
IF (G(7,J).EQ.0.) GO TO 33
G1=G(7,J)
G2=G1**2
G(1,J)=G(1,J)+G1
G(3,J)=G(3,J)+G2
G(5,J)=G(5,J)+1.
G(7,J)=0.
33 CONTINUE
DO 36 J=53,64
DO 36 I=1,5,4
IF (G(I+3,J).EQ.0.) GO TO 36
G(I,J)=G(I,J)+1./(G(I+2,J)/G(I+3,J))
G(I+1,J)=G(I+1,J)+1
G(I+2,J)=0.
G(I+3,J)=0.
36 CONTINUE
GO TO 7
40 DO 44 J=1,48
IF (MOD(J,6).EQ.0.) GO TO 42
JT=((J+5)/6)*6
DO 41 I=1,6
41 G(I,JT)=G(I,JT)+G(I,J)
42 DO 43 I=1,2

```



```

IF (G(I,J).EQ.0.) GO TO 43
G(I,J)=G(I,J)/G(I+4,J)
G(I+2,J)=(G(I+2,J)/G(I+4,J)-(G(I,J)**2)**.5
43 CONTINUE
44 CONTINUE
DO 46 J=49,52
G(I,J)=G(I,J)/G(5,J)
46 G(3,J)=(G(3,J)/G(5,J)-(G(I,J)**2)**.5
DO 50 J=53,64
DO 50 I=1,5,4
IF (G(I,J).EQ.0.) GO TO 50
G(I,J)=G(I+1,J)/G(I,J)
50 CONTINUE
DO 52 J=1,14
IF (D(3,J).EQ.0.) GO TO 52
D(1,J)=D(1,J)/D(3,J)
D(2,J) = (D(2,J)/D(3,J)-(D(1,J)**2)**.5
52 CONTINUE
DO 54 I=1,9
DO 54 J1=1,33,4
J3=J1+2
J4=J1+3
KR=37-J1
DO 53 J=J1,J3
A(I,J4)=A(I,J4)+A(I,J)
53 A(I,KR+J)=A(I,KR+J)+A(I,J)
54 A(I,40)=A(I,40)+A(I,J4)
DO 56 J=1,40
DO 56 I=1,8
56 A(9,J)=A(9,J)+A(I,J)
DO 60 I=1,9
J4=4
DO 59 J=1,39
IF (MOD(J,4).NE.0) GO TO 58
J4=J4+4
GO TO 59
58 IF (A(I,J4).EQ.0.) GO TO 59
A(I,J)=A(I,J)/A(I,J4)
59 CONTINUE
60 CONTINUE
WRITE (6,66)
66 FORMAT ('1'///' HYPOTHESES 1 TO 5 DIRECTIVE TENDENCY.'//)
DO 70 J1=1,37,12
J2=J1+11
L1= J1/3+1
L4=L1+3
WRITE (6,68) (LB(L), L=L1, L4), ((L,L=1,5), I=1,2)
68 FORMAT (//12X,4X,2A4,T75,2A4/11X,2(5I8,7X,'T', 9X),'T',5X,'P'//)
DO 70 I=1,6
L1=I*2+15
L2=L1+1
IF (I.GT.2) GO TO 69
DIF=G(I,J2)-G(I,J2-6)
C1=G(I+4,J2)
C2=G(I+4,J2-6)
SIG=(G(I+2,J2)**2/C1+G(I+2,J2-6)**2/C2)**.5

```

```

IF(C1*C2*SIG.EQ.0.) GO TO 69
T=DIF/SIG
P=PRBF(1.,C1+C2-2.,T**2)
WRITE (6,71)(LB(L),L=L1,L2),(G(I,J),J=J1,J2),T,P
GO TO 70
69 WRITE (6,71) (LB(L),L=L1,L2),(G(I,J),J=J1,J2)
71 FORMAT (2X, 2A4, 2X, 6F8.2,10X,6F8.2 ,2X,F6.2,F7.4)
70 CONTINUE
WRITE (6,72) (LB(L), L=1,4), ((LB(L), L=29,32), I=1,2)
72 FORMAT ('1'/' CHILDREN'S RESISTANCE TO PARENTS.'//12X, 4X, 2A4,8
1X, 2A4/ 12X, 8A4/)
WRITE (6,74) (G(1,J),J=49, 52)
74 FORMAT (' RESIST MEAN', 4F8.1)
WRITE (6,73) (G(3,J),J=49,52)
73 FORMAT (' STAND. DEV.',4F8.2)
WRITE (6,75) (G(5,J), J=49,52)
75 FORMAT (' FAMILIES N ', 4F8.0)
WRITE (6,76) (I ,I=3,14)
76 FORMAT ('/' PROPORTION OF PETITION ACTS OF TOTAL ACTS BY AGE 3-14.
1' //14X,I4,11I8/)
DO 78 I1=1,5,4
I2=I1+1
L1=I1/2+29
L2=L1+1
DO 78 I=I1,I2
78 WRITE (6,77) (LB(L), L=L1,L2),(G(I,J), J=53,64)
77 FORMAT (2X, 2A4, 2X, 12F8.2 /)
WRITE (6,79) (I, LB(I*2+31), LB(I*2+32), I=1,14), (I, I=1,14)
79 FORMAT ('/' BACKGROUND DATA ON FAMILIES. '/'14(I5,2X,2A4//)12X,I
14,13I6/)
WRITE (6,81) (NQ(I), (D(I,J), J=1,14), I=1,3)
81 FORMAT (4X, A4, 4X, 14F6.2/)
DO 100 M1=1,17,8
M2=MINO(M1+7,20)
N1=M1+8*(M1/8)
N2=MINO(N1+15,40)
IF(M1.EQ.17) GO TO 91
WRITE (6,90) (NT(I),I=M1,M2),((I,I=1,4), J=1,4)
90 FORMAT('1'/' INTERACTION MATRIX OF FAMILY MEMBERS. 1.GOING TOWARD
1; 2. GOING AGAINST; 3. GOING AWAY; 4.TOTAL. '/' 12X, 4(9X,A4, A2,1
23X)/10X,4(4I6,4X))
GO TO 93
91 WRITE (6,89) (NT(I),I=M1,M2), ((I,I=1,4),J=1,2)
89 FORMAT('1'/' INTERACTION MATRIX OF FAMILY MEMBERS. 1.GOING TOWARD
1; 2. GOING AGAINST; 3. GOING AWAY; 4.TOTAL. '/' 12X, 2(9X,A4, A2,1
23X)/10X,2(4I6,4X))
93 KT=0
DO 94 I=1,9
L=I*2+1
L1=L+1
WRITE (6,12)
94 WRITE (6,95) NT(L), NT(L1),I ,(A(I,J), J=N1 ,N2)
95 FORMAT (2X, A4, A2, 2X, I2,4(3F6.2,F6.0,4X//)
100 CONTINUE
STOP
END

```

```
FUNCTION PRBF(DA,DB,FR)
PRBF=1.
IF(DA*DB*FR.EQ.0.) RETURN
A=DA
B=DB
F=FR
10 AA=2./(9.*A)
BB=2./(9.*B)
Z=ABS(((1.-BB)*F**(1./3.)-1.+AA)/(BB*F**(2./3.)+AA))**.5
IF(B.LT.4.) Z=Z*(1.+08*Z**4/B**3)
PRBF=.5/(1.+Z*(.196854+Z*(.115194+Z*(.000344+Z*.019527))))**4
RETURN
END
```

APPENDIX C

TWO OBSERVATIONAL STUDIES: EXAMPLES
OF CODED RAW DATA

FOREWORD

In addition to the codes stated in previous chapters, an "X" appears in the following observations. The "X" denotes an outsider such as a neighbor or friend that speaks to the observer.

BACKGROUND

The observed family is a very interesting and well-rounded family. This family consists of three children who are growing and extremely active and verbal. In this family there was little quarreling and much emphasis on manners and courtesy. The family is enjoyable to be around and the family ties seem to be very close. The parents impressed me with their expert discipline and handling of their children.

The father is a pharmacist at a pharmacy in Edmond. He has had approximately 16 years of schooling. He is 33 years old and his yearly income is about \$12,000.

The mother is an elementary school teacher at Will Rogers School in Edmond. She has 16 years of education and is earning \$7,000 a year at the age of 30.

The children, Tommy, age 7; Peggy, age 3; and Kerry, age 2; are well disciplined and active children. They play together well and there is little fighting among them. Tommy and Peggy are adopted and shortly after the adoption of Peggy, the mother became pregnant with Kerry.

This study was done during the Christmas holidays from 8 a.m. to 6 p.m. The father left at noon to go to work and the rest of the day was a usual day in the observed family's family life.

I enjoyed studying this family because they seemed to love and respect each other very much.

DIALOGUE

D	13 Is that good Tommy?	1 3 1 3
T	13 What's the matter with Kerry Daddy?	3 1 1 3
D	13 13 What do you see?/What do you see? (Talking to K referring 23 to T) Yeah, that's Tommy.	-1 8 1 3 1 8 1 3 1 8 2 3
M	13 45 Tommy do you want some more waffles?/ (T shakes head no)	2 3 1 3 3 2 4 5
D	13 Do you want to help me after while? (to T)	1 3 1 3
T	13 What?	3 1 1 3
D	12 Clean up the garage.	1 3 1 2
T	13 29 29 12 What,/ yeah,/ Yeah,/I'll put the stuff around.	3 1 1 3 3 1 2 9 3 1 2 9 3 1 1 2
M	13 12 Would you put those pine cones somewhere?/ I put them out 12 there but I could find no place to put them. Peggy, do you 13 45 want some more waffles honey?/ (P shakes head no)	2 1 1 3 2 1 1 2 2 6 1 3 6 2 4 5
T	12 I'll be waiting for you daddy.	3 1 1 2
D	12 I want to read the paper first.	1 3 1 2
T	25 O.K.	3 1 2 5
D	13 Is that good? (to K)	1 8 1 3
	12 That cement should be dry by now.	1 2 1 2
M	16 38 13 Honey,/ don't wipe your mouth on your dress./ Wonder where she learned to do that?	2 6 1 6 2 6 3 8 2 1 1 3
D	13 Want some more? (to K)	1 8 1 3
P	27 Daddy when you sit down see my cup?	6 1 2 7
D	19 Good girl!	1 6 1 9
	30 What do we say when we get up from the table?	1 6 3 0
P	26 Excuse me.	6 1 2 6

	13	13	
	some old candy)	What do you want?/ Do you need to potty	2 8 1 3
		again? (to K)	2 8 1 3
	23		
T		I really ripped up my room.	3 2 2 3
	13		
M		Did you put your toys away?	2 3 1 3
	27		2 3 2 7
		Leave Daddy alone so he can read the newspaper!	
	13		
T		When are you going to change? to D)	3 1 1 3
	12		
D		You can go ahead, and sweep if you like/ and I'll be	1 3 1 2
		out later.	1 3 1 2
	12		
P		I can't take the sheets off my bed. (to M)	6 2 1 2
	12		
	23		
M		You did it the other day,/or did I put a fitted sheet	2 6 1 2
		on your bed?	2 6 2 3
	13		
P		What?	6 2 1 3
	11		
M		I'll come help you take them off.	2 6 1 1
	28		
M		Thank you. (something from K)	2 8 2 8
	12		2 0 1 2
		I'm going to have to run out after some soap after while.	
	13		
D		What do you have to do?	1 2 1 3
	12		
M		I'm going to have to run out after some soap.	2 1 1 2
	38		2 8 3 8
		Don't put that in your mouth! (to K)	
	28		
	12		
D		Thank you/for throwing that away. (to K)	1 8 2 8
	27		1 8 1 2
D		Peg, don't put those down where Kerry can get ahold of them.	1 6 2 7
			2 6 3 8
M		Put them up Peggy,/play with them some other time.	2 6 2 7
	12		
P		I'll put them on the bar where Kerry can't reach them.	6 2 1 2
	12		
D		The University of Michigan is going to play in the Rose	1 2 1 2
		Bowl and perform an anti-war half time but somebody brought	
		suit against them and now they aren't going to perform.	
	23		
M		Ga-lee.	2 1 2 3

23
 P Santa Clause is coming to town, you better not cry, you 6 2 2 3
 better not cry, you better not cry, Santa Clause is coming 6 8 2 3
 to town. (Singing)/There, there Kerry. 23
 23
 K Look, look. 8 1 2 3
 23 27
 D Isn't that pretty,/can you put it back up without dropping 1 8 2 3
 it? Come give me smacker. 27/16 1 8 2 7
 1 8 2 7
 1 8 1 6
 K Look, mama. 27 8 2 2 7
 29 12
 M Yeah,/there's your baby. 2 8 2 9
 13 13 2 8 1 2
 P Kerry, do you still have your Santa?/Ho ho ho, where's 6 8 1 3
 Santa,/show me. 27 6 8 1 3
 12 6 8 2 7
 P We better get her some clothes on she's freezing./Oh 6 8 1 2
 23 6 8 2 3
 freezing. When the baby comes, when the baby comes, hold 6 8 2 3
 the baby for a min. (to K) When the baby comes long long 6 8 1 2
 ago. (Part singing and talking) 23 to K-Now here's you baby. 6 8 2 1
 12 6 8 1 2
 You can take it with you. Let's go home. Here I'll carry 6 8 2 7
 12/27 27 21 6 8 2 7
 baby and you carry blanket. Here I'll hold her. Give me 6 8 2 7
 27 6 8 2 7
 the baby./ You should give her a drink of water.

T Daddy 23 3 1 2 3
 13
 D Are you ready? 1 3 1 3
 12
 T I've already swept a pile. 3 1 1 2
 12 16
 D Peg, you didn't put these out of her reach, Peggy honey. 1 6 1 2
 38 1 6 1 6
 No, Kerry. 1 6 3 8
 27
 M Peg, mama said to put the dishes up. 2 6 2 7
 12
 P I'm putting them up. 6 2 1 2
 27 27 27 6 8 2 7
 Kerry, give me that,/Kerry give me that,/give me that back. 6 8 2 7
 6 8 2 7

M Kerry-1-2! 35 2 8 3 5

	44	46	
P	Kerry why do you keep taking some of my dishes./Mama!!/ 27		6 8 4 4 6 2 4 6
	Give me my dishes! (to K)		6 8 2 7
	13		
D	What else did you want me to put up in here?		1 2 1 3
	12		
M	Just that box of pine cones.		2 1 1 2
	38		2 8 3 8
	Kerry don't!!!		
	38	12	23
M	Don't do that/your scrapping the table!/Kerry Kay!/Find 27		2 8 3 8 2 8 1 2
	something else to play with.		2 8 2 3 2 8 2 7
	12	12	
P	I'm going to play with this dolly./Oh I fell down./No 38		6 2 1 2 6 2 1 2
	Kerry no!!/I wish Grandma didn't give me any hard dishes 27		6 8 3 8 6 0 2 7
	that would break. (just rambling to herself.)		6 0 2 3
	23		
	When the baby came long ago - singing		
	27		
P	Mama tie this.		6 2 2 7
	21		
M	Why don't you play with one of your new dollies?		2 6 2 1
	14		
P	Can I?		6 2 1 4
	18		
M	Sure you can.		2 6 1 8
	12		
P	I'm going to get one of my new dollies		6 2 1 2
	13		
M	What's the matter? (to K)		2 8 1 3 2 8 1 2
	12		2 8 1 3
	Oh, you broke it. Maybe daddy can fix it.		2 8 2 7
	13	27	
	Kerry where's your Christmas baby?/ Go get them and play		2 8 1 3
	13		
	with one of your new babies,/OK?		
	23	41	
P	Mommy, mommy (no response by mother)		6 2 2 3 2 6 4 1
P&K	watching T. V. now.		
P	Are you getting tired? X Do you want to watch that with me? X (To observer) Do you know what show that is? X It's Captain Kangaroo X Do you wish you lived with me? X I'll show you what's in here, it's a Christmas dolly with		

Christmas shoes.
38

Kerry quit it. 6 8 3 8
12

M I'm going to run to the store. 2 0 1 2
13

P Like Jerry Payne's? 6 2 1 3
45 12

M No,/to get some soap to wash the clothes with. 2 6 4 5
2 6 1 2

P Is it cold out there? X (to observer)
12

M Got to find my keys first. 2 6 1 2
13

What's the matter with your shoes? (to P) 2 6 2 7
27 11

Sit down/and I'll fix it. 2 8 3 8
38 12

Leave my key chain alone. (to K)/That's what Tommy gave 2 6 1 2
12

me for Christmas,/ you gave me a necklace. (to P)
13

P Do you have it on? 6 2 1 3
45

M No. 2 6 4 5

P Why?¹³ 6 2 1 3
12

M Cause I don't wear jewelry at home. 2 6 1 2
13

P What do you have on? 6 2 1 3
12

M Just my clothes. 2 6 1 2

K, P & M in the car on route to the store.
12

P Mama, Kerry found the balloon that Jerry Payne gave her. 6 2 1 2
24

M Don't break it. 2 8 2 4
27 2 8 2 7

Sit back Kerry Kay. 2 8 2 7
27 13

Kerry, sit back!/See the horses Peggy? 2 6 1 3
12

P I didn't see the baby horse. 6 2 1 2
12

M Maybe we'll see them on the way home. 2 6 1 2
27 2 8 2 7

Kerry sit back!!!! 2 8 1 9
19 28

That's a good girl,/thank you. 2 8 2 8

P	12 Mama I like my dollies,/My Christmas best than my others.	12 6 2 1 2
M	12 Well, your last year Christmas dollies are special./What 13 are you going to name your new dolly?	2 6 1 2 2 6 1 3
P	12 I don't know.	6 2 1 2
M	12 You could name it Susie, Jeannie, Nancy - like the Nancy in our church.	2 6 1 2
P	O.K. ²⁵	6 2 2 5
M	Nancy. ²³	2 6 2 3
P	12 When we get there I'll shut my door.	6 2 1 2
M	13 It's not shut!!!???	2 6 1 3
	29 12 Yes/it's shut (after looking back and checking)	2 6 2 9 2 6 1 2
P	I feel air. ¹²	6 2 1 2
All are in the store now.		
P	I want up there. ²⁷	6 2 2 7
M	12 That's Kerry's place.	2 6 1 2
	13 You want to push or get inside?	2 6 1 3
P	Push ¹²	6 2 1 2
Mother talks to friend.		
M	38 Quit stepping in that water. (to P)	2 6 3 8
P	Where? ¹³	6 2 1 3
M	12 You're stepping in it.	2 6 1 2
P	13 Do you wish you had a baby like her's. (referring to a passing lady).	6 2 1 3
M	23 16 45 Oh,/honey/no.	2 6 2 3 2 6 1 6 2 6 4 5
P	13 Do you wish you had a baby like that one?	6 2 1 3
M	13 Do you want one?	2 6 1 3

P	Yes ²⁹	6 2 2 9
M	When you grow up you can have one/and I'll play with it. 12 12	2 6 1 2
	Get on this side of the car so you can see the horses. 27	2 6 1 2
P	Where? ¹³	2 6 2 7
M	Here it is on this side coming up. 12	6 2 1 3
P	Is the little one the baby or the big one? 13	2 6 1 2
M	What do you think? 30	6 2 1 3
P	The big one is the lady/and the little one is the child. 12 12	2 6 3 0
M	Sit back now,/sit back. (to K) 27 27	6 2 1 2
	No. ⁴⁵	6 2 1 2
P	Kerry its on your head. (balloon) 12	2 8 2 7
M	Just about home. 23	2 8 2 7
P	What ¹³	2 8 4 5
M	Just about home. 23	6 8 1 2
T & D have finished cleaning out the garage.		
M	Tommy sure likes to help his Dad. X (to observer) 13	2 0 2 3
T	Where's the wheel barrow? (to D) 13	6 2 1 3
	Don't you need it to pick up the stuff?	6 2 1 3
D	No. ⁴⁵	2 6 2 3
All the kids stay outside to play for a while.		
M	Did you get cold? ¹³	3 1 1 3
T	Yes ²⁹	3 1 1 3
M	Why don't you ask Daddy to give you the mail so you can 21	1 3 4 5
	give it to me. Pick your feet up. 27	2 3 2 1
D	Comeon' Kerry ²⁷	2 3 2 7
	Comeon' Kerry ²⁷	1 8 2 7
M	Did we get any mail? 13	1 8 2 7

12
 D Just yesterday's newspaper. 1 2 1 2
 12
 M Saw Quiasy out at the store. 2 1 1 2
 12 13
 D She just got out of the hospital./Did you know that? 1 2 1 2
 12 45 1 2 1 3
 M She didn't say anything about it./No. 2 1 1 2
 13 13 2 1 4 5
 Did you wet your pants?/Why did you bring me a pair of 2 8 1 3
 23 30 2 8 1 3
 pants?/Oh Kerry!/
 You're supposed to tell mama./Why didn't 2 8 2 3
 13 2 8 3 0
 you tell mama? 2 8 1 3
 27 27
 P Come on Kerry,/Come on Kerry. 6 8 2 7
 6 8 2 7
 K nuh uh⁴⁵ 8 6 4 5
 27
 M Kerry watch Tommy shoot targets. 2 8 2 7
 13
 D Have you seen Tommy shoot targets? 1 2 1 3
 45
 M No 2 1 4 5
 23 13 13
 P Hi Tommy./ Do you like me?/ Do you like that gun? 6 3 2 3
 13 13 6 3 1 3
 Is it cold out there?/ Is it warm enough for you? 6 3 1 3
 6 3 1 3
 6 3 1 3
 We can't hear Tommy because he is outside and Peggy is hollering
 at him through the glass patio door.
 27
 M Peggy come here. 2 6 2 7
 27 23
 P Come on Kerry/out of the kitchen. 6 8 2 7
 13 13 6 8 2 3
 K What's that mama, what's that mama, what's that mama, X 8 2 1 3
 8 2 1 3
 what's that mama, X what's that mama? X
 M ignores Kerry.⁴¹ 2 8 4 1
 13
 P Do you know what I'm making Mama? 6 2 1 3
 12 6 2 1 2
 Mama somebody's at the door.
 12
 M Maybe it's the painter. 2 6 1 2
 It is the painter and M talks with him for a few minutes.
 23
 P Look what I found. 6 2 2 3

	38		
T	Kerry don't play with your panties.	3 8 3 8	
	27	3 8 2 7	
	Kerry leave your panties up.		
K	Why? ¹³	8 3 1 3	
	12		
M	Because I said so.	2 8 1 2	
	23		
P	It's not funny to see her bottom. (Tommy is laughing at K)	6 3 2 3	
	27	3 8 2 2	
M	Tommy will you take out the trash?	2 3 2 7	
T	O.K. ²⁵	3 2 2 5	
P	Tommy has to take the trash out every day. X		
	See what I'm coloring? Do you like it? X		
Observer	Yes X		
P	Why aren't you writing anymore? Are you tired? X		
Observer	No X		
P	Do you want to lie down on my bed? X		
Observer	No X		
P	Are you going to write again? X		
Observer	Yes X		
P	Just like me. X		
	27		
M	Peggy Lynn, go make sure your toy room is all cleaned up.	2 6 2 7	
	27	2 8 2 7	
	28		
	Kerry get off that table./ Thank you. (to T for taking out	2 3 2 8	
	13	2 3 1 3	
	the trash)/ Is there any more dirty clothes in your room?		
	(to T)		
T	No. ⁴⁵	3 2 4 5	
	13		
M	Kerry what have you got honey?/Let's put those in the penny	2 8 1 3	
	27	2 8 2 1	
	16	2 8 2 7	
	bank,/ come on/ honey.	2 8 1 6	
	27		
P	Mama will you put this up?	6 2 2 7	
	16		
	38		
M	Oh honey/don't carry it around. (a heavy piggy bank)	2 6 1 6	
		2 6 3 8	

P Can I have another piece of paper? X

Observer Yes, where is the other one? X

P On the table where my grandma put her suitcase last night
when she stayed with me. X
12

M That play room isn't getting very clean. 2 6 1 2
12

P I'm going to clean it up right now. 6 2 1 2
42 6 2 4 2

Some of that isn't mine, its Kerry's.
30

M Well you're supposed to help her. 2 6 3 0

P Jingle Bell, Jingle Bells all the way, oh what fun it is 6 2 2 3
23
to ride in a one horse open sleigh. (singing)

M Kerry, if you want to color you have to color at your 2 8 2 7
2 6 2 7
little table and chairs./ Peggy just don't just turn her 2 6 1 2
27 12
loose with paper and colors/ remember when she colored on
the wall?!

M Honey,/ you don't bring colors in the living room./ Now 2 6 1 6
18 2 6 3 0
Mama doesn't mind if you color in the play room./ (to P) 2 6 1 8
11 13 2 6 1 1
Want me to help you make your bed?/What sheets do you 2 6 1 3
12 2 6 1 2
want?/ Mommy is tired, tired, tired.
23

P Mommy is tired, tired, tired. 6 2 2 3
14 6 2 1 4
Can I put the pillow in the pillow case?

M Done¹⁸ 2 6 1 8

M & P singing.²² 2 6 2 2
27 6 2 2 2

M Now fold your sweater, pants, coat and Kerry's coat nice 2 6 2 7
on your bed.
27 27

P Get me a piece of paper now./ Get me a piece of paper now. 6 2 2 7
25 12 6 2 2 7

M O.K./ Tomorrow we're going to see Aunt Lee and Uncle Bill. 2 6 2 5
27 2 6 1 2
Peg, give mama all your colors please. 2 6 2 7

	27		
P	I want to color with them.		6 2 2 7
	29 12 27		
M	O.K./ You didn't do anything yet,/ you just stay there.		2 6 2 9
	(to K on the potty)		2 8 1 2
			2 8 2 7
P	Away in a manger no cradle for a bed the little Lord Jesus		6 0 2 3
	asleep on the hay. (singing) ²³		
	27		
M	Kerry take the toys out of the living room./ Peggy I found		2 8 2 7
	12		2 6 1 2
	a pair of panties that goes to one of Kerry's dolls./ Do		2 8 1 3
	13 13 27		2 8 1 3
	you need a diaper?/ You're all clean?/ Put the diaper up		2 8 2 7
	31		2 8 3 1
	Kerry 1-2-3. (M spansks K)		
Phone rings and M talks to neighbor.			
	23		
P	Away in a maner..... singing again.		6 0 2 3
	13		
M	Peg where's Daddy. (goes to find D outside)		2 6 1 3
	24		2 6 2 4
	Peg you think you can shut that door better please.		
P	Away in a manger ... singing. ²³		6 0 2 3
	13	45	
M	Did you eat that? (gave P a small piece of slaw)/ No,/		2 6 1 3
	45		2 6 4 5
	I said No. (P)		2 6 4 5
	14		
P	Can I have another bite?		6 2 1 4
	18 12 21		
M	O.K.,/ just one more./ Peg you want to go turn on some		2 6 1 8
	pretty music?		2 6 1 2
			2 6 2 1
P	O.K. ²⁹		6 2 2 9
	12		
M	Let me make sure that Daddy hasn't turned on the radio		2 6 1 2
	first.		
	13		
P	Is that a good thing?		6 2 1 3
M	Yes ²⁹		2 6 2 9
	13 13		6 2 1 3
P	Is that good music? / What kind of music is it?		6 2 1 3
M	Mexican ¹²		2 6 1 2
	14		
P	Can I go to Mexico?		6 2 1 4

M When we go see Grandma Holland this spring. 2 6 1 2

P Who?¹³ 6 2 1 3

M The one that gave you the dishes for Christmas. 2 6 1 2

P These?¹³ 6 2 1 3

M Yeah.²⁹ 2 6 2 9

P Look what I made?²⁷ 6 2 2 7

M Well, is it a turtle?¹³ 2 6 1 3

P Yeah²⁹/ I made a little girl.¹² 6 2 2 9

M Draw a picture of mother.²⁷ 6 2 1 2

P This is you./ I'll give you some legs and arms.¹² 6 2 1 2

M Yes,/ mother needs legs and arms.²⁹ 2 6 2 9

P Mama you're lying down to go to sleep.¹² 2 6 1 2

M Is it night time or nap time?¹³ 2 6 1 3

P Nap time./ Mama look at you,/ is that good?¹² 6 2 1 2

M Yeah,/ that's good,/ I'll put it on the side of the refrigerator.¹⁹ 2 6 2 9

P Can I hang some of these pictures up there?¹⁴ 2 6 1 9

M We haven't got enough magnets,/ just hang one.⁴⁵ 2 6 1 2

P Why?¹³ 2 6 4 5

M Cause that's all the magnets.¹² 2 6 2 7

D Kerry, what's you doin?/ You're setting a record by not talking on the phone all day.¹³ 6 2 1 3

M I got one phone call today.¹² 1 8 1 3

D Must not know you're home.²² 1 2 2 2

M I get most of my phone calls from you.¹² 2 1 1 2

P Jingle bells, jingle bells singing.²³ 2 1 1 2

P Jingle bells, jingle bells singing. 6 0 2 3

M Kerry get out of the window. 27 2 8 2 7

P Away in a manger singing. 27 6 0 2 7

K Hi²³ 8 2 2 3

M Are you having a tough time,/ people won't let you stand 13 12 2 8 1 3
in the window, / play with knives or even stand up./ Its 12 2 8 1 2
tough time being the littlest one isn't it. 24 2 8 1 2
24 2 8 2 4

P It's tough being the littlest one. 23 6 8 2 3

M Let's go tinkle./ Are you through? 21 13 2 8 2 1
2 8 1 3

Tommy is playing with a friend that lives next door.

M Kerry put the baby buggy in your room. 27 2 8 2 7

P Why are you putting that there? (to M) 13 6 2 1 3

M That's how you make cole slaw. 30 2 6 3 0

P No it's not. 43 6 2 4 3

M Yes it is./ Put it back on the counter. (to P)/ Thank you 43 27 2 6 4 3
28 27 2 6 2 7
for helping me Peg./ Peg will you help Kerry put it back 2 6 2 8
in your room. (baby buggy)/ Kerry you push it and Peg 27 2 6 2 7
will show you where to put it./ Tommy don't go very far/ 27 2 6 2 7
12 2 6 1 2
we'll be eating lunch in a few minutes.

P What's that? 13 6 2 1 3

M It's casserole. 12 2 6 1 2

P Why?¹³ 6 2 1 3

M Cause that's what we have to use. 12 2 6 1 2

D Peg put that stool up. 27 1 6 2 7

M I got that size cheese to use,/ don't you think that will 12 13 2 1 1 2
2 1 1 3
be enough shredded.

D Kerry put that up,/put it in the toyroom./ Peg help her. 27 27 27 1 8 2 7
1 8 2 7
1 6 2 7

M	12 I'm tired.	2 1 1 2
D	23 That's not a very good way to start the day.	1 2 2 3
M	23 Got some good done.	2 1 2 3
P	14 Daddy please let me move my paper so I can color some more.	6 1 1 4
D	18 23 12 O.K.,/that sounds fine./ I called Bob and planned to stay	1 6 1 8
	12 till 6 tomorrow,/ I might want to come to lunch or	1 6 2 3
	something.	1 2 1 2
M	12 Linda called and said that they barely made it through	2 1 1 2
	12 the night./ They were going to take him to the doctor./	2 1 1 2
	12 He has knots on his head.	2 1 1 2
D	23 19 Never heard of anything causing that before../ Pretty	1 2 2 3
	13 picture,/are you going to write your name Peg?/ Let me	1 6 1 9
	21 13 27 show you,/there she almost has it, hasn't she./ Make a	1 6 1 3
	27 30 Pegi,/make a stick./ Make 3 branches on a stick for a E.	1 6 2 1
		1 6 1 3
		1 6 2 7
		1 6 2 7
		1 6 3 0
P	27 Look at my name.	6 1 2 7
M	13 How about hamburgers tonight?	2 1 1 3
D	12 12 It's going to be late, Yeah./ Won't have to clean up the	1 2 1 2
	30 30 garage tonight./ Who are you?/ Can you say Kerry?	1 2 1 2
		1 8 3 0
		1 8 3 0
K	13 What's that?	8 1 1 3
D	30 My pen.	1 8 3 0
K	13 What's that?	8 1 1 3
D	30 30 My watch./ Can you say Kerry?	1 8 3 0
	12 Vicki came unglued when Kerry picked up my knife.	1 8 3 0
M	23 I would have, too.	2 1 1 2
D	13 What else do you want?	1 2 2 3
M	12 I got to stir the cole slaw.	2 1 1 3
P		6 2 1 2

D What?¹³ 1 2 1 3

P Co-la slaw²³ 6 2 2 3

K What's that?¹³ 8 1 1 3

D A button.³⁰ 1 8 3 0

D Where's your button, your belly button? Show mama your²⁷ belly button. 1 8 3 0
1 8 2 7

K points in the other room.

D No, that's not your button.⁴⁵ 1 8 4 5

M She was probably thinking of the button that came off of¹² her coat. 2 1 1 2

D There it is.¹² 1 8 1 2

P We're going to see Grandma.¹² 6 1 1 2

D We won't go to see her for a long time.¹² 1 6 1 2

M We'll go see her during March 20-26./ It's going to be a¹² rush time with all the college kids out. 2 6 1 2
2 1 1 2

D Keep that calendar,/we can use those pictures.²⁷ 1 2 2 7
¹² 1 2 1 2

M If you cut me some board, I'll learn how to decoupage.¹² 2 1 1 2
At Southern Hills when I substituted the 4th graders did¹² that for their mothers./ Can you think of any reason I need¹³ the car today? 2 1 1 3

D No. / Call Karen and tell her./ Pull your pants up (to K)/⁴⁵ 1 2 4 5
²⁷ 1 2 2 7
Do you need to go potty?/ You can take her to the potty/¹³ 1 8 2 7
¹² 1 8 1 3
and I'll stir. (to M) 1 2 1 2
1 2 1 2

K Yes²⁹ 8 1 2 9

M She just sat down on it.¹² 2 1 1 2

D On what?¹³ 1 2 1 3

M	12 The potty./ I really slept last night./ Do you want rolls?/ 13 Is your coffee too strong?	12 13	13	2 1 1 2 2 1 1 2 2 1 1 3 2 1 1 3
D	27 Stir this/and I'll drink my coffee.	12 21		1 2 2 7 1 2 1 2
M	Might tell Tommy to come get washed up.	12		2 1 2 1
D	There's only 9 vehicles next door.	27		1 2 1 2
M	You better take that list over to Robert.	12		2 1 2 7
M	I thought Tappin was all gas.			2 1 1 2
D	No. ⁴⁵			1 2 4 5
M	She got a double oven instead of a self-cleaning oven. I didn't tell her she made a big mistake./ I love my self- cleaning oven best.	12 12 12		2 1 1 2 2 1 1 2 2 1 1 2
T	Where's that girl. X (looks at observer) Oh X			
D	That's Vicki. ¹²			1 3 1 2
M	I told them that it was Miss McBride.	12		2 1 1 2
D	Oh./ Hey Tom take your coat and hat off/and stay a while. Hurry and go put your toys up./ Hey go now.	23 27 27	22	1 2 2 3 1 3 2 7 1 3 2 2 1 3 2 7 1 3 2 7
P	You remember to give me some relish.	27		6 2 2 7
M	Tom will you get the other chair out of the fish room please.	27		2 3 2 7
T	Are you eating with us? X (to observer)			
M	Sure she is.	29		2 3 2 9
D	Tom go take your hat off and comb your hair./ Trash is full.	27 29	12	1 3 2 7 1 3 1 2
M	Yeah,/I took some out this morning.	12		2 1 2 9 2 1 1 2
LUNCH				
M	Tommy put up your toys.	27		2 3 2 7

P	Hi ²³	6 3 2 3
T	Hi ²³	3 6 2 3
P & T	Singing - Three little kittens. ²³	6 0 2 3
P & T	The kittens lost their mittens ²³	3 0 2 3
		3 0 2 3
T	Then they, they, they stole some others. ²³	6 0 2 3
	¹³	3 0 2 3
P1	What are you doing? (sees Tommy playing with his maching)	6 3 1 3
	²³	
T	They lost their mittens.	3 0 2 3
	³⁸ ²²	
D	Peg, leave that alone/or I'll stob your nob. (referring	1 6 3 8
	to observer's tape recorder)/ Want me to stob your nob?	1 6 2 2
	¹³	1 6 1 3
P	How do you stob?	6 1 1 3
	²³	
T	And Jack fell down and broke his crown to fetch a pale of	3 0 2 3
	water, Jack fell down	
	²³	
P	He, he, he fell down on you.	6 0 2 3
	²³ ¹⁹	
D	Oh, I don't know (to P),/ That's a boy (to T)/ Jack be	1 6 2 3
	²³	1 3 1 9
	nimble, Jack be quick and Jack jump over the candlestick,	1 6 2 3
	and boy he'd better jump in a hurry or he'd get burned	
	wouldn't he?	
P	Yep ²⁹	6 1 2 9
	¹³	
T	Hey, where is Jack be nimble?	3 1 1 3
	²²	
D	He's not on yours. (referring to placemats)	1 3 2 2
	¹³ ²³	
P	Hey, is that he fall down,/hey that humpty dumpty fall down?	6 1 1 3
		6 1 2 3
D	He's out on a wall. And He had a great fall. All the King's	1 6 2 3
	horses and all the King's men couldn't put Humpty Dumpty	
	together again. ²³	
	¹³	
P	What happened to him then?	6 1 1 3
	¹²	
D	Oh, I don't know.	1 6 1 2

13
 P Did he fall down? 6 1 1 3
 D Yep.²⁹ 1 6 2 9
 13
 P What did happen to Humpty Dumpty when they couldn't put 6 2 1 3
 them together again?(to M)
 M laughs²² 2 6 2 2
 13
 D Have you ever thought about that? 1 2 1 3
 22
 M Placed in a hospital. 2 1 2 2
 22
 T Got out of egg and all the King's men ate all the egg up. 3 1 2 2
 13
 D Haven't ever thought about that. 1 2 1 3
 12 13
 M That's what happened to Humpty Dumpty./ Are you hungry 2 1 1 2
 Kerry? 2 8 1 3
 K Yes.²⁹ 8 2 2 9
 12
 D We'll get you some. 1 8 1 2
 27
 T Fix my pocket. 3 1 2 7
 23
 P And he ate all that man up, Daddy, Daddy, Daddy, Daddy, 6 1 2 3
 23 6 1 2 3
 Daddy,/ then these, too (pointing to sheep on placemat).
 12
 D That's sheeps wool. 1 6 1 2
 13
 P Is sheep made out of that stuff? 6 1 1 3
 30
 D No, they cut the sheep's hair off. 1 6 3 0
 13
 P Huh! 6 1 1 3
 30
 D They cut the sheep's hair off. They cut the sheep's hair 1 6 3 0
 13 1 6 1 3
 off and then they grow some more hair next year./ Did you
 know that?
 13
 P Is that his hair? 6 1 1 3
 D Yes.²⁹ 1 6 2 9
 13
 P Does it grow? 6 1 1 3

D	29 Yes./ Just like if we cut your hair off and it grows back again.	30	1 6 2 9 1 6 3 0
P	13 Huh?/ Sometimes you cut my hair off and you don't let me grow any more back again.	12	6 1 1 3 6 1 1 2
T	27 Look at my new car.		3 1 2 7
D	23 That's true. (to P)/ Here ya go. (to K)/ O.K. you go put your toy up. (to T)	23 27	1 6 2 3 1 8 2 3 1 3 2 7
M	12 I believe I heard Daddy tell someone to go put that in their room.		2 3 1 2
D	24 Watch out where you're walking, watch out.		1 3 2 4
P	23 Humpty Dumpty had a great fall and all the men and all the mens couldn't put Humpty back together.		6 0 2 3
M	(to observer) You may think that he's privileged. X		
D	22 Oh, I'm privileged,/but this is all there is. (referring to his spaghetti while the rest eats casserole)	12	1 2 2 2 1 2 1 2
M	12 We just had one serving,/he's really not that lucky.	22	2 1 1 2 2 1 2 2
P	Daddy, daddy, daddy, did they, did they broke when he fell off, cut all of him off?	13	6 1 1 3
D	12 All of his hair.		1 6 1 2
M	23 My, my, Kerry.		2 8 2 3
T	23 Jack and Jill went up to fetch water.		3 0 2 3
P	12 You don't have that on yours. (to T)		6 3 1 2
T	uh, huh. ⁴³		3 6 4 3
P	I do too. ⁴³		6 3 4 3
T	43 You don't have Jack and Jill went up the hill.		3 6 4 3
P	See. ²⁷		6 3 2 7
D	27 Put yours down Peggy.		1 6 2 7

	23	
T	Yeah, Jack and Jill went up the hill to fetch a pail of water and broke his crown, two little kittens lost their mittens.	3 0 2 3
	38	
D	That's enough. (to T)	1 3 3 8
	12	
T	I don't know two little kittens lost their mittens.	3 0 1 2
	13	
P	Is that what I, / is that cole slaw?	6 2 1 3
	12	
T	I love cole slaw!	3 2 1 2
	12	
P	I'm going to put that right here, / O.K.? (pointing to spot on plate)	6 1 1 2 6 1 1 4
	14	
D	O.K. ¹⁸	1 6 1 8
	27	
M	Wait to say the prayer till mama sets down. / Very hot Kerry!	2 0 2 7 2 8 2 4
	24	
P	Thank you, Jesus. ²³	6 0 2 3
P	Very hot mama. ²³	6 2 2 3
P	Hot, hot, hot. ²³	6 2 2 3
	23	
M	Little miss echo.	2 6 2 3
K	Hot ²³	8 2 2 3
M	Tea? (to K) ¹³	2 8 1 3
	27	
P	Mama give me some relish.	6 2 2 7
	23	
T	Jack fell down and broke his crown to fetch a pail of water.	3 0 2 3
	35	
	38	
M	O.K./ dry up. (to T)	2 3 3 5 2 3 3 8
	13	
D	Whose turn is it to say the prayer?	1 0 1 3
P	Mine. ¹²	6 1 1 2
	25	
	12	
D	O.K./ You can say the prayer.	1 6 2 5 1 6 1 2
P	Thank you Jesus for this nice day, thank you for the food to eat. Amen. X	

M & D Amen. X

	23	
P	Look, look I'm putting mine on my lap (napkin).	6 0 2 3
	11	
D	Can I help you please (to P)	1 6 1 1
	27	
P	Can I have some relish?	6 1 2 7
	29	
M	I think so.	2 6 2 9
	12	
T	I don't like it.	3 2 1 2
D	Want some cole slaw here and relish? (to K)	1 8 1 3
	13	
D	What'd you say? (to M)	1 2 1 3
	27	
M	I want some salt, please.	2 1 2 7
	12	
T	I don't like salt I tried it last night and I don't like it.	3 2 1 2
	27	
P	I want some of that.	6 2 2 7
	23	
D	Here ya go Kerry.	1 8 2 3
	46	
P	Daddy she didn't say thank you.	6 1 4 6
	13	
D	What did you say? (to P)	1 6 1 3
P	Thank you.	6 1 2 8
	46	
P	She didn't say thank you.	6 1 4 6
D	Who didn't?	1 6 1 3
	13	
P	Kerry	6 1 1 2
	43	
D	Yes she did.	1 6 4 3
	13	
P	Did she say thanks?	6 1 1 3
	27	
D	Don't forget to call Linda. (to M)	4 2 2 7
M goes to telephone.		
	13	
D	Did it work out all right?	1 2 1 3
	29 12	
M	Yeah,/she's going to come in any way.	2 1 2 9
	13	
P	Is Tommy going to school today?	6 1 1 3

D	⁴⁵ No,/not till next Monday.	¹²	1 6 4 5
		¹³	1 6 1 2
P	Is he going to stay and are we going to take you to work?	¹³	6 1 1 3
	Are we going to take you to work?	¹³	6 1 1 3
D	I'm going to take the car.	¹²	1 6 1 2
P	I thought we were going to take you to work.	¹²	6 1 1 2
D	⁴⁵ No,/not today.	¹²	1 6 4 5
		¹³	1 6 1 2
P	Are we mama?		6 2 1 3
M	No ⁴⁵		2 6 4 5
P	Is he going by himself?	¹³	6 2 1 3
M	Yes. ²⁹		2 6 2 9
P	When it is sunny you could take her riding in a stroller.	¹²	6 2 1 2
	(about K)		
M	Well maybe I could if the sun is still shining.	¹²	2 6 1 2
T	It will be clear and sun shiny,/it will be sun shiny all	¹²	3 0 1 2
	day.		3 0 1 2
D	I hope so.	¹²	1 3 1 2
T	I betcha.	²³	3 1 2 3
T	What does witch mean?	¹³	3 2 1 3
M	What kind of weekend are we going to have?	¹³	2 4 1 3
D	Supposed to be sunny.	¹²	1 2 1 2
T	What does witch mean?	¹³	3 1 1 3
M	I mean eat your supper.	²⁷	2 3 2 7
	Kerry laughs. ²²		8 0 2 2
D	You too. (to K)	²⁷	1 8 2 7
M	Feels so funny not to have a gas stove./Did I tell you that	¹³	2 1 1 2
	Fisher came over yesterday,/we're sure not going to have	¹²	2 1 1 3
	that wiring done,/ so that's settled.	²³	2 1 1 2
			2 1 2 3

D	18 Good / I know that our building put extra wiring there	12	1 2 1 8
	for either gas or electric.		1 2 1 2
M	12 We're going to get things ready for you, /we're gonna go	12	2 1 1 2
	see grandpa.		2 1 1 2
T	18 Yea		3 2 1 8
D	12 Not today.		1 3 1 2
M	25 12 That's right, /this isn't till Saturday.		2 3 2 5
	27		2 3 1 2
T	Momma will you pack our bags today?		3 2 2 7
D	45 12 No /she'll pack bags tomorrow.		1 3 4 5
	27	12	1 3 1 2
P	Tommy look over there at my picture /and I'll tell you who		6 3 2 7
	12		6 3 1 2
	it is, /it's mama.		6 3 1 2
T	12 12 That doesn't look like mama, /looks like a weird monster.		3 6 1 2
	22 33		3 6 1 2
D	Well that's pretty close, /now you eat your casserole		1 3 2 2
	before you get in trouble.		1 3 3 3
T	23 Just has one eye.		3 1 2 3
P	23 I just made one eye.		6 3 2 3
P	12 Because I was getting tired.		6 3 1 2
M	23 Just got one eye because she was getting tired, /she		2 1 2 3
	12		2 1 1 2
	couldn't have made it because my head was turned, /see if		2 0 3 0
	30		2 0 3 0
	you look at me from that side you can only see one eye, /		
	30		
	right, see you were looking at me from the side.		
D	12 I can see two ears.		1 2 1 2
M	13 What?		2 1 1 3
D	12 I see two ears.		1 0 1 2
M	12 12 Those are arms, daddy / She said that she was careful to		2 1 1 2
	13		2 1 1 2
	give me two arms and two legs, /didn't ya, /daddy doesn't		2 6 1 3
	22		2 6 2 2
	know anything about pictures.		

	23	12	
T	I know,/I can make girls real good.		3 2 2 3
	23		3 2 1 2
M	I'm afraid to ask.		2 0 2 3
	27		
D	Eat your dinner.		1 2 2 7
	23		
K	Look, look.		8 2 2 3
	23		
D	Hey, you're not eating.		1 8 2 3
	13		
M	How do you make girls, Tommy.		2 3 1 3
	12		
T	I make curly hair all the time.		3 2 1 2
	12		
M	Well, some guys have curly hair also.		2 3 1 2
	12		
T	I know it and they're hippie too.		3 2 1 2
	12		
D	There's some hippies down on broadway yesterday, a couple,		1 2 1 2
	male and female, went into the doctor to get a medical		
	and they lived at 501 N. Broadway, one of those big houses		
	over there.		
	12		
M	Some on Ayers, too.		2 1 1 2
	12		
T	There's two hippies hanging around up there, they riding		3 2 4 2
	their motorcycles all over.		
	38	27	
M	Get your food off my chair/and eat your casserole. (to T)		2 3 3 8
	12		2 3 2 7
T	They ride all around there.		3 2 1 2
	27		
D	Chew it up (to K)		1 8 2 7
	12	12	
M	Vicki (observer) says she's learning a lot,/I'm afraid to		2 0 1 2
	ask what she's learning,/I have a feeling I don't want to	12	2 0 1 2
	know.		2 0 1 2
	23	12	
M	You know Peggy,/I'm not going to fuss at you anymore about		2 6 2 3
	not eating your lunch,/if you don't eat your lunch you're	33	2 6 1 2
	going to take a nap,/if you don't eat your lunch you're	33	2 6 3 3
	not going to get any treat this afternoon after your nap.		2 6 3 3
	13		
P	What's it going to be?		6 2 1 3

	12		
M	Something special.	2 6 1 2	
	13		
P	Is it going to be toast?	6 2 1 3	
	45 12 23 12		
M	No/it's not going to be toast! / Toast! / We never have	2 6 4 5	
	had toast!	2 6 1 2	
		2 6 2 3	
		2 6 1 2	
	12		
T	You have some blue stuff on your teeth, over here. (to M)	3 2 1 2	
	12		
D	Dr. Haller has moved in with Dr. Bond.	1 2 1 2	
	13		
M	Who's Dr. Haller?	2 1 1 3	
	12		
D	Another dentist here in town./ Got some more plumbing, set	1 2 1 2	
	up his equipment and is going to get an estimate, nobody	1 2 1 2	
	over there would give him an estimate, but he made an		
	estimate of about 4 or 5 hundred dollars.		
	12 12		
M	I don't blame him,/I would have done that.	2 1 1 2	
		2 1 1 2	
K	What's that? ¹³	8 2 1 3	
	12		
D	A bandage.	1 8 1 2	
	13		
T	How come you have a bandage?	3 1 1 3	
	12		
D	I got a blister out there this morning. (referring to	1 3 1 2	
	jogging)/ Here chew it up. (to K)/ Watch your elbow	1 8 2 7	
	son, you'll get it in your plate. (to T)	1 3 2 4	
	24		
	27		
M	Sit up in your chair. (to T)	2 3 2 7	
	12		
D	One more bite Kerry, one more bite.	1 8 1 2	
	27		
T	I wish I was this then (referring to object on placemat)	3 2 2 7	
	23		
M	You'd sure look funny.	2 3 2 3	
	27 27		
P	I wish I was this then,/I wish I was this then....	6 2 2 7	
	23	6 2 2 7	
M	You'd look funny too.	2 6 2 3	
	23		
D	All gone, all gone.	1 8 2 3	

T	Excuse me please.	12	3	1	1	2
D	What am I going to do with you, /eat your lunch now. (to P)	13	27	1	6	1 3
		12		1	6	2 7
M	Time to take a nap now. (to K)			2	8	1 2
D	Bye. (to whole family)	23	59	1	0	2 3
				1	0	5 9
Lunch ends.						
M	Where's your baby? (to P) / Where's your baby? (to P)	13	13	2	6	1 3
				2	6	1 3
Nap begins at 11:45 for Kerry and Peggy, Tommy goes outside						
				6	0	5 9
				8	0	5 9
	to play.			3	0	5 9
Kerry and Peggy wake up from nap at 2:15.						
M	Look what you did to your Christmas dolly / Peggy, Peggy,	27		2	6	2 7
		12		2	6	1 2
	Peggy, Peggy! I don't know if this will come off! / This			2	6	3 5
	wouldn't have happened if you had gone to sleep like you	35				
	were suppose to! (angry at P, marked red ink on doll)					
M	Oh, Kerry I can smell you a block away, /why didn't you tell	35	44	2	8	3 5
	mama, potty? / Why didn't you tell mama you needed to	35		2	8	4 4
	tinkle? / You're suppose to tell mama, /say mama, I need to	27	30	2	8	2 7
	tinkle.			2	8	3 0
M	Want to help me load the wash? /O.K. put in, we'll put	13	27	2	6	1 3
	those things in next time, /just colored things this time,	12		2	6	2 7
	go tell Peg she can have a drink of milk.	27		2	6	2 7
T	Mom.	23		3	2	2 3
M	Yeah, what do ya need?	13		2	3	1 3
T	I want a piece of candy, /2 lemons.	27	12	3	2	2 7
		12		3	2	1 2
M	One for you and one for Quint. (T's friend)			2	3	1 2
T	Here's the stuff.	12		3	2	1 2
M	Kerry, you're going to turn into a cracker, /drink your	12	27	2	8	1 2
	milk.			2	8	2 7

	20		
T	Help me get'em.		3 2 2 0
	25	27	21
M	O.K./let me finish cutting these out,/why don't you just		2 3 2 5
	take the peppermint on top?		2 3 2 7
			2 3 2 1
T	O.K. ²⁵		3 2 2 5
	13	27	13
M	What's the matter?/Drink your milk,/do you want some		2 8 1 3
	18	12	
	cheese?/O.K./I guess a cracker can't hurt ya. (K is shaking		2 8 2 7
	her head for answers)/ What do you want?/Milk?/What do you		2 8 1 3
	say?		2 8 1 8
			2 8 1 2
			2 8 1 3
			2 8 1 3
			2 8 1 3
K	Please mama. ¹²		8 2 1 2
	25	22	27
M	O.K./You're more trouble than you're worth./Sit down		2 8 2 5
	27	27	
	Kerry./Sit down Kerry./Sit down and finish your milk,/		2 8 2 2
	33	27	
	if you get up I'll have to spank you./Sit down Kerry, sit		2 8 2 7
	down Kerry, now./ Did you drink your milk?/I'm gonna look		2 8 2 7
	13	12	
	in your glass./ You drank one glass,/I guess that's good		2 8 3 3
	12	19	
	enough.		2 8 2 7
			2 8 1 3
			2 8 1 2
			2 8 1 2
			2 8 1 9
K	motions for M to put on her shoes.		
	27	12	
M	Go get your sock,/I have to have socks too.		2 8 2 7
	27		
M	Peg, come here.		2 8 1 2
	27		
P	Just a minute.		2 6 2 7
M	Peg. ²³		6 2 2 7
	12	27	
P	I know you want me,/just a minute.		2 6 2 3
	44		
M	Why don't you help her find her socks? (to P)		6 2 1 2
	27	24	
M	Put your foot there,/you're going to fall on your bottom.		6 2 2 7
	(to K)		2 8 2 7
			2 8 2 4
K	What's that? ¹³		8 2 1 3

M	That's where I cut my foot./What do you want Peg?/I can't 12	13	2 8 1 2
	hear you. (P in back room still)		2 8 1 3
K	What's that? 13		2 8 1 2
M	That's my bandage. 12		8 2 1 3
P	MOM. ²³		2 8 1 2
M	I'm coming. 12		6 2 2 3
P	What's this? ¹³		2 6 1 2
M	That's a kangaroo,/and that's his pocket. 30 30		6 2 1 3
P	Where's his baby? 13		2 6 3 0
M	That's his pocket, and that's how he carries his children. 30		2 6 3 0
P	Mom there's some little chicken./ You want to see some 12 27		6 2 1 2
	chicken?/Right there. 12		6 2 2 7
M	O.K. ²⁵		6 2 1 2
K	Mama, mama. 23		2 6 2 5
M	What,/no you can't have any crackers,/do you want a 13 45 13		8 2 2 3
	balloon?/But you can't have any more crackers. 45		2 8 1 3
K	Thank you. (M gave K a balloon) 28		2 8 4 5
M	Where's your Christmas baby,/I haven't seen it in a long 13 12 38		2 8 4 5
	time?/Where is it,/I don't know? (to K)/No!! (K had scissors)		2 8 1 3
K	Why? ¹³		2 8 1 2
M	Because I said no,/and that's all I need! 12 12		2 8 1 2
K	Why? ¹³		8 2 1 3
M	Why don't you go get your Christmas baby? 13		8 2 1 3

M Peg, come here, /Peg wouldn't you and Kerry like to go play 2 6 2 7
 outside in the sunshine? /Kerry, get that out of your 38 2 6 2 1
 mouth! Immediately, /get that out of your mouth! /For 39 2 8 3 8
 heaven's sake, child. /Wish we'd taken your shoes off. 35 27 2 8 3 9
 Peg, why don't you wear your boots outside, /you won't 21 12 2 8 2 7
 have to worry about your shoes coming untied. 26 2 1 2
 P Turn the light on. 27 6 2 2 7
 M Can't reach it. 12 2 6 1 2
 P Mom, why can't you just untie my shoe? 13 6 2 1 3
 M Why don't you just find your other boot like I said. 27 2 6 2 7
 P Please untie my shoe? 27 6 2 2 7
 M O.K. /bring it here. /No crayola! (to K) 25 27 45 2 6 2 5
 2 6 2 7
 2 6 4 5
 K Why? 13 8 2 1 3
 M Because you color on the walls and /that's naughty 12 12 2 6 1 2
 naughty. (to K) / Don't take that Dolly outside. (to P) 38 2 6 1 2
 P Why, /I won't get it dirty. 13 12 2 6 3 8
 M O.K. /keep it in the buggy. 25 27 6 2 1 3
 2 6 2 5
 P I want to wear my wood breaker. 27 2 6 2 7
 45 12 27 6 2 2 7
 M No, /it's wind breaker. /Tom, will you watch the girls, / 2 3 4 5
 they want to play outside. (T entered). 12 2 3 1 2
 2 3 2 7
 T O.K. 29 2 3 1 2
 3 2 2 9
 All the kids go outside.
 P Tom, go get a piece of candy /and I want one too. 27 12 6 3 2 7
 45 16 12 6 3 1 2
 M No, /honey, /you didn't eat all your casserole. 2 6 4 5
 2 6 1 6
 2 6 1 2

T	13 What are you making?	3 2 1 3
M	12 13 Some letters for a board at school./ Are the girls outside?	2 3 1 2 2 3 1 3
T	29 Yea.	3 2 2 9
M	13 How can you be watching the girls if they're outside?/ 13 27 27 Huh?/Explain me that./Beat it. (T pays no attention to all three comments) ⁴¹ / What'd you lock the door for? (to T)	2 3 1 3 2 3 1 3 2 3 2 7 2 3 2 7 2 3 4 1 2 3 1 3
T	12 Cause Quint was chasing me.	3 2 1 2
M	27 13 Then you go out and get your sisters./Tommy where are the girls?	2 3 2 7 2 3 1 3
T	12 13 They're coming in./Where's Kerry? (to Peg) (They go back to find her.)	3 2 1 2 3 2 1 3
M	13 13 What's the matter,/having a tough time? (to T)	2 3 1 3 2 3 1 3
P	No, Tommy can't come out and play and get out of our house. X (to visitor at the front door)	
M	44 12 That's no way to treat him/and you shouldn't do that.	2 6 4 4 2 6 1 2
M	27 27 Put the window down. (to T)/Take your hat off in the house.	2 3 2 7 2 3 2 7
T	13 Why?	3 2 1 3
M	30 27 Because we take our hat off in the house./Peg, let him take it off himself.	2 3 3 0 2 6 2 7
P	13 What's that for?	6 2 1 3
M	12 My board at school.	2 6 1 2
P	13 12 What's that U stand for?/I know what an R looks like.	6 2 1 3 6 2 1 2
M	30 What starts with a RR, give you a hint.	2 6 3 0
	No reply from Peggy. ⁴¹	6 2 4 1
P	13 What's that?	6 2 1 3

M	12 A stencil book.	2 6 1 2
P	12 Looks like an owl to me.	6 2 1 2
M	23 24 O.K./that particular picture is an owl.	2 6 2 3 2 6 2 4
P	12 14 Ther's a M, and a Z/Can I have that Z?	6 2 1 2 6 2 1 4
M	18 12 Yes,/you can have that Z.	2 6 1 8 2 6 1 2
P	12 I'm going to cut me out something that I want.	6 2 1 2
M	38 You leave scissors alone.	2 6 3 8
P	43 I want to cut me something.	6 2 4 3
M	12 13 I had a feeling that was coming./Will you read mama's book?	2 6 1 2 2 6 1 3
M	27 Tom, put your hat in your drawer.	2 3 2 7
M	45 38 No,/un-a.	2 3 4 5 2 3 3 8
P	13 Why?	6 2 1 3
M	12 Because little girls are not supposed to write in mama's book.	2 6 1 2
P	12 I'm going to make me an ozz.	6 2 1 2
T	12 12 Who ever heard of an ozz./ P is for Peggy.	3 6 1 2 3 6 1 2
P	43 12 P is not for Peggy./ E is for Peggy.	6 3 4 3 6 3 1 2
T	43 un-a, Peggy.	3 6 4 3
M	38 16 38 Peg, don't cut anymore./ Honey,/don't cut anymore/ Pick em up and put-em in the box.	2 6 3 8 2 6 1 6 2 6 3 8 2 6 2 7
T	23 X and Y and Z.	3 2 2 3
P	13 Mama, do you put the paper in this?	6 2 1 3
M	29 Yes	2 6 2 9
T	I want to cut something out on this./I want to cut a house.	3 2 2 7 3 2 2 7
M	23 13 You know what,/did you put your hat up?	2 3 2 3 2 3 1 3

T	45 No,/it's over here.	12	3 2 4 5
		27	3 2 1 2
M	Well, you put it up right now.		2 3 2 7
M	13 Do you like those little scissors? (to T)		2 3 1 3
T	29 12 Yes,/I love them.		3 2 2 9
		38	3 2 1 2
M	Tommy, don't cut up stuff like that.		2 3 3 8
T	27 I want to make something.		3 2 2 7
M	21 Why don't you make a house with your blocks.		2 3 2 1
T	13 Bring em in?		3 2 1 3
M	45 12 No/your plastic blocks.		2 3 4 5
		12	2 3 1 2
T	That's a bad house.		3 2 1 2
Phone rings and M answers.			
T	43 I had it first.		3 6 4 3
P	13 When can I make something?		6 3 1 3
T	13 Did I say you were a crud?		3 6 1 3
P	35 I don't like you. Tommy!		6 3 3 5
T	No. 35		3 6 3 5
P	35 I'm going to tell mama.		6 3 3 5
T	35 They're not your blocks either.		3 6 3 5
P	46 Mommy!		6 2 4 6
P	46 Mommy, tell Tommy to let me play with the blocks! (Yells		6 2 4 6
	to next room)		
M	23 27 O.K./all three of you should share the blocks./Where are		2 0 2 3
	13 the big scissors, Tommy?		2 0 2 7
	12		2 3 1 3
T	In the kitchen.		3 2 1 2
M	23 28 O.K./ thank you.		2 3 2 3
		23	2 3 2 8
T	A,B,C,D,E,F,G,U,X,Y,Z. That's all you do. You go A,B,C,		3 0 2 3
	D..... 1,2,3,4,5,6.. (to P)		

T	12 I got a car.	3 6 1 2
P	12 12 Well, I don't care,/I'm not making a house either.	6 3 1 2 6 3 1 2
T	23 A,B,C,....	3 0 2 3
T	23 That's why I want you to sing to me. I'll teach ya how to do it. (T sings A,B,C song)	3 0 2 3
M	13 What ya building?	2 3 1 3
T	12 I'm building a house.	3 2 1 2
M	13 Whatcha say Peg?	2 6 1 3
P	12 You'll see later.	6 2 1 2
T	13 Why did you push me?	3 2 1 3
M	12 12 I wasn't,/I was playing with Kerry's hand.	2 3 1 2 2 3 1 2
T	13 Is tonight the night we go to church?	3 2 1 3
M	45 12 No,/tonight Daddy has to work late.	2 3 4 5 2 3 1 2
P	13 Why?	6 2 1 3
M	12 Because he didn't go to work till noon.	2 6 1 2
T	12 12 Mommy you should see my house,/I have my best car too./ Our last house was a two level/and this is a three level.	3 2 1 2 3 2 1 2 3 2 1 2 3 2 1 2
M	45 12 12 No,/this is a one level,/Quint's house is a tri-level,/ 30 they have three stairs.	2 3 4 5 2 3 1 2 2 3 1 2 2 3 3 0
T	45 12 No/they have five stairs in front and back.	3 2 4 5 3 2 1 2
M	12 You're funny.	2 3 1 2
T	12 That's in my way.	3 2 1 2
M	27 Move your blocks there.	2 3 2 7
T	13 Do we get flouride, flouride in toothpaste?	3 2 1 3
M	29 Yes.	2 3 2 9
K	12 Mom, mine.	8 2 1 2

	45	12	12	2 8 4 5
M	No,/those are mama's./Your towels are messed up Tommy.			2 8 1 2
		12		2 3 1 2
T	I don't remember.			3 2 1 2
		12		
M	You have a short memory.			2 3 1 2
		12	23	
T	John Wayne in the best cowboy,/a chair will go best,/I'll			3 2 1 2
		12	12	3 2 2 3
	show you how to make a chair,/see my little dear, see my			3 2 1 2
	little dear,			3 2 1 2
		12	23	
T	See my little furniture,/I shall put in a sec. my dear,			3 6 1 2
	Oh my dear. (to P)			3 6 2 3
		13		
P	Why do you keep saying dear?			6 3 1 3
		23	12	
T	Oh my dear, oh my dear, oh my dear,/I'm taking your			3 6 2 3
		12		3 6 1 2
	blocks, my dear./ Try to stop me my dear./ Oh, I see			3 6 1 2
		12		3 6 1 2
	what you are trying to do my dear.			
		12		
P	You'll see, you'll see.			6 3 1 2
		23	12	
T	House / That's not my building,/that's not my building.			3 6 2 3
				3 6 1 2
				3 6 1 2
		13		
P	How can it be my building, if you're making it?			6 3 1 3
		12	13	
T	I got a chair, ha, ha./ What are you doing with that			3 6 1 2
		12		3 6 1 3
	gingerbread book?/ I got a red one.			3 6 1 2
		13		
P	What's a red one?			6 3 1 3
		23		
T	Oh my dear, there's no more red ones, no more red ones,			3 6 2 3
			23	3 6 2 3
	my dear. Here's a red one my dear./ I see that you don't			3 6 2 3
	want it my dear./ (T sings a song) On the first day of			
		23		
	Christmas..... Mine all fall down.			
		23		
P	Mine didn't fall.			6 3 2 3

T	23 I betcha that all of them will fall. (song - On the first 27 day of Christmas ...)/ Peg, bring your blocks in the bedroom, in mama and daddy's bedroom.	3 6 2 3 3 6 2 7
P	All right. ²⁵	6 3 2 5
M	38 Don't take those blocks in the bedroom.	2 6 3 8
P	12 Tom wants me to.	6 2 1 2
M	12 Tom, mama doesn't want the blocks in the bedroom./ Just 27 watch T.V. and keep the blocks in your room.	2 6 1 2 2 6 2 7
T	25 12 O.K./I'll put them up later.	3 2 2 7 3 2 1 2
T & P go to the bedroom.		
M	13 What's ya make Peg?	2 6 1 3
P	27 Look what I made.	6 2 2 7
M	23 19 12 Huh./ Good,/that looks like the Mummers.	2 6 2 3 2 6 1 9 2 6 1 2
P	27 12 And look what Kerry built,/I helped her.	6 2 2 7 6 2 1 2
M	27 27 Put it up now in the box./ Put it down in the box Kerry.	2 6 2 7 2 8 2 7
P	12 When Daddy gets home I'm going to show him what I built.	6 2 1 2
M	33 Do you know what happens to little girls that say no to 27 mama? (to K)/ Peg, come help Kerry put up the blocks.	2 8 3 3 2 6 2 7
K	13 What's that?	8 2 1 3
M	12 27 27 Bookshelf - 1,2./Give them to Peg./Peg, will you help Kerry put the blocks away?	2 8 1 2 2 8 2 7 2 6 2 7
P	12 Tommy, we have to put the blocks away.	6 3 1 2
M	27 Tear it all up.	2 6 2 7
T	27 Don't put up my favorite car.	3 6 2 7
P	45 Kerry, no.	6 8 4 5
P	12 I'm going to show Daddy what I made.	6 0 1 2

35

T You colored on your new baby with Mama's magic marker. 3 6 3 5
13 12

P Why did you tell me that?/ I'm going to go blow my nose./ 6 3 1 3
12 6 3 1 2
Kerry, those are panties. 6 8 1 2
35

T I'm going to jump on you. 3 6 3 5
43

P No, you're not. 6 3 4 3
13

K Where's my dolly clothes? 8 6 1 3
12

T D is for Daniel. 3 0 1 2
23

P New York, New York. 6 0 2 3
35

M I told you not to bring blocks in mama's room. (to T) 2 3 3 5
13 12

M Where's your baby?/That's not your baby. 2 6 1 3
46 2 6 1 2

P She was grabbing my baby. 6 2 6 6
32 13

M Kerry you're not acting very nice./Kerry, where's the 2 8 3 2
leg for your dolly. 2 8 1 3
12

T Remember in Snyder, when we walked through the water. 3 2 1 2
13

M Kerry, are you wet? 2 8 1 3
14

P Mama, can I have that? 6 2 1 4
13 12 45 12

M Have what?/ If it's candy,/no. / I'm going to give you 2 6 1 3
your choice of supper, Turkey sandwiches, fried egg, or 2 6 1 2
peanut butter sandwiches. 2 6 4 5
2 6 1 2

T Could you please put these in the bathtub?/Hold em like 3 2 2 7
that. 3 2 1 2
27 12

M Peg, what do you want?/Tommy, tell Peg I need her. 2 6 1 3
2 3 2 7
13 27

T Peggy!²³ 3 6 2 3
27

T I want fried egg. 3 2 2 7

P Me too.²⁵ 6 2 2 5
12

M Three big fried egg sandwiches coming up./Don't bring that 2 0 1 2
in here if you won't let her play with it. (to P) 2 6 3 3
33

P	23	23	You didn't do a very good job,/you didn't get the glasses	6 3 2 3
			down or	6 3 2 3
	27			
P			Pour the milk.	6 2 2 7
	12			
M			That's right Tommy.	2 3 1 2
	27			
T			Guess which glass is red.	3 2 2 7
	13			
M			You want your sandwich cut in two?	2 3 1 3
	29			
T			I do.	3 2 2 9
	29			
P			I do.	6 2 2 9
	16	12		
M			Honey,/that's probably two times what she needs./ (to T	2 6 1 6
	23		about milk) Oh, I forgot your spoon. (to K)	2 6 1 2
	13	13		2 6 2 3
P			Tommy, you want a napkin?/ Kerry, you want a napkin?	6 3 1 3
	45			6 8 1 3
K			No.	8 6 4 5
	27			
T			I don't want one.	3 6 2 7
	12	12		
P			I won't give you one,/ I gave Kerry one didn't I?	6 3 1 2
	23			6 2 1 2
K			Mommy.	8 2 2 3
	13			
M			Did you eat that already?	2 8 1 3
	45			
K			No.	8 2 4 5
	27			
P			Will you cut up my orange?	6 2 2 7
	27	12		
M			Share this then,/I'll fix you some more if you want.	2 6 2 7
	12			2 6 1 2
T			I want another egg sandwich.	3 2 1 2
	27	12		
M			Eat the orange/then if you want some more I'll fix you	2 3 2 7
			another one.	2 3 1 2
	12			
P			I'm ready for my orange.	6 2 1 2
	13			
M			What are you going to tell your teacher about Christmas?	2 6 1 3
	12			
T			I don't know.	3 2 1 2
	13			
M			What was the best part of Christmas?	2 3 1 3
	12			
T			The story.	3 2 1 2

M	27 Cut it in half,/I'm sure that everyone will get the same 12 amount./ Tommy, cut them like you always do./ It's called 30 wedges and sections.	12 2 3 2 7 2 3 1 2 2 3 1 2 2 3 3 0
M	27 Kerry, sit down./ Tommy, go see if Kerry ate all her egg. 27	27 2 8 2 7 2 8 2 7
T	Get all those seeds out for Kerry.	3 8 2 7
T	27 I want another fried egg sandwich.	3 2 2 7
M	13 Is that the way you ask for it?	2 3 1 3
T	23 Please.	3 2 2 3
M	Somebody the other day asked Tommy if he liked school and he said, Of course why not. X (to observer) 45 43 12	
T	No/I didn't say of course not,/I say why not.	3 2 4 5 3 2 4 3 3 2 1 2
M	12 Oh, I got my story mixed up,/ Peggy do you want another 13 fried egg sandwich.	2 3 1 2 2 6 1 3
P	29 Yes.	6 2 2 9
M	12 Well, you and Tommy will have to share because this is our last egg.	2 6 1 2
T	12 And you told me that after my egg sandwich that I could have some more orange.	3 2 1 2
P	12 I'm ready for another egg sandwich.	6 2 1 2
T	12 I can snore like a pig.	3 2 1 2
M	12 And mama doesn't like it.	2 3 1 2
T	23 singing -- Jack and Jill went up the hill ...	3 0 2 3
M	12 And mama is burned out of singing.	2 3 1 2
T	13 Are you burned out of this song?/ Jack and Jill went up 23 the hill (sings)/ I want my sandwich cut in a square.	3 2 1 3 3 2 2 3 3 2 2 7
M	13 Peg, do you want your sandwich cut in a square?	2 6 1 3

P	shakes head yes. ²⁹	6 2 2 9
M	O.K. ²⁵	2 6 2 5
M	Are you going to want some more orange too? ¹³	2 6 1 3
P	Yes. ²⁹	6 2 2 9
M	Your more trouble than you're worth. ²²	2 6 2 2
Phone rings and M talks.		
P	I want some orange. ²⁷	6 2 2 7
T	You don't know how to do it right. (to P)/ Mama, Kerry spilt her milk. ⁴⁶	3 6 2 7 3 2 4 6
M	You didn't drink your milk fast enough so you spilt it./ that's naughty, naughty. ¹²	2 8 1 2 2 8 3 2
K	shakes her head yes. ²⁹	8 2 2 9
M	O.K. here's the other orange. ¹²	2 8 1 2
T	Here's one to break up for me and one for Kerry. ¹²	3 2 1 2
P	Kerry doesn't want one. ¹²	6 2 1 2
M	Kerry do you want one?/ Can you get it in your high chair?/ Tommy, push her up to the table since she doesn't have her tray. ¹³	2 8 1 3 2 8 1 3 2 3 2 7
P	Where's my two? ¹³	6 2 1 3
T	Where's my last one? ¹³	3 2 1 3
P	I only eat these parts. ¹²	6 3 1 2
M	You eat all of it,/it's good for you. ²⁷	2 6 2 7 2 6 1 2
P	Will you fix my other orange? ²⁷	6 2 2 7
T	I had three. / How many did Peggy have? ¹³	3 2 1 2 3 2 1 3
M	I don't know. ¹²	2 3 1 2
T	I'm a baby. ¹²	3 2 1 2

19

M I like the way Peggy is eating hers so nice and not making 2 3 1 9
 silly sounds with the table./ We don't make pyramids 27 2 3 2 7
 either ,/ and put that on the cabinet./ Go brush your teeth. 27 27 2 3 2 7

P You need my ¹³napkin? 6 2 1 3
 45 28 12 12

M No/thank you,/I'm just drinking tea./ Mama's getting 2 6 4 5
 sleepy all of the sudden. 2 6 3 8
 2 6 1 2
 2 6 1 2

24

P I am too. 6 2 2 4
 12 13

M You look sleepy./ Are you getting full? (to K) 2 6 1 2
 13 2 8 1 3

P Is Kerry's tummy full? 6 2 1 3
 13

M You know what that means? (to P) (looking at the red mark 2 6 1 3
 on P's stomach)/ It means that Peggy was naughty./ Put 35 2 6 3 5
 your dishes on the counter./ Don't carry them that way 27 38 2 6 2 7
 2 6 3 8
 because Tommy dropped his.

12

P I'll hold on. 6 2 1 2
 27 27

M Put them on the counter/and go brush your teeth. 2 6 2 7
 2 6 2 7

K Mine. 12 8 2 1 2
 45 12

M No/that's Peggy's. 2 8 4 5
 2 8 1 2

K Mine. 12 8 2 1 2
 29 12 28 28

M Yes,/that's yours./Thank you,/thank you/(to K) 2 8 2 9
 19 2 8 1 2
 That's a good helper. 2 8 2 8
 2 8 2 8
 2 8 1 9

13

M Are you a good helper? 2 8 1 3

K Yes. 29 8 2 2 9
 27 12 27 27

M Eat it all gone,/all gone,/eat your orange,/eat your 2 8 2 7
 orange Kerry. 2 8 1 2
 2 8 2 7
 2 8 2 7

K Tea. 23 8 2 2 3

M	No.. ⁴⁵	2 8 4 5
T	There's a fire in the bathroom. 22	3 2 2 2
M	You all wipe out the sink like I asked you to. 27	2 0 2 7
P	O.K. ²⁵	6 2 2 5
M	There's one bite left,/but you're going to make two bites 12 27	2 8 1 2
	out of that, here,/let mama keep that. (to K) 11	2 8 2 7
		2 8 1 1
T	Mama. ²³	3 2 2 3
M	Now what. ²³	2 3 2 3
T	The firemen are here. 22	3 2 2 2
M	Where's the fire?/What started the fire? 22 22	2 3 2 2
		2 3 2 2
P	The walls. ²²	6 2 2 2
T	A match. 22	3 2 2 2
M	None of my kids had better be playing with fire or I'll 24	1 0 2 4
	warm up their bottom.	

Kids go to bed.

BACKGROUND

The observed family consists of five individuals. They live in a spacious three bedroom brick home on the southern edge of Edmond in the Pugh and Pugh Addition. They attend the Henderson Hills Baptist Church and are members of the Edmond "Y" as a family. Their combined income last year placed them in the 18,000-20,000 dollar bracket, this would be in the middle income class of the socio-economic level.

The father, age 32, is a foreman at Macklanburg-Duncan Company in Oklahoma City. He has worked his way up at Macklanburg in the ten years he has been with the company to his current position, with an opportunity to continue his upward movement.

His activities, besides being a father of three, include attending Central State (working toward a degree in business), bowling during the winter months on Tuesday nights, playing baseball in the summer months for the church and the plant, leading a youth group at the church, plus helping around their home by doing yard work, bathing babies, helping cook, etc. He is also a member of the Edmond Jaycees and the Oklahoma City Management Association. He is a well-balanced and active man.

The mother is busy and active, too. She, at 30, is a housewife, companion, mother, partner, chauffeur, teacher, cook, and on and on. She works three days a week (Thursday, Friday and Saturday) as a beauty operator at Quail Plaza in Oklahoma City, and has been in this occupation for ten years. She, too, is active in church, being a Sunday School teacher, WMU president and a counselor for the young people. She also bowls with her husband, takes tole painting, golf and piano lessons, besides taking care of her home and family. In between, she

sews for herself and the kids and is a very good cook. She also enjoys planning and giving dinner parties.

The oldest child is a seven year old little girl -- Darcy Lynn. She is typical of her age, very interested in school, acting the little mother to the boys and helping out in the kitchen. She is busy with her Sunday School class, G.A.'s, school, and piano lessons and all her little girlfriends.

She is petite, brown hair, blue eyes, a rose-bud mouth and button nose. She tends to be moody and concerned for others, being the first child I am sure she profitted from much attention.

John David, the second child, is all boy at five and one-half. He is loud, rough, strong and mischievous, but at times he is helpful, quiet, sincere and cute. He has blond hair and stormy gray eyes, a frame that looks straight and broad. He has eyes similar to Darcy's and that is the end of the resemblance.

He is in kindergarten and has the same teacher Darcy had a year prior to his enrollment. He also was in a pre-school program three days a week during last year. He enjoys school and his teacher says he behaves and is very alert in class.

Then four years after John comes Matthew Wade. How do you describe a baby -- he is precious. Spoiled? Yes, aren't they all. But Matt seems to win your heart right away. He is blond, brown eyes, large frame and well proportioned at eighteen months. To say that Matt is active, does not quite say enough. He is "helping" with everything all the time. If the kids are told to watch Matt, they literally "watch Matt." His age is one of the best though, because he is learning to express himself and does so at every opportunity.

One of the extra special qualities of all these kids is that they are all adopted!

Because of physical reasons, this couple was unable to have their own children. It was a traumatic experience for them when they were told, however, this time was cut short. About two months to the day they were told they could not have children, their family doctor (a true knight in shining armor) told them to come pick up a new baby girl, then a boy, and then another boy. Would you believe they have asked for another little girl? Then the family will be balanced, well proportioned males to females anyway.

As coincidents occur, Darcy and John have the same mother but different fathers. Matthew is not related, but seems to match as only God's planning could do. The kids are aware of the fact they are adopted, but believe "it's a specialness that only comes from Jesus" to quote Darcy.

DIALOGUE

Mother: ³⁹ Get up! 2 0 3 9
 Darcy: ²⁷ . . . want breakfast in bed. 4 2 2 7
 Mother: ²³ We can't have breakfast in bed./Are you hungry? 2 4 2 3
¹³ Want me to fix you some Capt. Crunchies? 2 4 1 3
 John: ²³ No! 2 5 2 3
 Mother: ²³ That's what you told me last night. 2 5 2 3
 John: ²³ I'll have to see what we have. 5 2 2 3
 Matthew: (grunt)
 Mother: ¹³ Are you awake? ³⁹ Come on John, it's 7:30. 2 4 1 3
¹³ 2 4 3 9
 Darcy: ¹³ Mommy, is John out of bed? 4 2 1 3
 Mother: ¹³ Is John out of bed? . . ./ ²³ Mother is going to have 2 4 1 3
¹³ to take his temperature./ ¹³ Want a bit of Capt. Crunch? 2 4 2 3
¹³ (to Matt)/ ¹³ Want these?/ ¹³ Hun, you're going to wear 2 4 1 3
¹³ pants to school today? (to Darcy) 2 4 1 3
 (kids are at the breakfast bar having breakfast,
 Matt is in his high chair.)
 Darcy: ²³ Mother, I'm going to go get my house coat. 4 2 2 3
 Mother: ²³ John. (Calling from the kitchen.)/ ¹¹ Come on take a 2 5 2 3
²⁴ bite/(to Matthew in his high chair, feeding him 2 5 1 1
 Capt. Crunch).
 Darcy: ²³ DeAun and Mike's got it too,/ ¹³ what John's got. 4 2 2 3
²⁴ 4 2 1 3
 Mother: ²⁴ Darc you'd better hurry. 2 4 2 4

Darcy: Okay.²⁵/ (talking about the pictures of boars on the 4 2 2 5
 27 4 2 2 7
 Capt. Crunch box) I wish we had that one, it's the 4 2 1 3
 13 12 4 2 1 2
 biggest./ What is today, Mom?/ Tomorrow is my piano./ 4 2 2 3
 23 13 4 2 1 3
 (Stretch) Ole man./ Was John out of bed when you got 4 2 2 3
 23
 here?/ That sneaky Mommy, she wanted John to stay
 in bed until I got to sleep, I took a nap and he took
 a nap.

Matthew: dog²³ 7 0 2 3
 12

Darcy: They taste better when they're not in milk. (Capt. 4 2 1 2
 Crunch)

Mother: (to Matthew) Haven't you tasted your cereal?/ You'd²⁴ 2 7 1 3
 13 2 7 2 4
 better.

Matthew: refusing -- hum - hun-huh⁴¹ 7 2 4 1
 24

Mother: You're going to get awful hungry today./ (Begins to 2 7 2 4
 2 4 1 3
 fix lunch for Darcy to take to school.) What may I
 13
 ask is this in your lunch box, Darcy?

Darcy: What is that / well that was a piece of my sandwich. 4 2 2 3
 23 12 4 2 1 2

Mother: What did you do? 2 4 1 3

Darcy: Well, see, I ate that much of it and then I had that 4 2 2 3
 12 4 2 1 2
 much left./ Blaine had a whole sandwich and/ know 4 2 1 3
 13 12 4 2 1 2
 how much he ate?/ Half of it.

Mother: Darcy, do you want some angel food cake? 2 4 1 3
 13

Darcy: I want a bologna sandwich, not cheese! 4 2 2 7
 27

Mother: I've got bologna out too. 2 4 2 3
 23

John: Can I have some tea? 5 2 1 4
 14

Matthew: Mom - Mom - Mom (holding his hand and pointing 7 2 2 7
 27
 toward the bologna)

Mother: Bologna for breakfast?¹³ 2 7 1 3
 Matthew: Mom - Mom²⁹ 7 2 2 9
 Darcy: Bologna for breakfast, that's weird.²³ 4 0 2 3
 John: Well you're having bologna for breakfast.²³ 5 2 2 3
 Mother: What kind of dessert do you want Darc? 2 4 1 3
 Darcy: Did you give me doritos?¹³ 4 2 1 3
 Mother: No, I gave you potato chips.¹² 2 4 1 2
 John: Mother, my head hurts.¹² 5 2 1 2
 Mother: Well, we are going to call the doctor and maybe he²⁹ 2 5 2 9
 can tell us.
 John: I know cause my eyes hurt.²³ 5 2 2 3
 Matthew: Mom - Mom²⁷ 7 2 2 7
 Mother: No, no more bologna.³⁸ 2 7 3 8
 Matthew: Mine²³ 7 0 2 3
 Mother: What's mine?/ John are you sure you don't want any¹³ 2 7 1 3
 breakfast?¹³ 2 5 1 3
 John: No.⁴⁵ 5 2 4 5
 Mother: It will make your tummy feel better./ Darc, are you¹² 2 5 1 2
 through?/ John, you want to go ahead and get dressed¹³ 2 4 1 3
 and go in the car with me this morning.²¹ 2 5 2 1
 John: I don't want to go.⁴³ 5 2 4 3
 Darcy: Do what, Mommy?¹³ 4 2 1 3
 Mother: I have to take the kids to school this morning.²³ 2 4 2 3
 John: I don't like to take medicine all the time,/ I don't⁴³ 5 2 2 3
 want to take it. 5 2 4 3

Mother:	Mike's (friend of John's) been taking it for five	12	2 5 1 2
	days./ Did you know that Daddy's going to have to	13	2 5 1 3
	go to the doctor today?/ Come on John.	39	2 5 3 9
John:	hun-huh	45	5 2 4 5
Darcy:	If you don't take it now then you will have to get	12	4 5 1 2
	a shot.		
Mother:	Well, we will wait and let his tummy settle.	12	2 0 1 2
Matthew:	bread ²³		7 0 2 3
Mother:	Want toast?	13	2 7 1 3
Matthew:	No ²⁹		7 2 2 9
Mother:	Eat your cereal,/that's good, umm umm, go ahead	39	2 7 3 9
	and take a bite,/ take another bite, umm umm tutt	23	2 7 2 3
	tutt find the strawberry.	11	2 7 1 1
Matthew:	(begins to eat)		
Mother:	Darc, are you through?/ Two more bites.	13	2 4 1 3
		12	2 4 1 2
Matthew:	(throws his spoon on the floor)		
Darcy & John:	(begin to laugh at Matthew's prank.)	22	4 0 2 2
		38	5 0 2 2
Mother:	Don't laugh, you will just encourage him.		2 4 3 8
Matthew:	waay wjky (crying out)	23	2 5 3 8
Mother:	Well, you shouldn't have dropped it.	29	7 0 2 3
Mother:	(to John) I think he would like to have a clean bowl.	21	2 7 2 9
Darcy:	I want something to drink.	27	2 5 2 1
Mother:	You had the milk in the cereal.	12	4 2 2 7
Darcy:	Tomorrow, I want a whole deal of ginger ale.	27	2 4 1 2
Matthew:	piece - what's that?	13	4 2 2 7
Darcy:	It tastes rotten.	23	7 0 1 3
			4 2 2 3

Mother:	12	23	
	You just ate it on your cereal, /I don't know why it		2 4 1 2
		would taste rotten. (milk)	2 4 2 3
Darcy:	12		
	It had sugar on it, that's sweet.		4 2 1 2
Mother:	23	39	
	Darcy, you're just playing, /now go get dressed.		2 4 2 3
Darcy:	43		2 4 3 9
	I'm not either.		4 2 4 3
Matthew:	37		
	No, it's mine.		7 0 3 7
Mother:	23		
	You don't need the big piece.		2 7 2 3
Matthew:	23		
	It's mine.		7 0 2 3
Mother:	11		
	John, I'll share the piece of toast with you. /		2 5 1 1
	13		2 5 1 3
	Do you want to stay in the house while I take the		
	kids to school?		
John:	29		
	Yes.		5 2 2 9
Mother:	23		
	You won't let anyone in the house.		2 5 2 3
John:	45		
	No.		5 2 4 5
Matthew:	37		
	no - mine		7 0 3 7
John:	14		
	Can I catch that horney toad?		5 0 1 4
Mother:	12		
	If you did he couldn't eat all the bugs.		2 5 1 2
John:	23		
	Well, if he sees a bug, I'd let him go.		5 2 2 3
Matthew:	(jabbering about bread)		
Darcy:	(talking to herself in the bedroom about combing her		
	hair differently)		
Mother:	39		
	Quit playing and get dressed!		2 4 3 9
Matthew:	(throwing food on the floor)		
Mother:	35		
	Matthew Wade!! You quit that.		2 7 3 5

Matthew: Darc - Darc Daddy Daddy Unm hum cok cod uth oh 7 0 2 3
 it broke, is it dat? humm (kids are getting dressed)
 Dat, Dat? dree, got go. (Matthew is eating his cereal
 very carefully bite for bite using both his spoon
 and his hand.)

Mother: Darcy are you ready to go to school? 2 4 1 3
 Darcy: Mother come here. 4 2 2 0
 Mother: What have you been doing? 2 4 1 3
 Darcy: Nothing, I was in the bathroom. 4 2 1 2
 John: (he is back in bed, and is talking to Mother) Open 5 2 3 9
 that door?/ Get whatever is back there./ I can't see 5 2 2 3
 what there was./ Get me my cowboys and indians. 5 2 1 2
 5 2 2 7

Mother: Darc, you need to brush your hair and teeth. 2 4 2 1
 Matthew: What's that? 7 0 1 3
 Mother: Is that good Matt? Good? Good? 2 7 1 3
 Darcy: Mother my tummy hurts. 4 2 1 2
 Mother: Oh no,/does it really? Well, let's put your socks 2 4 2 3
 on and we'll see . . . 2 4 1 3
 2 4 1 1
 Darcy: I don't want to wear socks,/that's stupid. 4 2 2 7
 4 2 4 4
 Mother: It's cold outside. 2 4 1 2
 John: Darc come here. 5 4 2 0
 Mother: Did you eat all that? (to Matthew) 2 7 1 3
 Matthew: more, what's that? 7 2 1 3
 Mother: That's milk, you have a pretty face,/let's get that 2 7 1 2
 off. 2 7 1 1
 Matthew: cake 7 2 2 7

Mother:	38	21	13	2 7 3 8
		11		2 7 2 1
				2 7 1 3
				2 7 1 1
Matthew:	27			7 2 2 7
Mother:	13			2 7 1 3
	13	13		2 4 1 3
				2 4 1 3
	21			2 7 2 1
Matthew:	29			7 2 2 9
Mother:	23			2 7 2 3
		39		2 4 3 9
				2 5 3 9
		39		2 7 2 1
				2 7 1 3
	21	13		2 7 2 1
Matthew:	43			7 2 4 3
Darcy:	27			4 2 2 7
Mother:	35			2 4 3 5
	11			2 4 1 1
Matthew:				
Darcy:	43			4 2 4 3
Mother:		12		2 7 1 2
		13		2 7 1 3
				2 7 2 2
	22	13		2 7 1 3
Matthew:	22			7 2 2 2
John:	13	12		5 0 1 3
	22			5 0 1 2
Matthew:				7 0 2 2

Darcy: Why?¹³ 4 2 1 3

Mother: Well, it looks like rain outside.¹² 2 4 1 2

Darcy: Do you like my hair like this?¹³ 4 2 1 3

Mother: Well, I guess it's okay.¹⁸ 2 4 1 8

Matthew: Mom Mom go!²³ 7 2 2 3

Mother: Okay, let's go.²¹ 2 4 2 1

Darcy: Mommy?¹³ 4 2 1 3

Mother: What Darcy?¹³ 2 4 1 3

Darcy: Do you know why they?/. . wait!/. I have to get my^{23 12} 4 2 1 3
 arithmetic book. 4 2 2 3
 4 2 1 2

Mother: John, you remember what I told you, you just stay²⁴ 2 5 2 4
 right in bed and don't answer the phone or the front
 door.
 (Mother, Darcy, Matt and I load-up in the car to go
 on the car pool.)

Matthew: go go !!²³ 7 0 2 3

Darcy: If it rains today, we will just stay in our room.¹² 4 2 1 2

Mother: Darc, don't lock that door, please./ It will be too^{38 12} 2 4 3 8
 2 4 1 2
 hard to open, okay. (first house)/ Do you want to go 2 4 2 1
 see if KeeAnn is ready?²¹

KeeAnn's mother: Barbara, is there a chance I can get my hair
 done early Thursday?

Mother: Let me call the shop and see, call you later.³⁹ 2 7 3 9
 (to Matt) say "hot dog".

Darcy: (second house) There's Allen, little prissy Allen.²³ 4 0 2 3

Mother: Don't you like Allen?¹³ 2 4 1 3

Darcy: ²⁹ Oh yes, ²³ /he's okay. 4 2 2 9
 4 2 2 3
 Mother: ²³ It doesn't sound like it. 2 4 2 3
 Darcy: ¹² There goes Ned to school. ²⁷ /Wish you could take her. 4 0 1 2
 4 2 2 7
 Mother: ²³ Well, maybe I can let you out at the corner and you 2 4 2 3
 can walk.
 Darcy: ⁴³ Oh, no. 4 2 4 3
 Mother: ²³ lazy ./ . . (third house) Good morning Doug. / Doug, 2 4 2 3
 John is sick, can you tell Mrs. Nichols that John
 is sick?
 Doug: I can have someone tell her . . .
 Mother: Well that's okay, I think she will know.
 Matthew: ²³ un-hum
 Mother: ¹⁶ (leaves Darcy at the grade school) Bye, Bye, Darc, / 2 4 1 6
²³ I'll see you this evening. / ²⁴ Check your thermos, / 2 4 2 3
¹² it's leaking -- all over her sandwich / -- I must not 2 4 1 2
²³ have put it on tight. 2 4 2 3
 Doug: What's a thermos?
 Mother: It's something that's insulated and you can keep
 things hot or cold in it.
 Matthew: ²³ (climbs over the seat to the very back of the station- 7 0 2 3
 wagon) go, it's good.
 Mother: Thank you Doug for opening the door, / (fourth house)
 you would think they would be ready. / Good morning
 Jackie, Shelly, get the door. (kids talk to Matthew)
 Doug: John is sick, Shelly and Jac.
 Shelly: That's good. Where is John.
 Mother: He's home in bed with the door locked.

Shelly: What's wrong with him?

Mother: He has a high fever and a headache.

Doug: That's what I have when I come home from school --
a bad headache.

Shelly: That's what my mother tells my brother when he stays
home, is lock the door and don't let anyone in.

Doug: My brother is 14, a teenager! My brother can go out
if he wants. He can go to the 7-11, if he wants.
I like my brother, sometimes I get to stay by myself.
My brother is a nice kid anyhow. Except he goes to
Junior High.

Mother: (fifth house) Everybody in? How are you girls?
Did you go to your grandmother's this weekend?

Doug: (motions some directions as to how to get to school)

Mother: I didn't know that Doug, I bet you have been that
way before. Okie-dokie, everybody have a nice day.
(arrive at the kindergarten) Close the door, bye.

Mother: Careful,/ (to Matthew) don't you throw that, don't
you do it. 2 7 1 4
2 7 3 5

Matthew: (mumbles) it looks like me . . . 7 2 2 3

Mother: (back home after a fifteen minute car pool ride) 2 7 2 0
Come, get out!/ Come on, come here to me./ Matthew 2 7 2 1
2 7 3 9
2 7 2 3
2 7 2 3
2 7 2 1
2 7 2 7
2 7 1 2
Wade come on./ Oh, hit your head, over, down, go
on./ You tore that up in to pieces,/let's go see
about John./ Hurry, hurry,/no mailman, hasn't
come yet.

12

John: Grandma called and said that she wants you to call 5 2 1 2
her back.

35

Mother: (fixing chair that Peanuts had been on) Peanuts! 2 5 3 5
I could shoot you.

Matthew: (hits John in the head with his belt.)

61

John: cries 5 2 6 1

Matthew: (crawls up on the couch with John)

44 39

Mother: You shouldn't have hit John./Get down Matt./John 2 7 4 4
12 21 2 7 3 9
doesn't feel good./You lay down here at the other 2 7 1 2
2 7 2 1
end. (Matthew tries to take the cover and cries.

13

John: No, no, no, no, do I have to fight you? 5 7 1 3

61

Matthew: (falls to the floor and cries - pulls sweater off) 7 0 6 1

39 13

Mother: Matt! Matt! come here./ Do you want a drink . . . 2 7 3 9
39 2 7 1 3
your ice tea?/ Sit down. 2 7 3 9

23

Matthew: it, peads, mom, I, know 7 2 2 3

39

Mother: Hand it here. 2 7 3 9

17

Matthew: un-huh 7 2 1 7

13

Mother: Do you want some more tea to drink? 2 7 1 3

29

Matthew: un-huh 7 2 2 9

28

Mother: Thank you. 2 7 2 8

27

Matthew: cookie - cake 7 2 2 7

23

Mother: I don't think you need any more cookies, this morning./ 2 7 2 3
21 2 7 2 1
Why don't you go play with your garage?

Matthew: (crawls upon the cabinet via bar stool after the
vitamins.)

39

Mother: (takes him down with him protesting) Well, then go 2 7 3 9
play!

Matthew: (goes to the table in the dining room after the Kleenex)

Mother: ²⁴ Just one to wipe your nose./ ⁴¹ (he gets two)/ ³⁹ Wipe your nose./ (pushes chair to cabinet and gets a drink of his tea.)

Mother: ⁵⁹ (carries him off to the family room to play) Ride your horsey.

John: ¹³ Mommy?

Mother: ¹⁶ Yes, honey.

Matthew: (having problems with the horse and says so)

Mother: ²¹ Pick it up, don't get mad at the horsey,/do you need some help. ¹¹

Matthew: (crys and grunts, sits the horse up and pushes it to the kitchen, rides horse to oven, pulls the lower oven door down and jabbars in the oven.)

John: ²⁷ Mommy, would you play the stereo?

Mother: ¹³ Can you do it?

John: ⁴³ Do I have to always do it?/ ¹² It has already come down./ I want to listen to "rain drops".

Mother: ²³ (to Matthew) bed - bed? (John and Matthew laugh together - phone rings) Hello, we just got back./ I think I'll call the doctor, I thought it did . . .

Matthew: ²⁷ (in high chair eating again, cookies and tea) want cookie - cookie (drops one on the floor)

Mother: ³⁶ Now, I'll take it away from you,/that's naughty.

Matthew: ²⁷ Mom, Mom - more.

Mother: ³⁸ No, you shouldn't have dropped them.

Matthew: ⁴³ No! through (crys for cookie, reaches)

Mother:	18 You may have one/ and if you drop it on the floor	24 2 7 1 8 2 7 2 4
	you don't get any more.	
Matthew:	23 coo - ooo - old boy - bolt - balt	7 0 2 3
	(John is on the living room couch looking at a maga- zine and listening to the stereo, Mother is trying to iron, and gets up to call Mrs. Hale.)	
Matthew:	23 oh, good, cookie	7 2 2 3
John:	13 Mother do we get to go?/ Do we get to go, Mother?	5 2 1 3 5 2 1 3
Mother:	23 John, I'm on the phone,/it's Mrs. Hale,/just a minute.	12 38 2 5 2 3 2 5 1 2 2 5 3 8
John:	29 Oh.	5 2 2 9
Matthew:	27 want a cook-ie,/cookie, hazoo, bit I do like wifke oo we.	23 7 0 2 7 7 0 2 3
Mother:	38 Matt - shhh	2 7 3 8
Matthew:	41 (beating cup on tray of high chair)/more - dink - 'ater.	27 7 2 4 1 7 2 2 7
John:	23 (singing along with Elvis) "as long as I have you"	5 0 2 3
Matthew:	23 (throws cup on floor) my shews feel good - (plays in mess on tray)	7 0 2 3
Mother:	13 Are you ready to get down?	2 7 1 3
Matthes:	45 No.	7 2 4 5
Mother:	13 You want to play in the garage?	2 7 1 3
Matthew:	45 No.	7 2 4 5
Mother:	13 Can you say Yes?	2 7 1 3
Matthew:	12 No, i yee - yee - I - wee you, what's dhat?	7 2 1 2
Mother:	13 Do you need to wipe your nose?	2 7 1 3
Matthew:	45 No.	7 2 4 5

Mother: You sure?¹³ 2 7 1 3
¹³

Matthew: What's dhat? 7 2 1 3
³⁸

Mother: Just a second please./ (as he tries to jump out of his 2 7 3 8
¹² ²³
high chair.) We lost a screw,/wonder where in the 2 7 1 2
¹²
pete I lost that,/oh, there it is. 2 7 2 3
²³ 2 7 1 2

Matthew: Mama, mama, moma 7 2 2 3
³⁸

Mother: No, no Matt, no no. 2 7 3 8
¹³

Matthew: Want this, see Mama? (puts paper on counter, climbs 7 2 1 3
up in bar stool, plays with distilled water, moves
around from chair to chair) hun-hun.
³⁸

Mother: Get your paper . . . 2 7 3 8
²³

Matthew: cup - no, no (climbs back up in chair) 7 2 2 3
²¹

Mother: Play with this, eye dropper/ (she is on the phone 2 7 2 1
2 7 3 8
calling the doctor about John. Matt has taken the 2 7 3 9
³⁸ ³⁹
eye dropper apart) Oh, Matt, that's glass,/ bring
it here and let Mother fix it.

Matthew: (crys) Moma, Mama what's this? (hits head on floor) 7 2 1 3
¹³

Mother: (picks Matt up and gives him a bite of a chocolate 2 7 2 4
²⁴ ¹³ 2 7 1 3
easter egg) No, one bite/ Why did you have to put it 2 7 1 3
¹³ 2 5 1 3
all in your mouth?/ Are your pants wet? (puts him in 2 5 1 2
¹³ 2 5 2 1
bed). (to John) Do you want to come in and watch T.V. 2 5 2 3
¹² 2 0 2 7
Dr. Ray says to take the medicine one more day./ How
²¹
about me fixing you some chicken noodle soup for
²³
lunch?/ Boy, you/re getting all sorts of service/
(turns off the stereo). (Matt is playing in bed.)
²⁷
Wish that coffee would hurry (to herself).

John:	12 Mommy, Family Affair is on. (John watches T.V.)	5 2 1 2
Mother:	23 Nobody comes (talking about T.V. show)	2 0 2 3
John:	23 13 Yal, nobody comes,/ what did he say mother?	5 0 2 3 5 2 1 3
Mother:	23 12 He is the first one/- boys are real nervous.	2 5 2 3 2 5 1 2
John:	13 What did you say about the boys?	5 2 1 3
Mother:	23 Boys have to learn manners, like opening doors, letting girls sit down, etc.	5 2 2 3
John:	12 13 He is the first one there./ What did he say about making him nervous? (The mother is ironing)	5 2 1 2 5 2 1 3
Mother:	12 13 He said, crowds make him nervous./Can't you hear well?	2 5 1 2 2 5 1 3
John:	23 Yal, nobody came.	5 0 2 3
Mother:	Matt. (yelling to him in the bedroom)	
John:	27 Mother would you put my ring by yours,/by the straw- berries in the window in by the white thing?	5 2 2 7 5 2 1 2
Mother:	21 (goes to check on Matt) come on lay down (comes in to John) Stick it up! (has a little play gun)	2 7 2 1 2 5 2 3
John:	23 12 At first I thought it was a pin./ . . . baby's cute.	5 2 2 3 5 2 1 2
Mother:	23 12 Jennifer Rebecka / it's a girl though John.	2 5 2 3 2 5 1 2
John:	29 27 I know,/I want a girl.	5 2 2 9 5 2 2 7
Mother:	13 Would you settle for that? . . (commercial)	2 5 1 3
John:	23 That dog wants it.	5 2 2 3
Mother:	23 The orange juice, I wonder if dogs would drink orange juice?/ Mother has to fix her iron, 'cause everytime she has to use it, she has to fix it./ Boy, (mumbles something about the little gun) boys . . .	2 0 2 3 2 0 1 2 2 0 2 3
Matthew:	(in bed talking and jabbering and yelling)	

John:	12	12	5 2 1 2
			5 2 1 2
	hic-ups.		
Matthew:	23		7 0 2 3
	I want is the pusff, its up in - dhat?		
John:	13		5 2 1 3
	What did she say?		
Mother:	12		2 5 1 2
	She just said she was having trouble with a little boy called Leonard.		
John:	23		5 0 2 3
	Yal, she talked to him on the phone. (sneezes)		
Mother:	16	38	2 7 1 6
	Bless you,/you quit that!		
Matthew:			2 0 1 2
	(pretends to cry he just wants out of his bed, the mother goes to see about him, brings him in to the family room) Matt's going to go to sleep,/ lay in the floor with blanket. . .		
John:	3-4-5-6	23	5 0 2 3
Matthew:	23		7 0 2 3
	(talking to Peanuts) hi ddee		
Mother:	21		2 7 2 1
	Be sweet to Peanuts, oh no.		
John:			5 2 2 7
	Poo-ee (playing with ironing board) I want to watch Bewitched./		
Mother:	12		2 5 1 2
	It comes on after this.		
Matthew:	(plays with Peanuts ears, pulling and laughing)		
	Babee. . (hugs Peanuts)		
John:	12		5 7 1 2
	Matt, I'm going to take your covers.		
Matthew:	13		7 5 1 3
	What's dhat?		
John:	12		5 7 1 2
	It's a dogie, it's peanuts, Matthew.		
Mother:	38	24	2 7 3 8
	Matt, don't hit Peanuts,/Matt easy, Matt easy.		
John:	23		2 7 2 4
	Oh, boy.		
Mother:	38		5 0 2 3
	hun-hun, Matt leave Peanuts alone! / Peanuts come on. Peanuts! Peanuts!		

Matthew: (follows Peanuts to the door and cries when he can't
go with him)

26 12
Mother: I'm sorry,/but you were pulling Peanut's tail. 2 7 2 6
2 7 1 2
62

Matthew: (cries and hugs Mother around the legs) 7 2 6 2
26 12 27

Mother: Sorry,/you really need to go to sleep,/why don't you 2 7 2 6
2 7 1 2
lay down with John. 2 7 2 7

20 23
John: Matt, come on Baby,/takes a big ole baby,/now you 5 7 2 0
13 23 5 7 2 3
alright?/Uhg, Baby? 5 7 1 3
5 7 2 3

13
Matthew: What's dhat? (talking about pictures on wall) 7 5 1 3
12

John: two pictures - eagle - Matthew, Matt - 5 7 1 2
38

Mother: John=John, don't teach him that. 2 5 3 8
23

John: book 5 7 2 3

38 13
Mother: No, John don't teach him that,/did you think it was 2 5 3 8
2 5 1 3
a mouse making that sound (talking about T.V. show)

Matthew: down²³ 7 5 2 3

12
John: She is scared of the mouse,/Bryan 999-70 -- (Matt 5 0 1 2
2 7 3 8
plays with horse, goes into the living room, Mother 2 7 2 8
38 28 2 7 2 3
goes after him) No, Matt you can't have them./ Thank
23
you./ That was my foot you ran over (as he pushes
a toy under the ironing board)

Matthew: round-round²³ 7 0 2 3
23 12

John: We had a mouse once,/he was nibbling on my soldier. 5 0 2 3
5 0 1 2
(pushes Matt down) ca-pow-wee!!

24 28
Mother: That wasn't very nice./Thank you. (as she wipes Matt's 2 5 2 4
38 35 2 7 2 8
nose) No, you can't have that,/put your tongue back 2 7 3 8
2 7 2 1

35

in your mouth before you step on it./ Matthew Wade, 2 7 3 5
 get out of there, right now, Matt!!

Matthew: Ungh

35

Mother: Hey, hey! I'll have to put you to bed. 2 7 3 5

23

John: It has a hiding place in the house (T.V.) 5 0 2 3

28

Matthew: thankie - thankie you 7 0 2 8

13

Mother: Did you tinkle? 2 7 1 3

29

Matthew: hum um 7 2 2 9

23 23

John: Mother, she will think the mouse will cry./Mother! 5 2 2 3
 5 2 2 3
 She will think the mouse will cry.

Matthew: (is put in the floor and begins to act up; Mother
 pats him on the rear with a ruler and he gets up
 and pushes a chair to the refrigerator for candy on
 top.

38 61

Mother: No, no, no!!! Matt!/(he crys, a cranky cry screams)/ 2 7 3 8
 7 2 6 1
 39
 Get down from there! 2 7 3 9

Matthew: cookie²⁷ 7 2 2 7

38 13

Mother: No, you can't have a cookie,/want a cracker? No I 2 7 3 8
 2 7 1 3
 27
 don't want you to go to sleep just yet. (puts Matt in 2 7 2 7
 high chair and gives him a cracker)

Matthew: bite?²⁷ 7 2 2 7

23

John: Matthew (calling to him) Mattchew, Matthchew.... 5 7 2 3

39 12

Mother: Now John stay here,/I have to go run the car pool and 2 5 3 9
 2 5 1 2
 stop by the bank. (11:00 a.m. Barbara leaves, I'm with
 John)

14

John: Can I go? 5 2 1 4

Mother:	38 No, you stay in bed./What would you like for lunch?	13	2 5 3 8
	13 Chicken noodle soup?/potato soup?	13	2 5 1 3
			2 5 1 3
			2 5 1 3
John:	43 I want to go!		5 2 4 3
Mother:	38 No, you stay here.		2 5 3 8
John:	13 We get to go to the doctor tomorrow?/No stupid idiot!	32	5 2 1 3
	32 STUPID IDIOT!!!!!!!		5 2 3 2
	35		5 2 3 2
Mother:	JOHN DAVID!!!!		2 5 3 5
Matthew:	16 Bye, Moma, mama, mama..../ I gaddie - want a	27	7 2 1 6
	craddie - mama		7 2 2 7
John:	12 She doesn't want to kill the mouse/(watching T.V.		5 0 1 2
	13 still) You have to kill a mouse don't you, instead		5 0 1 3
	of shooing it away.		
Matthew:	(crushes crackers on tray and pushes them off to the floor)		
John:	(laying on couch watching and repeating T.V. lines)		5 0 2 3
	23 ... guess you won't be needing this . .		
Matthew:	27 want down. want down.		7 0 2 7
John:	23 Pass Word, pooh!		5 0 2 3
Matthew:	27 more - dink		7 0 2 7
John:	Would you get me some vanilla wafers?		
Hazel:	There isn't any.		
John:	Well let me have some of Capt. Crunch./Now put some milk on it. (Matthew wants a handful of Capt. Crunch too)		
John:	23 Matt, will just throw it on the floor.		5 0 2 3
Matthew:	23 hum-hum-hum grunts		7 0 2 3

John:	27 Would you move the chair so I can see T.V.,/ thank you.	28 5 7 2 7 5 7 2 8
Matthew:	23 Want a bite 'other, ut oh, boy - ole - mama	7 5 2 3
John:	21 12 Go get the mail./That was the mailman.	5 7 2 1 5 7 1 2
Matthew:	27 want down - down	7 5 2 7
John:	(has a toy that Matt wants and is holding it out of his reach wants to throw it, teasing Matthew, hitting ironing board)	
Hazel:	(puts it in the floor)	
John:	22 Stupid, Matt's stupid, he doesn't want it.	5 7 2 2
Matthew:	13 23 What's dhat?/make it go, go mooove	7 5 1 3 7 5 2 3
John:	23 He can't find a place to drive it.	5 0 2 3
Matthew:	13 want this?	7 0 1 3
John:	28 Thank you. (John won't give it back to Matt because 23 he will hit people, Matt crys) Won't make it./ 13 23 Want this?/ let's go. 234-3535 (ad on T.V.)	5 7 2 8 5 7 2 3 5 7 1 3 5 0 2 3
	(Mother is back from the bank and the car pool after 25 minutes.)	
Matthew:	16 Mama Mama	7 2 1 6
Mother:	16 Ooooooo	2 7 1 6
John:	21 27 Matthew ride the horsie/ - Mother come here./ Do I 13 go to the doctor today?	5 7 2 1 5 2 2 7 5 2 1 3
Mother:	12 No, he said	2 5 1 2
John:	43 Yea!!!! (yelling)	5 2 4 3
Mother:	24 John, that yelling isn't necessary.	2 5 2 4
Matthew:	(crawling on the horse head first and then over, falling in the floor)	

Mother:	13 Who had cereal?/John, did you get hungry?	2 0 1 3
	23	2 5 1 3
John:	Matthew, wow-wee I'll play with you. (in the process the horse falls over.)	5 7 2 3
	21	
Matthew:	push it ouch	7 5 2 1
John:	(pushing horse into fireplace with Matt on it.)	
	13	
Mother:	John, do you want any soup?	2 5 1 3
	45 12	
John:	No,/I'm not hungry.	5 2 4 5
	21	5 2 1 2
Mother:	Matt, it's about bed time.	2 7 2 1
Matthew:	(pointing to the ironing board and the iron on top)	7 0 2 4
	24	
	hot! hot! / (John rolls Matt of the couch and he hits his head on the floor)	
	35	
Mother:	John, if you don't be good you are going to bed.	2 5 3 5
	(matt runs into the ironing board and the iron falls off on the other side)	
	42 13	
John:	Matt! You stupid,/why did you do that?	5 7 4 4
	23	5 7 1 3
Mother:	Because you weren't trying to be very careful./Lay	2 5 2 3
	39 23	2 5 3 9
	down and be quiet!/Well, it took three times in two	2 0 2 3
	days to ruin it. (Matt goes to the kitchen and unwraps cracker package)	
	23 13	
Mother:	. . . lunch and then bedtime./John, would you eat	2 0 2 3
	chicken noodle?	2 5 1 3
John:	No! ⁴⁵	5 2 4 5
	13 38	
Mother:	Tomato?/ No, no, no Matt!	2 5 1 3
	27	2 7 3 8
John:	I want to play the records.	5 2 2 7
	18 38 24	
Mother:	Okay,/turn the T.V. off,/ and be very careful when	2 5 1 8
	12	2 5 3 8
	you do it./John, Mrs. Nichols was sick today, too.	2 5 2 4
		2 5 1 2

13

John: Did Mrs. Hamilton take her place? 5 2 1 3

12 13

Mother: Yes, Mrs. Hamilton was there,/who is she? 2 5 1 2
2 5 1 3

13

John: Was it a lady in black hair? 5 2 1 3

12

Mother: Yes, Shelly told me. 2 5 1 2

13

John: Was she an old lady? 5 2 1 3

12 23

Mother: Yes, older lady,/someone is getting cracker crumbs 2 5 1 2
2 0 2 3

on the floor.

23

John: Matthew. 23

24 23

Mother: Okay, let's keep it down./I guess you're feeling 2 5 2 4
2 5 2 3

better.

25

John: I guess so. 5 2 2 5

24 21

Mother: Well, let's don't run around,/let's keep your fever 2 5 2 4
2 5 2 1
2 5 2 1

23

John: I'm going to run through the house and see if this 5 2 2 3

flys behind me (Matt's blanket tied behind him).

43

Matthew: Oh, no. 7 0 4 3

23 13

Mother: Oh, no,/what's the matter? 2 7 2 3
2 7 1 3

27

Matthew: want a dink 7 2 2 7

13

John: Mother, where are the rest of my toys? 5 2 1 3

12

Mother: They are probably in Matt's bed. 2 5 1 2

23

John: Not all of them are in here. 5 2 2 3

21

Mother: Just keep looking. 2 5 2 1

27

John: Mother, come here! 5 2 2 7

12

Mother: Honey, I'm fixing lunch right now. 2 5 1 2

35

John: Mother (yelling) come here!!! 5 2 3 5

12 23

Mother: I told you I can't/ -- boy is he feeling better. 2 5 1 2
2 0 2 3

37

John: Come Here !!!!!!!! 5 2 3 7

Matthew: want a cookie - mama cookie ²⁷ 7 2 2 7
 Mother: John, you can come get the little trays to eat on. ²¹ 2 5 2 1
 John: Mother, you stupid! ³⁵ 5 2 3 5
 Mother: See the pretty bear/(as she trys to put a bib on Matt) ¹³ 2 7 1 3
 put it on/ De Aun wears one every day. ³⁹ ¹² 2 7 3 9
 Matthew: crackie no no bite (eating chicken noodle soup) ²³ 7 2 2 3
 Mother: Well, take a bite. ²¹ 2 7 2 1
 John: Mother, come here, come here, Mother!!! ³⁷ 5 2 3 7
 Mother: You're too big to carry./Let's eat./Do you want to ²³ ²¹ ¹³ 2 7 2 3
 say grace? (She carried him to the table) 2 7 2 1
 2 7 1 3
 John: Let's go in the circle. ²¹ 5 2 2 1,
 Mother: Thank you Lord for this rain and forgive us of our
 sins, bless this food to the nourishment of our
 bodies,
 John: Thank you for this food, help Mike and me to get ²⁷ 5 2 2 7
 well. Amen. Open the crackers for me, Mother./ I ²⁷ 5 2 2 3
 think it's colored people who hold their coconuts ²³
 and drink like this.
 Mother: Those are natives, in the Philippines. ¹² 2 5 1 2
 John: Why do they have to hold it tight?/ So it won't break? ¹³ ¹³ 5 2 1 3
 5 2 1 3
 Mother: Help Matt, now it's hot. ²⁰ 2 5 2 0
 John: As soon as he gets through with the sick people can ²⁷ 5 2 2 7
 we go? (he still wants to go see Dr. Ray)
 Mother: Well, it will be tomorrow if we go. ¹² 2 5 1 2
 John: hun-huh ⁴³ 5 2 4 3
 Mother: Why do you want to go see Doctor Ray? ¹³ 2 5 1 3
 John: Because. ²³ 5 2 2 3

Mother: ¹³ Matt, are you about ready to go to bed? 2 7 1 3
⁴³
 Matthew: No. (mumbles with mouth full) 7 2 4 3
¹²
 John: Mother I'm full. 5 2 1 2
¹³
 Mother: Are you about ready to be excused from the table? 2 5 1 3
²⁵
 John: un-huh 5 2 2 5
²¹
 Mother: Why don't you go get your blanket and pillow and go 2 5 2 1'
²⁶ take a short nap./ I'm sorry I forgot about the gum/ 2 5 2 6
²¹ sometimes you have to remind mothers in a nice way. 2 5 2 1
 Matthew: (pouring tea in soup and crackers making a mess;
 screaming while the mother tries to clean up)
²³
 Mother: See, if you had put that bib on like I asked you 2 7 2 3
¹³ wouldn't have it all over you./See? 2 7 1 3
⁴³
 Matthew: No. 7 2 4 3
²³
 John: Mother, the crackers are all over the table in here. 5 2 2 3
 Matthew: mum um
¹⁶
 Mother: Are you Mama's boy? 2 7 1 6
⁴⁵
 Matthew: No. 7 2 4 5
¹³
 Mother: Daddy's boy? 2 7 1 3
²⁹
 Matthew: un-huh 7 2 2 9
²³ ¹⁶
 Mother: You're a faker too./You have the prettiest smile./ 2 7 2 3
²⁸ Thank you, Matt. 2 7 1 6
 2 7 2 8
²⁷
 John: Mother would you come get Matt? 5 2 2 7
²⁹ ¹³ ¹³
 Mother: Yes John I'm coming,/Where is he?/Why is he hiding?/ 2 5 2 9
²³ ¹² ²¹ ²¹ 2 0 1 3
 Matthew Wade./There he is/come on./ Tell John good 2 0 1 3
 2 7 2 3
 night/ - hidy odos. 2 7 1 2
 2 7 2 1
 2 7 2 1

	13	
John:	Mother are you coming back in here?/ As you do would	5 2 1 3
	27	5 2 2 7
	you turn on the stereo?	
	29 16	
Mother:	Yes./ Come on baby, time to go to bed.	2 5 2 9
		2 7 1 6
Matthew:	(crys as Mother sings to him)	
	27	
John:	Mother would you come turn the stereo on?	5 2 2 7
	34	
Matthew:	(yells in defiance.)	7 2 3 4
	37	
John:	Mother, Mother, Mother, come turn the stereo on!!!	5 2 3 7
	13	
Matthew:	Mama, Mama what you doin?	7 2 1 3
	27	
John:	Mother, would you come and fix my covers?	5 2 2 7
	14 23	
Mother:	May I finish lunch first please,/then I will.	2 5 1 4
	37	2 5 2 3
John:	Fix my covers!!	5 2 3 7
	62	
Mother:	Okay, I'm coming.	2 5 6 2
	23	
John:	That was just one record.	5 2 2 3
	37	
Mother:	Well, I want to watch my one program and then/I'll	2 5 3 7
	12	2 5 1 2
	turn the stereo on again.	

The next two hours are relatively quiet, both boys are asleep and the mother decides to get some sewing done. During the time period a friend of her's, Martha and her daughter De Aun, drop by for a few minutes to leave a dress for her to work on. Then at 2:30 John wakes up.

	12	
John:	Mommy, I swallowed my gun.	5 2 1 2
	13	
Mother:	Did it fall out or did you swallow it?	2 5 1 3
	12	
John:	I swallowed it.	5 2 1 2
	13	
Mother:	Would you like a piece of cake or something?	2 5 1 3
	29 45 13	
John:	Yes./No./Mother, did Mrs. Hale come yet?	5 2 2 9
		5 2 4 5
	12	5 2 1 3
Mother:	She came while you were sleeping because she knew	2 5 1 2
	12	2 5 1 2
	you needed to rest./DeAun gave you a couple of kisses.	

John: I didn't feel it. Mother, I didn't feel it. Mother! 5 2 2 3

Mother: Yes.²⁹ 2 5 2 9

John: You said after this we could turn on the records, 5 2 2 7
Mother.

Mother: Well, we will turn it on and have it turned down low. 2 5 1 8

John: (cranky) I can't hear. 5 2 4 3

Mother: We will turn it on and I'll finish this one program. 2 5 2 1

John: Mother come here./Can I have a piece of gum? Mother! 5 2 2 7
5 2 1 4

Mother: Yes. 2 5 1 8

John: (sings along with the record) Mother, I took my 5 2 1 2
temperature out.

Mother: Can you bring it to me?/ Just 10¢./ Do you want to 2 5 2 1
watch Gomer? 2 5 2 3
2 5 1 3

John: Yes,/I'll turn it off. (stereo) 5 2 2 9
5 2 1 7

Mother: Be careful when you turn it off. 2 5 2 4

John: Mother, when Mrs. Hale came did Mike?/I want some 5 2 1 3
of his medicine so I can go back to school. 5 2 2 7

Mother: No, he was in school. 2 5 1 2

John: Jim Nabors as Gomer (repeating from T.V., and 5 0 2 3
sniffing).

Mother: Blow your nose. 2 5 2 1

John: I was going to go get a kleenex but you all ready 5 2 2 3
gave me one./I'm going to try and get it on the T.V./ 5 2 1 2
(throwing kleenex from the couch to the T.V. set)

Mother: Why don't you blow your nose. 2 5 2 1

John: Just a minute I can't here ya. 5 2 2 7

	13	
Mother:	Why don't you blow your nose instead of sniffing?	2 5 1 3
	13	
	Where are Daddy's cuff links?	2 5 1 3
	13	
John:	What is that?	5 2 1 3
	12	
Mother:	They're cuff links for your Daddy.	2 5 1 2
	13	
John:	What is that? (set in cuff links)	5 2 1 3
	12	
	13	
Mother:	Just a pretty stone,/isn't it pretty?/What's wrong	2 5 1 2
	13	
	13	
	23	
	with your eyes,/are they just watering?/ 3:30 you have	2 5 1 3
		2 5 1 3
	to take your medicine.	2 5 2 3
	17	
	13	
John:	Okay,/why do I have to take different glasses all	5 2 1 7
		5 2 1 3
	the time.	
	12	
Mother:	Because I put the others in the dishwasher.	2 5 1 2
	13	
John:	What can I do with my gum?	5 2 1 3
	21	
Mother:	Just hold it in your hand.	2 5 2 1
	12	
John:	It's sticky.	5 2 1 2
	21	
	13	
Mother:	Hurry, take your medicine./It doesn't taste too bad	2 5 2 1
		2 5 1 3
	does it?	

3:30 the mother has started dinner; John is watching T.V. and Matthew is still asleep. She has peeled an orange and put out a few crackers for Darcy. Darcy and a girlfriend (Tracy) come to the back door after walking home from school.

	12	
Darcy:	Mommy, she had to come home with me because her	4 2 1 2
	Mommy isn't home and the door is locked and her	
	brother has the key.	
	18	
	13	
Mother:	Okay,/are your feet clean?	2 4 1 8
	21	
John:	You can show Tracy the horny toad.	4 5 2 1
	15	
Mother:	I have an orange and crackers waiting on you.	2 4 1 5

Darcy: ¹³ Why? 4 2 1 3

Mother: 'cause I love you. 2 4 1 6

Tracy: Can we have something to drink?

Mother: How about water. I'll bet you don't drink enough.

Darcy: ¹² We drink eight glasses a day. 4 0 1 2

Mother: ¹³ How many? 2 4 1 3

Darcy: ¹² Eight glasses. 4 2 1 2

Mother: You should call your brother in a minute, Tracy, and let your brother know where you are.

Tracy: Okay.

Darcy: ¹² Mama, we got new books today. 4 2 1 2

Mother: ¹³ The ones that we ordered?/Did you get riddles?/ I ¹³ 2 4 1 3
²³ didn't know you got riddles. 2 4 1 3
2 4 2 3

Darcy: ¹² Mama, it can count on my reading sheet./Here John./ ²³ 4 2 1 2
¹² (hands him one of the books)/I can do it faster/ 4 5 2 3
⁴³ (watching T.V. commercial) I don't like that stuff./ 4 0 1 2
4 0 4 3
⁴³ I don't like it when he says "were you really a colt?" 4 0 4 3

Mother: ¹³ Do what? 2 4 1 3

(kids are eatching T.V. singing along with commercial
Tracy throws a towel at Darcy)

Tracy: Got you!

Darcy: (throws it back at Tracy)

Mother: ³⁸ Darcy! 2 4 3 8

Tracy: (calls home and is told to come home, she says to Darcy) you can come down but you can't come in.

Mother: ¹² Darcy, we are going to eat in a little while,/I think ²¹ 2 4 1 2
2 4 2 1
you better stay home.

Darcy: (helps Tracy out the door) Bye . . . Can I have ¹⁴ 4 2 1 4
 this (coke)?
³⁸

Mother: No. 2 4 3 8
¹³

Darcy: Why? 4 2 1 3
¹⁸ ²³

Mother: You can put your tennis shoes back on./ Darcy, before 2 4 1 8
³⁹ 2 4 2 3
 you get comfortable,/I want you to get everything 2 4 3 9
³⁵ 2 4 3 5
 picked up./ There isn't any reason for you to leave 2 5 2 3
 your things lying around.

(to John) You will have ²³ a story to read tonight.

Darcy: (carries her things to her room; comes back and ¹⁷ 4 0 1 7
 begins to read her library book out loud)

John: I want to see that mother after you. ²⁷ 5 2 2 7
¹³

Mother: Where is Matt, Darcy? 2 4 1 3
¹²

Darcy: He is in the bedroom. 4 2 1 2

John: (gets up and goes to the refrigerator for medicine
 for an upset tummy) ¹³

Mother: What's wrong John? 2 5 1 3
¹²

John: My tummy hurts. 5 2 1 2
¹³

Mother: Did you get some? 2 5 1 3
⁶¹ ¹²

John: (crying)/ Mommy I don't feel good. 5 2 6 1
 5 2 1 2

Matthew: (is up and has the clackers) ¹⁷

John: What you got 'other? (as he follows him into the 5 7 1 3
 bedroom)

Mother: Darcy, would you turn the T.V. please. ²⁷ 2 4 2 7
⁴³

John: Mommy, I wanted to watch that. 5 2 4 3
²³ ¹³ ¹²

Mother: You were reading,/why don't you read?/ Daddy will 2 5 2 3
 2 5 1 3
 be home in a minute. 2 5 1 2

Matthew:	13 What's dhat?	7 2 1 3
Mother:	38 13 13 Don't hit Peanuts./Want this?/Want this,/no you can't 38 35 have a piece of candy./ (to Darcy) Now you put that pop up and don't you sneak it again./ I told you we 23 were going to have dinner in a minute.	2 7 3 8 2 7 1 3 2 7 3 8 2 4 3 5 2 4 2 3
Darcy:	14 Mother, can I have a cracker?	4 2 1 4
Matthew:	(sees it and wants one too) umm umm	
Mother:	21 12 Mama, say thank you./Well, mother is fixing dinner 27 and then we will eat./ Darcy, would you go see if 13 John is all right./Is he still in the bathroom?	2 7 2 1 2 7 1 2 2 4 2 7 2 4 1 3
Darcy:	29 un-huh	4 2 2 9
Matthew:	(grunts at Darcy, wants her cracker)	
Mother:	35 24 Matt!/Darc you have got to put your lunch pail up, honey.	2 7 3 5 2 4 2 4
Darcy:	38 (to Matthew) Don't touch!	4 7 3 8
Mother:	13 Did it leak on everything?	2 4 1 3
Darcy:	29 Yes.	4 2 2 9
Matthew:	(crys, he is hungry; pushes high chair around kitchen; gets pancake turner out of drawer)	
Mother:	38 61 23 No, Matt!/(he crys)/ There,/here are you going to 13 20 help Daddy pick strawberries tonight?/ Here eat this one.	2 7 3 8 7 0 6 1 2 7 2 3 2 7 1 3 2 7 2 0
Darcy:	12 I have to practice jumping and running.	4 2 1 2
John:	20 Mommy, come wipe me!	5 2 2 0
Mother:	21 Darcy, see what John wants.	2 5 2 1
Darcy:	12 John wants to be wiped.	4 2 1 2
Mother:	39 Darcy, watch him while I do that.	2 4 3 9

Matthew: ²³ dink 7 0 2 3

Mother: ²² Well, say please. 2 7 2 2

Darcy: ¹² Oh, I just can jump,/I'll try run and jump. (she plays ²³ 4 2 1 2
with Matt's scooter) 4 2 2 3

Matthew: ⁶¹ (yelling) No!/ ²³ Mommy, nose. 7 2 6 1
7 2 2 3

Mother: ²³ Wipe it good, don't wipe it down to your mouth,/ let ¹¹ 2 7 2 3
mommy show you. 2 7 1 1

Matthew: ⁴³ (crys and says) No! 7 2 4 3

Mother: ²⁰ Now come on,/and we are going to have dinner in a ¹² 2 7 2 0
minute. (Gives him a strawberry, he gives it back, 2 7 1 2
would rather have a coke.)

Darcy: ¹² I only had one cavity, too./ ¹² John had three. 4 2 1 2
4 2 1 2

Mother: ¹² Daddy had four. (Darcy gets John a kleenex out of 2 0 1 2
the bathroom)

Matthew: (gives glass back)

Mother: ²⁸ Thank you Matthew./ ⁶¹ (he crys)/ ²¹ Well, let's wait 2 7 2 8
²¹ 7 0 6 1
until we eat./ Matt, listen for Daddy. 2 7 2 1
2 7 2 1

Matthew: ¹³ What is that? 7 2 1 3

Mother: ³⁸ No, Matt,/ ³⁸ No Matt!/ ³⁹ drink (The father is home and is 2 7 3 8
2 7 3 8
a little quiet, he feels a little uncomfortable having 2 7 3 9
me taking notes. He opens up later.)

Mother: ¹³ Who is that?/ (to Matthew) ²³ Ole, Daddy, is being 2 7 1 3
2 0 2 3
extra quiet tonight.

John: ¹³ Daddy, what is making the noise? 5 1 1 3

Mathew: ²³ Dad did, this = what 7 0 2 3

	12	
Father:	The first aid man at work gave me some pills for the	1 2 1 2
	cough.	
	23	13
Mother:	It dried your throat up/ - who gave it to you?	2 1 2 3
	12	13
Father:	The first aid department at work.	1 2 1 2
	13	
Mother:	Honey, are you going to clean up before we eat, or . . .	2 1 1 3
	12	
Father:	I guess so.	1 2 1 2
	61	
Matthew:	(wants to eat, he is crankie and crys)	7 0 6 1
	12	
John:	Daddy, I took a nap.	5 1 1 2
	18	
Father:	Good!	1 5 1 8
	23	
Matthew:	Daddie	7 0 2 3
	13	
Mother:	Did you see that insurance, wasn't it down some,	2 1 1 3
	13	13
	about \$10?/ Did you see that note from school?/ Did	2 1 1 3
	13	23
	you read it?/ They must be trying to pur apartments	2 1 2 3
	12	12
	in by the school,/ they are having a meeting about	
	rezoning.	
	12	
Father:	Benny, told me they were going to put them in by the	1 2 1 2
	church.	
	23	12
Mother:	I'd hate to see them put it in there./ . . the sun has	2 1 2 3
	been out for . . .	2 1 1 2
	13	
Father:	Did you pick the strawberries?	1 2 1 3
	45	12
Mother:	No,/ the sun hasn't been out for long.	2 1 4 5
	11	12
Father:	I'll go do it.	1 2 1 1
	23	
Matthew:	Daddie	7 1 2 3
	23	
Father:	Well, Daddy is going outside for a minute, he will	1 7 2 3
	be right back.	
	27	
Matthew:	dink ?	7 0 2 7
	38	
Mother:	No, don't put your food in your glass.	2 7 3 8

	23	
Darcy:	Children are more important than people and you know that. (watching Lucy on T.V.)	4 0 2 3
John:	un-huh ²⁵	5 4 2 5
Matthew:	Diddle (spills ice out on tray)	7 0 2 3
Mother:	No that's not necessary./ Eat your corn,/can you eat them?/they're hot.	2 7 3 8 2 7 3 9 2 7 1 3 2 7 1 2
Matthew:	That's hot! ²⁵	7 2 2 5
Mother:	oh, oh (goes outside to father picking strawberries)	2 1 1 6
Matthew:	(grunts in favor of his green beans, plays airplane with spoon; drops it) ut oh -- me, re, me	
Mother:	Those are hot now./ Darcy, turn the T.V. off please,/ would you go check on John and see if he wants to eat.	2 0 1 2 2 4 2 7 2 4 2 7
Darcy:	(yelling) John! ²³	4 5 2 3
Mother:	Was he in the bathroom, Honey?	2 1 1 3
Father:	Yes. ²⁹	1 2 2 9
Matthew:	dtis, (offering spoon to Daddy)	
Father:	You use it.	1 7 2 1
Matthew:	hi-daddie	7 1 2 3
Father:	(laughs) hi daddie	1 7 2 2
Mother:	We were going to have milk . . .	2 0 1 2
Father:	These glasses are hot.	1 0 1 2
Mother:	Darcy, would you wait./ What are we going to drink?	2 4 3 8 2 4 1 3
Father:	ice tea ¹²	1 2 1 2
Darcy:	Daddy how many are you going to be?	4 1 1 3
Father:	Six ¹²	1 4 1 2

Darcy:	23 60, 61-2-3-4-5-6 - 66	4 1 2 3
Mother:	22 um hum	1 4 2 2
Darcy:	(starts counting up to 6)	
John:	20 Mother, come wipe me.	5 2 2 0
Matthew:	(squeels) (Darcy mumbles to Matt while she cuts her meat) (Matthew drops his spoon again.)	
Darcy:	35 13 Matthew, you quit that!/ Where are the green beans, 37 hurry and get them on the table.	4 7 3 5 4 7 1 3 4 7 3 7
Mother:	13 Do you want to eat a meat patty, John?	2 5 1 3
John:	45 27 13 No,/I want a clean glass,/what am I going to eat?	5 2 4 5 5 2 2 7 5 2 1 3
Mother:	23 Well, I thought you just wanted something to drink.	2 5 2 3
John:	25 21 Well,/okay just put it on a tray.	5 2 2 5 5 2 2 1
Mother:	13 John, do you want a coke first?	2 5 1 3
John:	45 27 No,/I want ice tea first.	5 2 4 5 5 2 2 7
Darcy:	27 Then, can I have the coke?	4 0 2 7
John:	38 27 No, Darcy,/I want the coke after the ice tea.	5 4 3 8 5 4 2 7
Mother:	23 I think father made the tea a little weak.	2 0 2 3
John:	25 18 16 hun-huh,/I like it this way./But I like it your way, too, Mother.	5 2 2 5 5 2 1 8 5 2 1 6
Matthew:	23 one	7 0 2 3
Mother:	23 two	2 7 2 3
Matthew:	23 two	7 2 2 3
John:	19 I like the way Papall makes lemon aid.	5 0 1 9
Father:	13 13 Whose turn is it to say grace?/Darcy?	1 0 1 3 1 4 1 3

23

Darcy: God is good and God is great, thank you for this food. 4 0 2 3
Thank you for this day. Thank you for everyone. I
hope John is better and can go to school tomorrow.
Amen.

John: You can clean my glass,/but use your hands to keep 5 2 1 8
the ice and/then we can put the coke in it. 5 2 2 1
23
5 2 2 3

Darcy: I don't have anything to drink. 4 2 1 2
12

John: Well, Darcy you're not sick . . . 5 4 1 2
39

Mother: Darcy, would you hand me Matt's glass from the dish- 2 4 3 9
washer./ Honey, give me some green beans./ I went 2 1 2 7
27
2 1 1 2
12
to the bank, we were off about \$40, I think I got
it straightened out.

John: Daddy, mother took my temperature,/ it was, how much 5 1 1 2
12 13
5 1 1 3
Mother?

Mother: 101 12 2 5 1 2

John: That's good isn't it. 5 2 1 3
13

Mother: Well, it's better./ Honey, did you hear him count 2 5 2 3
23 13
2 1 1 3
over here. One - two

Matthew: two carrots 7 0 2 3
23

John: I'm through with my tea, Mother I'm through. 5 2 1 2
12

Mother: Would you wait a minute or two,/you want it right now? 2 5 2 7
27 13
2 5 1 3

John: Clean out the glass,/I don't want a dirty one. 5 2 2 3
23 27
5 2 2 7
13

Father: Where did we mess up? 1 2 1 3

Mother: I don't know Honey,/I just found the checks and sub- 2 1 1 2
12 23
2 1 2 3
tracted them out.

Father: Did you balance them out? Did you balance the 1 2 1 3
1 2 1 3
checkbook?

Matthew: Mama, I want more . . . ²⁷ 7 2 2 7
 John: Mother, I'll have some cake. ²⁷ 7 2 2 7
 Mother: Do you need a kleenex?/I'll tell you what, you drink ¹³ ²¹ 2 5 1 3
 your coke and see if your tummy stays settled/ and ²³ 2 5 2 1
 then we will see about some cake. ²³ 2 5 2 3
 Mother: You wouldn't be interested in going up to that meeting/¹³ 2 1 1 3
 and seeing what that's all about. ²³ 2 1 2 3
 Father: I've got to go up to school and take my VA things ¹² 1 2 1 2
 and check on that.
 Matthew: beans, please ²⁷ 7 0 2 7
 John: Daddy, have you heard about the three retarded kids? ¹³ 5 1 1 3
 Mother: John, we told you about that last night. ¹² 2 5 1 2
 Darcy: Its funny. ²³ 4 0 2 3
 Mother: Well, it's funny/but what if it were you? ²⁵ ¹³ 2 4 2 5
 2 4 1 3
 Matthew: (grunts)
 Father: Why don't you say what you want?/Say thank you. ²¹ ²¹ 1 7 2 1
 1 7 2 1
 Darcy: Lay it down and I'll cut it up for you. ¹¹ 4 7 1 1
 Darcy: What's wrong with the three retarded kids? ¹³ 4 0 1 3
 Father: That's enough!! ³⁸ 1 4 3 8
 Darcy: It's only a joke,/it's not about anyone. ¹² ²³ 4 1 1 2
 4 1 2 3
 Mother: Daddy, she needs to know why it's not all right. ²¹ 2 1 2 1
 Just like you're special, because you're adopted, ¹² 2 1 1 2
 they are special too./ I just think it would be in ²¹ 2 1 2 1
 better taste if you didn't tell this like that.
 Matthew: Daddie ²³ 7 1 2 3
 Mother: How is your elbow? ¹³ 2 1 1 3
 John: I want to go back to the skating rink. ²⁷ 5 0 2 7

44

Mother: Matthew, I just don't believe it. 2 7 4 4

13

Father: Didn't you feed him today? 1 2 1 3

12

Mother: Just four times, that's his fourth carrot and two 2 1 1 2
plates of green beans and corn,/that's hot! 2 7 1 2

20

John: Mother, come here! 5 2 2 0

27 12

Mother: Honey, let me eat./I've waited on you all day./ Can 2 5 2 7
13 13 23 2 5 1 2
it wait?/ Could you ask Daddy?/ If he is through./ 2 5 1 3
13 2 5 1 3
Did you look at your cuff links? 2 5 2 3

12

Father: No, I didn't see them. 2 1 1 3
1 2 1 2

12

Mother: They're on the hearth in the brown box. 2 1 1 2

Matthew: bow²³ 7 0 2 3

Mother: bowl²³ 2 7 2 3

27 13

Matthew: want this,/what is that 7 2 2 7
13 7 2 1 3

Father: light, Matt? 1 7 1 3

13

John: Mother if you were cut all the way down here, would 5 2 1 3
you have to have 14 stitches? Daddy"

13

Father: What did you want? 1 5 1 3

John: (whispers)

23

Darcy: 14,900 stitches and he had to have an operation to 4 0 2 3
get them in.

12

Father: I do like those. 1 2 1 2

23

Mother: \$2.50, good . . . 2 1 2 3

27

Darcy: I want to see, Daddy. 4 0 2 7

12 11

Father: That's about a \$10 set./Matt, go let Daddy change 1 2 1 2
2 7 1 1
your pants.

13

John: Daddy did you get my coke? 5 1 1 3

Matthew: down²⁷

7 0 2 7

(It was time for me to leave, so I said my thanks and
departed.)

VITA

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