

CONTENTS

| | |
|---------|---|
| PREFACE | 1 |
|---------|---|

PART ONE

MANIFESTATIONS, HYPOTHESES, DATA

| | |
|--|----|
| <i>Manifestations, Hypotheses, Data</i> | 7 |
| A. MANIFESTATIONS | 7 |
| B. HYPOTHESES | 11 |
| 1. THE PSYCHOANALYTIC SCHOOL | 12 |
| 2. THE ETHOLOGICAL SCHOOL | 15 |
| 3. THE PSYCHOPHYSIOLOGICAL SCHOOL | 19 |
| 4. THE PIAGETIAN SCHOOL | 22 |
| C. DATA | 25 |
| 1. AGE OF THE SUBJECT | 27 |
| a. <i>Time of Onset of the Reaction</i> | 27 |
| b. <i>Age of Maximum Intensity of the Reaction</i> | 37 |
| c. <i>The Age of Decline of the Reaction</i> | 41 |
| 2. THE SUBJECT'S SEX AND FAMILY RANK | 44 |
| 3. THE EXAMINER'S SEX AND MODE OF APPROACH | 47 |
| 4. PROXIMITY OF THE MOTHER | 49 |
| 5. PRIOR HISTORY OF THE SUBJECT | 51 |
| a. <i>Heredity</i> | 51 |
| b. <i>Number of Contacts with Strangers</i> | 52 |
| c. <i>The Mother-Child Relationship</i> | 53 |

PART TWO

EXPERIMENTAL RESEARCH OF THE LABORATORY OF DEVELOPMENTAL PSYCHOLOGY (EARLY CHILDHOOD)

| | |
|---|----|
| I. <i>The Infant's Conception of Causality and His Reactions to Strangers</i> | 59 |
| — JACQUES GOULET | 59 |
| A. STATEMENT OF THE PROBLEM | 59 |
| B. DESCRIPTION OF THE EXPERIMENT | 62 |
| 1. SUBJECTS | 62 |

| | |
|--|-----|
| 2. TECHNIQUES EMPLOYED | 63 |
| a. <i>The Experimental Situation "Encounter with the Stranger"</i> | 63 |
| b. <i>The Scale of Causality</i> | 65 |
| 3. CONDITIONS OF TESTING | 67 |
| C. ANALYSIS OF THE RESULTS | 70 |
| 1. THE REACTION TO THE STRANGER | 71 |
| 2. RESULTS | 79 |
| a. <i>Age Level</i> | 79 |
| b. <i>Sex of the Subjects</i> | 81 |
| c. <i>Sex of the Examiner</i> | 83 |
| d. <i>Proximity of the Examiner</i> | 83 |
| 3. THE SCALE OF CAUSALITY | 85 |
| a. <i>The Series Relating to Persons</i> | 85 |
| b. <i>The Series Relating to Objects</i> | 86 |
| c. <i>Comparison of the Two Series</i> | 86 |
| 4. THE RELATIONSHIP BETWEEN THE DEVELOPMENT OF CAUSALITY AND REACTIONS TO STRANGERS | 89 |
| CONCLUSION | 96 |
| | |
| II. <i>The Infant's Conception of Object Permanence and His Reactions to Strangers</i> —MARTINE DARQUENNE BROSSARD | 97 |
| A. ORIGINS OF THE PROBLEM | 97 |
| B. DESCRIPTION OF THE EXPERIMENT | 100 |
| C. ANALYSIS OF THE RESULTS | 103 |
| 1. RESULTS ON THE OBJECT CONCEPT SCALE | 103 |
| a. <i>Constant Order of the Stages</i> | 103 |
| b. <i>Distribution of Subjects According to Stages and Chronological Age</i> | 103 |
| c. <i>Distribution of Subjects According to Stages and Sex</i> | 112 |
| 2. ANALYSIS OF THE RESULTS OBTAINED ON THE OBJECT CONCEPT SCALE AND IN THE EXPERIMENTAL SITUATION OF ENCOUNTER WITH THE STRANGER | 112 |
| CONCLUSION | 116 |
| | |
| III. <i>The Infant's Reaction to Imitation of the Mother's Behavior by the Stranger</i> —SANDRA RAFMAN | 117 |
| A. THEORETICAL BACKGROUND | 117 |
| HYPOTHESIS | 125 |
| B. DESCRIPTION OF THE EXPERIMENT | 126 |
| 1. SUBJECTS | 126 |

| | |
|--|-----|
| 2. CONDITIONS OF THE EXPERIMENT | 126 |
| a. <i>The Preliminary Interview</i> | 126 |
| b. <i>The Experiment Proper</i> | 128 |
| C. METHODS OF ANALYSIS | 131 |
| 1. CATEGORIZATION OF THE INFANT'S REACTION TO THE STRANGER | 132 |
| a. <i>Fear Patterns</i> | 133 |
| b. <i>Nonfearful Patterns</i> | 134 |
| c. <i>Transitional Behavior Patterns</i> | 135 |
| D. ANALYSIS OF THE RESULTS | 136 |
| 1. QUANTITATIVE ANALYSIS—THE FINDING OF CHANGE | 136 |
| a. <i>Variables—Age and Sex</i> | 138 |
| b. <i>The Conditions of Change</i> | 138 |
| 2. QUALITATIVE ANALYSIS—THE TRANSITIONAL BEHAVIOR PATTERNS | 139 |
| a. <i>The Transition from a Negative to a Positive Reaction</i> | 139 |
| <i>Description of the Behavioral Change</i> | 140 |
| <i>Interpretation of the Behavioral Change</i> | 141 |
| <i>The Role of the Mother in Reducing Fear</i> | 144 |
| b. <i>The Transition from a Positive to a Negative Reaction</i> | 145 |
| <i>Description of the Behavioral Change</i> | 145 |
| <i>Interpretation of the Behavioral Change</i> | 146 |
| CONCLUSION | 147 |
| IV. <i>Modes of Approach and the Infant's Reaction to the Stranger</i> | |
| —RUTH SHAFFRAN | 149 |
| A. BACKGROUND AND CONTEXT OF THE STUDY | 150 |
| 1. GENERAL THEORIES | 150 |
| 2. STUDIES IN WHICH APPROACH OF THE STRANGER IS STRUCTURED | 152 |
| 3. THE NEED FOR A STANDARDIZED APPROACH | 158 |
| 4. NATURALISTIC STUDIES—METHODOLOGICAL BACKGROUND | 160 |
| 5. LIMITATIONS OF THE STUDY | 162 |
| B. DESCRIPTION OF THE EXPERIMENT | 164 |
| 1. SUBJECTS | 164 |
| 2. THE BABY | 165 |
| 3. EQUIPMENT | 166 |
| 4. CONDITIONS OF THE OBSERVATION | 166 |
| C. METHOD OF ANALYSIS | 168 |
| D. RESULTS AND DISCUSSION | 171 |
| 1. BEHAVIORS-IN-COMMON | 171 |
| 2. PATTERNS OF APPROACH—PHASE ONE | 172 |

| | |
|--|-----|
| 3. PATTERNS OF APPROACH—PHASE TWO | 175 |
| 4. TIME SPENT WITH THE BABY | 176 |
| 5. COMPARISON WITH PREVIOUS STUDIES | 177 |
| SUMMARY AND CONCLUSION | 182 |
| <i>By Way of Conclusion</i> | 187 |
| 1. THE RELATIVITY OF THE FEAR REACTION | 192 |
| 2. THE VARIABLES—SEX, CHRONOLOGICAL AGE OF THE SUBJECTS, AND MODE OF APPROACH OF THE EXAMINER | 193 |
| 3. THE QUESTION OF THE STABILITY OF THE REACTION TO STRANGERS | 195 |
| 4. THE INDICES OF FEAR | 197 |
| APPENDICES | |
| APPENDIX A: CAUSALITY SCALE | 201 |
| APPENDIX B: OBJECT CONCEPT SCALE AS APPLIED TO THE HUMAN PERSON | 211 |
| APPENDIX C: DESCRIPTION OF BEHAVIORS-IN-COMMON DURING PHASES OF APPROACH AND PROXIMITY | 217 |
| PHASE 1: APPROACH BEHAVIOR | 217 |
| <i>Category: Locomotion</i> | 217 |
| <i>Category: Verbal Communication</i> | 217 |
| <i>Category: Nonverbal Communication</i> | 217 |
| PHASE 2: PROXIMAL BEHAVIOR | 217 |
| <i>Category: Posture</i> | 218 |
| <i>Category: Verbal Communication</i> | 218 |
| <i>Category: Nonverbal Communication</i> | 218 |
| <i>Category: Physical Contact</i> | 219 |
| APPENDIX D | 220 |
| APPENDIX E: PROFILES | 222 |
| REFERENCES | 225 |