A Comparative Study of the Apperceptions of Two Groups of Eleven-Year-Old Boys whose Fathers Engage in Professional and Semi-Skilled Occupations Respectively

By

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CHAPTER I

INTRODUCTION

A Brief Historical Introduction

In a zealous quest to discover what man is like and why he does the things he does, most researchers previous to the twentieth century overlooked the wealth of clues that studies of children could have afforded them. Freud was, perhaps, one of the first who helped focus attention upon psychological studies of children; for, in order to disprove Freud's theories, psychologists were forced to explore child life. Here they found a wealth of behavioral data that contributed not only to a better understanding of the child himself but also to a more comprehensive understanding of the adult. Consequently, during the first quarter of the twentieth century, an increasing number of researches were focused upon this vast unexplored field that had heretofore escaped attention. Even with this rapidly increasing interest in child life, it has only been during the last two decades that child study has gained a position of prominence equal to that delegated to the study of adults.

Although some pseudo-scientific studies of children date back to Johann Amos Comenius in the early seventeenth century, no major attempts to conduct scientific research in America were undertaken until the last quarter of the nineteenth century. During this period, according to Meredith (62:75), American anthropologists and workers in allied
fields began in earnest to study the ontogenetic story of the physical
growth of man.

The most accessible point of departure for research during
this period was that of using the tools at hand; namely, instruments
for measuring external physical features. Procedures, other than in-
trospection, and instruments for exploring the psychic aspects of either
adult or child life were lacking. Research along these lines had to a-
wait the development of appropriate instruments.

Meredith (62:71-72) reports that two studies on the physical
growth of children were made prior to 1870. Five were made between
1870 and 1880; the remainder were made between 1880 and 1900, making
a total of ninety-six American researches published prior to 1900 on
the growth of white children. Over one-third of these dealt exclusive-
ly with height and weight.

With the development of the X-ray and other medical instruments,
anthropologists turned their attention to longitudinal studies of bone
ossification and development of internal organs. Meredith (62:4) states
that interest in anatomical age began about 1910.

Research dealing with the physical aspects of children thus
gained the earliest start and has continued with an intensity that paral-
leled later research dealing with other aspects.

During the last two decades, however, research dealing with
psycho-social development has gained a position of prominence. Two of
the earliest and most extensive researches along these lines were those
of G. Stanley Hall and J. B. Watson. At the turn of the century, Hall,
using introspective methods, launched into a voluminous study of the
adolescent; and Watson, using controlled and uncontrolled observation, undertook an intensive study of the emotional behavior of infants.

It was also during the early 1900's that psychologists and educators, now equipped with newly devised psychometric instruments and inspired by Binet's work with his intelligence scale, eagerly attempted to penetrate psychic processes at opposite ends of the period of childhood—infancy, early childhood and adolescence. Perhaps, it was because these three developmental levels were characterized by such prominent and challenging developmental phenomena that psychologists delved into a study of them, hence, neglecting that developmental period which includes ages nine to thirteen. It is true that nothing very spectacular happens in the early part of this period if one is merely looking for marked changes in physical growth and development in both sexes. It may be that many felt as Reynolds (77:134) did when she stated that this period (ages 8 to 12) has no great significance and is a placid and happy one. Or, perhaps, it was only logical for psychologists to begin at the beginning—the neonatal period—and to proceed upward to maturity but only after a thorough examination of each level. Consequently, time is just now available for exploration of ages nine to thirteen. Or, it may be that these children were not too appealing to adults, especially when authority and prestige have often been challenged by their childish escapades. Redl (75:44) poses this idea when he says that we know little about the preadolescent because his is an age which is especially trying and disappointing for the adult.

Regardless of the causes, Blair and Burton (13:5) state that the span from nine to puberty is the "forgotten" period of childhood.
Reynolds (73:161) calls this period the "unknown age". Although the physical growth and development of children during these ages has been subjected to research by including them in longitudinal surveys from birth to maturity, the material is widely scattered and relatively meager. Studies on psycho-social development also need to be supplemented by extensive research. Here again the data are not only meager but are also in need of organization and analysis.

Since this whole developmental period has been relatively neglected, it is apparent that intensive research on one age and one sex within this period would be even more neglected. It is for this reason that this research is designed to contribute supplementary data on the eleven-year-old boy.

**Specific Factors Creating A Felt-Need for This Research**

From a perusal of the more recent literature in the field of child study, it is apparent that there is a dearth of specific and organized information on the eleven-year-old child. Dr. Arnold Gesell, who has probably made the most detailed and thorough study of children, terminated his intensive research with the ten-year-old. Blair and Burton (13) have made one of the most complete efforts to organize and critically analyze widely scattered research on the preadolescent, namely, ages nine to twelve. However, no specific attention was given to age eleven since their purpose was to study the entire period. Other available literature provides only scattered information on the eleven-year-old which is presented, along with data on other ages, under various headings; such as, "childhood," "middle childhood," "late childhood,"
"preadolescence," and even "adolescence." Some data on age eleven are included in studies made on grades four, five, and six. However, one cannot always be certain as to which of the findings pertain only to this age, for wide age ranges are always included. For example, grade six should have enrollments predominantly of eleven-year-old children; however, children whose ages range from nine to sixteen are sometimes enrolled in grade six. Grade four, which should have mainly nine-year-olds, often contains several children of age eleven. Thus, research which deals with any one grade, or grades, is generally not adequate research on only the eleven-year-old boy.

Most of the researchers have studied children residing in the northeastern, north-central and selected western areas of the United States. No intensive studies of the eleven-year-old have been made in the southeastern states or in Florida. Several studies have been made in Florida in which separate grades or grades five and six have been studied as a unit; however, these studies actually report findings on a wide age span (ages nine to fourteen). Only a few of them make specific reference to age eleven.

Most of the above-mentioned studies have dealt with the characteristics of both boys and girls in the preadolescent period. There is a need for more detailed analysis of characteristics typical of each sex.

Although many studies have been made on the relationships existing between occupational status, or socio-economic level, and selected characteristics of children, the majority have included a wide span of ages. Few, if any, have been made only on populations of eleven-year-
old boys.

Most of the research pertaining to children has had as its main purpose the discovery of typical or deviating developmental characteristics and typical or deviating overt behavior. Only recently have some researchers turned their attention to tapping the "private worlds" of children, to emphasizing the point of view of the children as behaviors, and to estimating the degree to which children differ in apperceptions of their environments. The writer has found no studies of this nature which have sampled universes similar to the two selected for this research. Consequently, this is one of the greatest felt-needs for this research.

Many of the researchers have been concerned with certain aspects of the child's environment and the relationships which statistically emerge between selected environmental variables and isolated developmental characteristics or certain overt behavior. Other researchers have been predominately concerned with studying the relationships which exist between one or more selected characteristics or with analyzing the behavioral manifestations of the children themselves without concern for their environmental setting. Although these types of research have made valuable contributions to the field of human growth and development, only a few have given extensive consideration to the subtle inner processes which are partly shaped by the child's interaction with his environment. The major difficulties lie in controlling a multitude of variables and in finding a valid instrument with which to conduct the research.

In recent years the Rorschach test has been recognized as an instrument which taps these subtle inner processes. However, its use
has been limited mainly to studies of adults. Most of the researches which have been made are on young children or on adolescents. For example, Ames (4) used the Rorschach to study the developmental trends of children from ages two through ten; while Hertzman and Margulies (46), Kallstedt (48), Margulies (60) and Hertz (65) have used the Rorschach with adolescents.

Only a few researches, such as those done by McFate and Orr (59) and Davidson (27) have included eleven-year-old children in the groups of children they selected for study. Thetford, Molish, and Beck (93) studied 62 children from CA 10 to 13; while Rabin and Beck (72) studied 32 eleven-year-olds.

Since the greatest gap in Rorschach studies occurs from age nine to adolescence, there is a real need for research at age eleven.

The Major Problem of This Research

The major problem of this research is to analyze and compare the apperceptions of two groups of eleven-year-old boys whose fathers engage in professional occupations and in semi-skilled occupations respectively. The resolution of this problem involves the acceptance of five basic assumptions:

1. That a comparative analysis of the apperceptions* of the two groups will reveal not only differences in terms of the major variation in the outer environment which tends to produce differences in the phenomenal fields* but also similarities in the less varied aspects of the outer environment which tend to produce similarities in the phenomenal fields;

2. That samples drawn from two different universes (sub-cultures)

*Clarified in Chapter II.
with their consequent differing environmental and phenomenal fields will reflect these cultural differences through apperceptions to a degree that can be considered statistically significant;

3. That, from the differences and similarities in the apperceptions of the two groups, one may infer basic differences as well as similarities in personality structure and its component processes, in personal concerns, in the intensity of anxiety and aggression, and in the concomitant systems of defense;

4. That those aspects of the outer environment which produce similarities in environmental and phenomenal fields will be apperceptively distorted by the two groups in the same direction and to approximately the same degree. These apperceptions can be considered reflections of basic similarities between the two universes and approaches to purely cognitive, or objective, perception. Consequently, they may be considered typical, or normative, points of view for other eleven-year-old boys of normal intelligence who reside in this geographical area, irrespective of the major variation;

5. That each boy, regardless of universe membership, is subjected to widely differing genogenic and psychogenic forces which influence his structuring of phenomenal fields. Consequently, his apperceptions will reveal, in addition to cultural components, an idiosyncratic personality pattern and

*Clarified in Chapter II.*
a consequent highly personalized view of his world.

Problems Related to This Research

The problems related to this research are:

1. To present a minimum body of theory to serve as a theoretical foundation for this research and to support the procedures and instruments used herein;

2. To collect a minimum amount of case data on each boy which will serve as a frame of reference for selecting the two groups, for holding constant as many variables as possible, and for obtaining a major variation in the outer environment;

3. To design an instrument for use with eleven-year-old boys which will elicit apperceptions of personal concerns, of selected components of home and school environments, and of relationships with age-mates. This instrument is called the Story Apperception Test (Refer to Appendix II).

The Criteria and the Procedure Used in Selecting the Two Groups

The Criteria Used in Selecting the Two Groups

Sex and chronological age.—Since this research is designed to contribute to the understanding of one sex and one age level, only boys who are CA 11-0 to CA 11-4 are included in the two groups.

Occupational status of fathers.—Since the occupational status of fathers serves as one index to socio-economic status and is ultimately indicative of a major variation in the outer environment and of differing...
universes, only those boys whose fathers differ markedly in occupational status, namely, professional or semi-skilled occupations, were selected. Thus, one group is comprised of boys whose fathers engage in professional occupations and is referred to as the P group; the other group is comprised of boys whose fathers engage in semi-skilled occupations and is referred to as the S group.

In order to determine the classifications of the various occupations, Barr's Occupational Rating Scale (91) and the Alphabeticall Index of Occupations and Industries: 1950 (94) were used.

In order to obtain only the professional occupations with the highest ratings, those occupations rated below 15.42 on Barr's Scale were not selected. To obtain only those semi-skilled occupations with the lowest ratings, no occupations above 10.26 were selected. By cutting at these two points, the writer was further assured the two occupational groups represented the extremes in occupational classification as well as different universes. The assumption that these two groups represent a major variation in the outer environment and two different universes is discussed in Chapter II and Chapter III.

Educational status of fathers and mothers.—This criterion is closely related to that of occupational status and provides additional evidence for assuming two different universes as well as differing cultural backgrounds. Only the boys whose fathers are college graduates and whose mothers have at least one year of college training are included in the P group. Only those boys whose fathers have not completed a high school education and whose mothers have not attended college are included in the S group.
Income. -- Since the father's income is related to occupation and education, it is also considered an index to differing outer environments. Only an estimation of the father's income is used. The following ratings are assigned to incomes:

- A -- $10,000 or above
- B -- $5,000 to $9,999
- C -- $2,500 to $4,999
- D -- Below $2,500
- E -- Receives aid from welfare agencies

No boy is included in the P group whose father is assigned a D or E rating; while no boy is included in the S group whose father receives an A or B rating.

Real parents. -- Since the presence of step-parents introduces a variable which influences a child's apperceptions, only the boys who have real parents meet this criterion for selection.

Siblings. -- Since the presence or absence of siblings influences apperceptions of self and of one's environment, only those boys who have at least one sibling are included.

Residence in the Gainesville area. -- Since regional sub-cultures influence apperceptions, an attempt is made to control this variable by excluding all boys who have not resided in the Gainesville area for at least four years. The Gainesville area is defined as the area within the city limits and within a distance of approximately two miles outside the city limits.

Race and nationality. -- Only boys who belong to the white race and who are of north-European stock are included. In addition, both parents are native-born Americans.

Physical status. -- Only those boys who are free from serious physical defects or illnesses are included in the two groups. These
serious physical defects include defects in speech, vision, and hearing as well as malformations of body parts.

**Intelligence.**—Since intelligence is a basic component of psychologic structure, basic differences in intellectual potential would partly account for differences in apperceptions. To control the influence of this variable, only those boys who attained IQ's above 90 or below 119 on the Wechsler Intelligence Scale for Children (WISC) are included in the two groups.

Although it is recognized that many variables are not controlled, it is assumed that the criteria used for selecting the two groups do control most of the basic variables which influence apperceptions by holding several constant and by varying others which are indicative of a major variation in the outer environment.

**The Procedure Used in Selecting the Two Groups**

The initial phases in the selection of the boys for this research were undertaken during a two-month period extending from September 1, 1952, to November 1, 1952. The first step was to obtain the names, the birth dates, and the addresses of all the boys enrolled in grades four, five, six, and seven in each of Gainesville's five elementary schools. These data were obtained mainly from each teacher's school attendance record. Those boys who did not meet the criterion of age and residence were excluded. Those who would be CA 11-0 to CA 11-4 at sometime during the seventeen-month period from November 1, 1952, to April 1, 1954, were retained for further screening.

Table 1 shows the total number of boys attending the five
Gainesville elementary schools who met the criterion of residence and the criterion of age or would meet these two criteria during the seventeen-month period.

**TABLE 1**

<table>
<thead>
<tr>
<th>The Elementary Schools in Gainesville</th>
<th>Number of Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sidney Lanier Elementary School</td>
<td>84</td>
</tr>
<tr>
<td>Kirby Smith Elementary School</td>
<td>77</td>
</tr>
<tr>
<td>J. J. Finley Elementary</td>
<td>73</td>
</tr>
<tr>
<td>Stephen Foster Elementary School</td>
<td>40</td>
</tr>
<tr>
<td>P. K. Yonge Laboratory School</td>
<td>19</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>293</strong></td>
</tr>
</tbody>
</table>

The next step involved collecting case data on each of the 293 boys in order to determine which ones met all additional criteria set up for this research. The only criterion not considered in this second step was that of intelligence. Case data on each boy were obtained from school cumulative records, from supplementary case data forms (See Appendix I) which the teachers filled out, and from teacher conferences when there was a question concerning the case data. The income rating of the fathers of the boys in the S group was obtained by teacher estimate and by statements from parents. Income ratings for the fathers of the boys in the P group, with the exception of Case 1, were obtained from teacher estimate and from the *Budget Commission of the State of Florida: Biennial Report to the Legislature, July 1, 1953-1955*.

Table 2 shows the total number of boys meeting all the criteria, except that of intelligence. Of the 293 boys meeting the first criterion...
of age, only 70 boys met all other criteria, except that of intelligence.

### TABLE 2

**TOTAL NUMBER OF BOYS MEETING THE CRITERION OF OCCUPATION AS WELL AS ALL OTHER CRITERIA, EXCEPT THAT OF INTELLIGENCE**

<table>
<thead>
<tr>
<th>School Attended</th>
<th>Classification by Occupation of Fathers</th>
<th>Number Professional</th>
<th>Number Semi-skilled</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>J. J. Finley Elementary School</td>
<td></td>
<td>16</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>Sidney Lanier Elementary School</td>
<td></td>
<td>7</td>
<td>12</td>
<td>19</td>
</tr>
<tr>
<td>Kirby Smith Elementary School</td>
<td></td>
<td>1</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Stephen Foster Elementary School</td>
<td></td>
<td>1</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>P. K. Yonge Laboratory School</td>
<td></td>
<td>8</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Total number</td>
<td></td>
<td>33</td>
<td>37</td>
<td>70</td>
</tr>
</tbody>
</table>

In actuality, there were seven additional boys who were originally listed as meeting all criteria. Of these, two were in the P group. Both of these boys had been previously tested by two of the instruments used in this research. Consequently, they were not used. Five of the seven boys were in the S group, but four of them moved away before they could be tested. The parents of the fifth boy did not want him to take part in the research; therefore, he was not asked to participate.

The third step involved the administration of the Wechsler Intelligence Scale for Children (WISC) to each of the 70 boys. Those boys who met the final criterion of intelligence (90 to 119 IQ) were retained as members of either the P group or the S group.

Table 3 shows the total number of boys meeting all the criteria for this research. Of the 70 boys who had met all the criteria, except
that of intelligence, only 40 boys met the final criterion of intelligence. Sixteen boys whose fathers were classified as professional were rejected because their IQ's were too high; while 13 boys whose fathers engaged in semi-skilled occupations were rejected because their IQ's were too low and one because his IQ was too high. Consequently, only 19 boys were selected for the P group and 21 boys for the S group.

**TABLE 3**

TOTAL NUMBER OF BOYS IN EACH OCCUPATIONAL GROUP MEETING THE CRITERION OF INTELLIGENCE AS MEASURED BY THE WECHSLER INTELLIGENCE SCALE FOR CHILDREN

<table>
<thead>
<tr>
<th>Classification by Occupation of Father</th>
<th>Number Meeting the Criterion of Intelligence</th>
<th>Number Not Meeting the Criterion of Intelligence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Below IQ (90)</td>
<td>Above IQ (119)</td>
</tr>
<tr>
<td>Professional</td>
<td>19</td>
<td>0</td>
</tr>
<tr>
<td>Semi-skilled</td>
<td>21</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>13</td>
</tr>
</tbody>
</table>

**A Brief Description of the Two Groups**

Each of the two groups of eleven-year-old boys selected for this research represents a different universe and includes all the boys in the Gainesville area who met all the criteria during a seventeen-month period.

One component of the outer environment which is similar for both groups is the geographical area in which they reside. Gainesville, Florida is a university town with a population of approximately 27,000, a large proportion of this population being university personnel and students who
attend the University of Florida. The influence of the University is definitely evidenced in the P group since all the fathers of these boys except one, are faculty members. Although they teach in different colleges and hold different instructional ranks, they are considered similar in cultural background.

Since the Gainesville area is located in North-central Florida, its major occupations, except those connected with the University, are typical of this part of the state and, consequently, include agriculture, lumbering, and stock raising.

The S group is less influenced by the University since the occupations of their fathers are more typical of those in this geographical area or are typical of semi-skilled occupations in any community; namely, craftsmen, operatives, and service workers.

From the above, one can assume that each group is influenced by a variation in the outer environment although they do reside within the same geographical area.

Tables 4 and 5 present an analysis of the two groups according to five of the criteria which are considered basic; namely age, occupation, education, income, and intelligence.

The P group and the S group are similar in chronological age, the mean age for each group being 11.07, or approximately CA 11-1.

The two groups differ markedly in occupational status, in income, and in education. Five members of the S group have father's whose occupational status might be more accurately classified as "unskilled" than "semi-skilled." All of the fathers of the boys in the P group, except two, have master's or doctor's degrees; while none of the
TABLE 4
AN ANALYSIS OF THE PROFESSIONAL GROUP ACCORDING TO THE FIVE BASIC CRITERIA

<table>
<thead>
<tr>
<th>Case Number</th>
<th>Father's Occupation</th>
<th>Barron Occupation Rating</th>
<th>U.S. Census</th>
<th>Father's Income Education Rating</th>
<th>Father's Income Verbal Performance I.Q.</th>
<th>Father's Income Full Scale I.Q.</th>
<th>WISC Intelligence Quotient Full Scale I.Q.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>11-1 Lawyer</td>
<td>15.75</td>
<td>055</td>
<td>LL.B</td>
<td>A</td>
<td>120</td>
<td>108</td>
</tr>
<tr>
<td>2</td>
<td>11-0 Professor</td>
<td>17.81</td>
<td>029</td>
<td>Ph.D</td>
<td>B</td>
<td>105</td>
<td>99</td>
</tr>
<tr>
<td>3</td>
<td>11-1 College Instr.</td>
<td>15.71</td>
<td>029</td>
<td>M.S.</td>
<td>C</td>
<td>120</td>
<td>113</td>
</tr>
<tr>
<td>4</td>
<td>11-1 Professor</td>
<td>17.81</td>
<td>029</td>
<td>M.S.</td>
<td>B</td>
<td>110</td>
<td>94</td>
</tr>
<tr>
<td>5</td>
<td>11-2 Professor</td>
<td>17.81</td>
<td>029</td>
<td>M.S.</td>
<td>B</td>
<td>108</td>
<td>101</td>
</tr>
<tr>
<td>6</td>
<td>11-2 Professor</td>
<td>17.81</td>
<td>029</td>
<td>LL.B</td>
<td>B</td>
<td>126</td>
<td>101</td>
</tr>
<tr>
<td>7</td>
<td>11-1 Professor</td>
<td>17.81</td>
<td>029</td>
<td>Ph.D</td>
<td>B</td>
<td>119</td>
<td>101</td>
</tr>
<tr>
<td>8</td>
<td>11-0 Professor</td>
<td>17.81</td>
<td>029</td>
<td>Ph.D</td>
<td>B</td>
<td>123</td>
<td>108</td>
</tr>
<tr>
<td>9</td>
<td>11-0 Professor</td>
<td>17.81</td>
<td>029</td>
<td>M.S.</td>
<td>B</td>
<td>120</td>
<td>99</td>
</tr>
<tr>
<td>10</td>
<td>11-2 Professor</td>
<td>17.81</td>
<td>029</td>
<td>M.A.</td>
<td>B</td>
<td>121</td>
<td>106</td>
</tr>
<tr>
<td>11</td>
<td>11-3 Professor</td>
<td>17.81</td>
<td>029</td>
<td>M.S.</td>
<td>B</td>
<td>114</td>
<td>108</td>
</tr>
<tr>
<td>12</td>
<td>11-2 Professor</td>
<td>17.81</td>
<td>029</td>
<td>M.A.</td>
<td>B</td>
<td>123</td>
<td>94</td>
</tr>
<tr>
<td>13</td>
<td>11-0 Professor</td>
<td>17.81</td>
<td>029</td>
<td>Ph.D</td>
<td>B</td>
<td>125</td>
<td>100</td>
</tr>
<tr>
<td>14</td>
<td>11-0 Professor</td>
<td>17.81</td>
<td>029</td>
<td>B.S.</td>
<td>B</td>
<td>99</td>
<td>101</td>
</tr>
<tr>
<td>15</td>
<td>11-0 Professor</td>
<td>17.81</td>
<td>029</td>
<td>Ph.D</td>
<td>B</td>
<td>124</td>
<td>99</td>
</tr>
<tr>
<td>16</td>
<td>11-0 Professor</td>
<td>17.81</td>
<td>029</td>
<td>Ph.D</td>
<td>A</td>
<td>114</td>
<td>97</td>
</tr>
<tr>
<td>17</td>
<td>11-0 Professor</td>
<td>17.81</td>
<td>029</td>
<td>M.A.</td>
<td>B</td>
<td>104</td>
<td>100</td>
</tr>
<tr>
<td>18</td>
<td>11-0 Professor</td>
<td>17.81</td>
<td>029</td>
<td>Ph.D</td>
<td>B</td>
<td>113</td>
<td>96</td>
</tr>
<tr>
<td>19</td>
<td>11-0 Professor</td>
<td>17.81</td>
<td>029</td>
<td>B.S.</td>
<td>B</td>
<td>125</td>
<td>92</td>
</tr>
</tbody>
</table>
### TABLE 5

AN ANALYSIS OF THE SEMI-SKILLED GROUP ACCORDING TO THE FIVE BASIC CRITERIA

<table>
<thead>
<tr>
<th>Case Number</th>
<th>Father's Occupation</th>
<th>Barr U.S. Occupation Rating</th>
<th>U.S. Census Education</th>
<th>Father's Income Verbal Performance Full Scale WISC Intelligence Quotient</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Cab driver</td>
<td>6.54</td>
<td>Grade 8 C</td>
<td>118 104 112</td>
</tr>
<tr>
<td>21</td>
<td>School bus driver</td>
<td>6.54</td>
<td>Grade 9 C</td>
<td>105 111 109</td>
</tr>
<tr>
<td>22</td>
<td>Tractor driver</td>
<td>6.54</td>
<td>Grade 5 D</td>
<td>110 100 106</td>
</tr>
<tr>
<td>23</td>
<td>Farmer</td>
<td>8.39</td>
<td>Grade 8 D</td>
<td>109 101 106</td>
</tr>
<tr>
<td>24</td>
<td>Auto repair</td>
<td>7.05</td>
<td>Grade 8 E</td>
<td>119 114 118</td>
</tr>
<tr>
<td>25</td>
<td>Custodian</td>
<td>7.44</td>
<td>Grade 8 C</td>
<td>110 124 118</td>
</tr>
<tr>
<td>26</td>
<td>Mechanic</td>
<td>10.26</td>
<td>Grade 10 C</td>
<td>104 113 109</td>
</tr>
<tr>
<td>27</td>
<td>Carpenter</td>
<td>9.37</td>
<td>Grade 7 C</td>
<td>108 99 104</td>
</tr>
<tr>
<td>28</td>
<td>Plumber</td>
<td>8.75</td>
<td>Grade 10 C</td>
<td>123 110 118</td>
</tr>
<tr>
<td>29</td>
<td>Cab driver</td>
<td>6.54</td>
<td>Grade 9 D</td>
<td>103 99 101</td>
</tr>
<tr>
<td>30</td>
<td>Carpenter</td>
<td>9.37</td>
<td>Grade 10 C</td>
<td>104 121 115</td>
</tr>
<tr>
<td>31</td>
<td>Tire repair</td>
<td>6.27</td>
<td>Grade 9 E</td>
<td>109 103 107</td>
</tr>
<tr>
<td>32</td>
<td>Carpenter</td>
<td>9.37</td>
<td>Grade 3 E</td>
<td>113 106 110</td>
</tr>
<tr>
<td>33</td>
<td>Barber</td>
<td>6.92</td>
<td>Grade 8 C</td>
<td>101 108 105</td>
</tr>
<tr>
<td>34</td>
<td>Poultry farmer</td>
<td>8.89</td>
<td>Grade 9 D</td>
<td>116 97 108</td>
</tr>
<tr>
<td>35</td>
<td>Farmer</td>
<td>8.89</td>
<td>Grade 10 C</td>
<td>106 100 104</td>
</tr>
<tr>
<td>36</td>
<td>Mechanic</td>
<td>10.26</td>
<td>Grade 10 C</td>
<td>108 104 107</td>
</tr>
<tr>
<td>37</td>
<td>Power linesman</td>
<td>7.73</td>
<td>Grade 8 C</td>
<td>95 107 101</td>
</tr>
<tr>
<td>38</td>
<td>Farmer</td>
<td>8.89</td>
<td>Grade 7 D</td>
<td>106 97 102</td>
</tr>
</tbody>
</table>
fathers of the boys in the S group has completed a high school education, the average educational attainment being eight grades of public school education.

Although the two groups are similar in general intelligence as measured by the WISC, they differ significantly in Verbal IQ's and Performance IQ's. Table 6 presents these data. The P group is significantly higher than the S group in Verbal IQ's; while the S group is significantly higher in Performance IQ's. One can be certain, however, that the two groups do not differ in Full Scale IQ's, or general intelligence.

Since most of the Full Scale IQ's of both the P group and the S groups are within an IQ range of 100 to 119, two of the boys in the S group whose IQ's are 90 and 93 were not used in order to make the two groups as similar as possible to general intelligence. Thus, the number of boys in the S group was reduced from 21 to 19.

From the mean Full Scale IQ's of the two groups and from the range of Full Scale IQ's presented in Tables 4 and 5, one can assume that all the boys in each group are either average, above-average, or bright-normal in general intelligence.

Although the P group and the S group are similar in general intelligence, each group is somewhat atypical of its respective universe in intelligence. The P group is similar to the lower half of the IQ distribution of children whose fathers engage in professional occupations; while the S group is similar to the upper half of the IQ distribution of children whose fathers engage in unskilled or semi-skilled occupations.
<table>
<thead>
<tr>
<th>Occupational Groups and Types of IQ's</th>
<th>Verbal IQ</th>
<th>Performance IQ</th>
<th>Full Scale IQ</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>SEm</td>
</tr>
<tr>
<td>Professional</td>
<td>116.5</td>
<td>7.92</td>
<td>1.86</td>
</tr>
<tr>
<td>Semi-skilled</td>
<td>108.8</td>
<td>6.59</td>
<td>1.55</td>
</tr>
</tbody>
</table>

**Differences in mean IQ's**

<p>| | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal IQ</td>
<td>7.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance IQ</td>
<td></td>
<td></td>
<td></td>
<td>5.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Scale IQ</td>
<td></td>
<td></td>
<td></td>
<td>1.5</td>
<td></td>
<td></td>
<td></td>
<td>.82</td>
<td>.50 None</td>
</tr>
</tbody>
</table>

**Significance**

- Very Significant: t = 3.18, p = .01
- Significant: t = 2.42, p = .02
- None: t = .82, p = .50
A Description of the Procedure Used in Collecting Apperceptive Data

The collection of data for this research extended over a seventeen-month period from November 1, 1952 to April 1, 1954. The two instruments used to elicit apperceptions were the Rorschach test and the Story Apperception Test.

As soon as each boy became CA 11-0, he was scheduled for three different test periods, each being on a different day within a seven-day period. All tests were administered in the school in which each boy was enrolled and in a room in which only the writer and the subject were present.

During the first test period for each boy, the WISC was administered to determine whether or not he met the criterion of intelligence. If he did, the other two instruments were administered at two different times within a seven-day period. If he did not meet the criterion of intelligence, the other two instruments were not administered.

This first test period usually required two hours. Preceding the administration of the WISC, a few minutes were spent in informal conversation with the subject to establish rapport and to explain the purpose of the research. At no time was the term "test" used. Each boy was simply told that the writer wished to find out more about eleven-year-old boys and that he had been selected to help.

The Rorschach test was administered during the second test period. Standard procedures recommended by Beck (7) were used. In addition to taking the responses down in longhand, a tape recorder was used to
assure accuracy in recording the responses and in timing. Since both the recorder and the microphone were obscured from view, the subject was not aware of its presence. The total time required for administration of the Rorschach varied from 45 minutes to one and one-half hours.

In the third, or final, test period the Story Apperception Test was administered. This period was kept as informal as possible. Since a tape recorder, which was not visible to the subject, was used, the writer did not take notes on any of the conversation, thereby creating the atmosphere of an informal chat rather than a test situation. The time required for the administration of the SAT varied from 45 minutes to one hour.

All of the boys, except one, said that they enjoyed helping the writer and at least one-half wanted the sessions to continue. It was felt by the writer that the SAT was somewhat therapeutic in nature, for several of the teachers commented that some of the boys manifested less tension and better behavior for a week or so after the testing was terminated.

Limitations of This Research

The major limitation of this research is the lack of a sufficient number of boys to increase the size of each group from 19 to at least 25. The size of the community as well as the several rigid criteria employed in this research account for this limitation.

Although the Rorschach test has been extensively used with adults, its use with children is limited. Consequently, there are no published norms for CA 11-0 which have been derived by Beck's method,
except the norms which Beck obtained for CA 10-13. Consequently, the interpretation of Rorschach protocols of children CA 11 is somewhat restricted.

Any attempt to treat groups of Rorschach protocols by commonly-used statistical methods is questionable. Although the method used in this research was selected to avoid the criticisms which are directed at other researches, any statistical treatment of Rorschach data has recognized limitations. These are discussed in the introduction to Chapter IV.

The Story Apperception Test which is designed for this research has not been validated.

Although every attempt was made by the writer to control as many variables as possible, it is recognised that several uncontrolled variables, in addition the variation in the outer environment, may have contributed to the significant differences between the two groups in apperceptions.
CHAPTER II

THEORETICAL FOUNDATIONS FOR THIS RESEARCH

A Molar and Dynamic Approach Which is Eclectic in Nature

This research embodies an attempt to apply a molar and dynamic approach to the study of eleven-year-old boys. Similar approaches are being currently used in many researches pertaining to human behavior. Although there is general acceptance of the postulates, experimental validation is only in its beginning stages. The foundation, therefore, for this research is predominantly theoretical. It is also eclectic in nature, drawing its assumptions from several sources; namely, clinical psychoanalysis, clinical psychiatry, gestalt psychology, the newly emerging projective psychology with its blending of psychoanalytic and gestalt postulates, and modern sociology.

At first glance, one may wonder how such an eclectic foundation could have strength since each of the sources drawn upon differs markedly in many areas. However, as Abt (1:38-39) points out, there are also some areas of agreement which actually give added strength to the assumptions which emerge therefrom. For example, gestalt psychology and psychoanalysis agree that personality has structure and emerges developmentally. Freud(16), a psychoanalyst, conceives the self to be multiple-structured with a dynamic interchange between ego, id, and super-ego; and Lewin (56:61-62), a neo-gestaltist, conceives the self as divided into regions with its dynamic processes influenced by mutual
relationship within and by field forces.

Gestalt psychology insists upon the totality of the organism, with the whole enjoying a priority over the parts. It conceives the individual to be a self-regulating system, with changes occurring in accordance with economic laws. Psychoanalytic concepts are similar in many respects.

Psychoanalysis postulates an essential working relationship between psychological mechanisms and dynamisms functioning within the individual and the socioanthropological culture and milieu of which he is always a part. Lewin's topological principles are in agreement.

Both gestalt psychology and psychoanalysis utilize a number of independently derived constructs which can be employed as powerful interpretive tools in the description of personality; both attempt to account for dynamic behavior. In so doing, the former uses constructs, such as "energy" and "movement toward equilibrium," and emphasizes the role of learning; the latter uses "libido," "movement toward ego-preservation and satisfaction" and emphasizes the role of instincts.

Both pattern observed behavior and give interpretive statements about the individual, his behavior, and the field within which it has occurred.

Both believe in psychic determinism and in the uniformity and continuity of psychological nature. Consequently, both believe all psychic phenomena have causal factors and meaning as well as an economic function with respect to the psychobiology of the whole organism.

Since psychoanalysis and gestalt psychology have contributed to both clinical psychiatry and projective psychology, it becomes evident
that these two branches of psychology are also somewhat eclectic in nature. Consequently, any commonly held postulates would appear to have substantial theoretical validity. It might be added that dynamic, molar concepts are now accepted by some of the physical sciences, especially physics (56:28), and by some of the branches of social science. This movement toward accepting and experimenting with molar postulates also lends additional support to the theory underlying this research.

Clarification of Terminology and Argument for Assumptions

No attempt will be made to present the complete body of theory which underlies this research, for such a presentation would require several volumes in itself. Only those aspects of theory which are most closely related to the assumptions set forth in Chapter I will be presented. Since these assumptions comprise the core of this research, it is deemed necessary that they be specifically supported.

A point of departure for a theoretical discussion of these assumptions must, of necessity, be arbitrarily made. It is simply a matter of choice as to where one begins or ends any discussion involving human behavior, for such always becomes a ponderous affair in which one takes cyclic paths and arrives at no destination without incorporating a multitude of related variables.

The Meaning of Apperception

Since the term "apperception" is used in the assumptions, a discussion of this term will serve as a point of departure for the presentation of theory.

The term "apperception," as used in this research, was borrowed
from Bellak (11:11-12), who defined it as "meaningful perception, or as an organism's dynamically meaningful interpretation of a perception." Thus, apperception implies an active process by which an individual, using all sensory avenues, takes in and internalizes new experiences. By this process, then, one interprets new experiences in terms of past experiences and modifies past experiences through assimilation of those which are new.

Murray's use of the term "apperception" in his writings and in his widely known Thematic Apperception Test, perhaps influenced the thinking of later writers, such as Bellak. According to Murray (68:65), "... a need or an emotion may determine the direction of attention and markedly influence perception and apperception (interpretation) of external occurrences."

In actuality, "perception" and "apperception" are synonymous terms if "perception" embodies molar connotations. Since, however, it is commonly used with molecular connotations by experimental psychologists (56:40), there seems to be an advantage in using "apperception" which connotes only the dynamic and molar.

Although Lewin doesn't propose a new term that embodies only molar concepts, he proposes that perception carry more dynamic and molar meaning. He states that:

...in sensory psychology, explanations referred to isolated single perceptions, even to single isolated elements of these perceptions.... the dynamics of the processes are to be deduced, not from the single elements of the perception, but from its whole structure.... the whole dynamics of sensory psychological processes depends upon the ground and beyond it upon the structure of the whole surrounding field. (56:40)

Abt (36:vii) also prefers to give perception a molar connotation.
He defines perception as "an active process and a purposeful one which involves the whole organism in relation to its field." He elaborates on this definition by saying that "perceptual activity has roots that extend deeply into the whole matrix of the individual's past experiences and also reach out to fashion his orientation to the future."

The term "projection" has much the same connotation as "apperception." It might well be used if it were not for its history and present clinical application.

Although the above-mentioned reasons for using the term "apperception" may appear trivial, Bellak (11:11) deems it the most appropriate for the context of dynamic psychology.

In addition, his definition and use of "apperception" permits the formation of a hypothetical process of noninterpreted perception, or purely cognitive perception, and a corollary that every subjective interpretation constitutes a dynamically meaningful "apperceptive distortion."

This hypothesis which Bellak proposes is a fundamental of this research.

To elaborate further, Bellak states that:

...operationally, a condition of nearly pure cognitive 'objective' perception can be established. In this condition a majority of subjects agree on the exact definition of a stimulus. When agreement occurs the so-called 'objective' perception can be established as a norm. (11:12)

Pure perception is, thus, the hypothetical process against which apperceptive distortion can be measured, or it is the subjective operationally defined agreement on the meaning of a stimulus with which other interpretations are compared. It supplies us the end point of a continuum upon which all responses vary.
In this research it is therefore assumed that, when test stimuli are presented to the two groups, those responses which are similar are approaching cognitive perception and are distorted predominantly by a matrix of past experiences common to both universes; that those responses of the two groups which are markedly dissimilar are deviating farther from purely cognitive perception and are reflecting matrices of past experiences common to only one universe; and that those responses of any individual which are dissimilar to those in his own group are assumed to reflect idiosyncratic personality patterns, which are influenced largely by other forces.

In addition to his hypothesis concerning purely cognitive perception and apperceptive distortion, Bellak proposes a number of terms for the various forms of apperceptive distortion of different degree for purposes of identification and communication. These various forms do not necessarily exist in pure form and frequently patently coexist with each other.

A brief presentation of these forms is deemed essential for a more complete understanding of apperception, or apperceptive distortion. They are as follows:

1. Projection

The term "projection" is reserved for only the greatest degree of distortion. Its opposite pole would be purely cognitive perception. This complex process involves not only feelings and sentiments which remain unconscious, in the service of defense, but also those which are unacceptable to the ego, or self. They are therefore ascribed to the outside world even though they cannot be made conscious except by
prolonged therapeutic techniques. The most complex phase of this process might well be called "inverted projection." It involves four steps: (1) an unacceptable id drive; (2) reaction formation; (3) consequent unacceptable aggression which is repressed; and (4) changed percept which is the reverse of the id drive. (11:12-13)

2. Simple projection

This term implies a simple, associative distortion through transfer of learning, or, in more complex situations, the influence of previous images on present ones. It is of frequent everyday occurrence in which the individual experiences more ease in becoming aware of how absurd his distortion is. (11:13-14)

3. Sensitization

Instead of the creation of a nonexistent percept, this term implies a more sensitive perception of existing stimuli. Thus, an object that fits a preformed pattern is more easily perceived than one that does not fit the preformed pattern. The process differs from simple projection in that simple basic drives lead to simple gratifying distortions rather than more complex situations giving rise to them. Sensitization is operative in states of deprivation at which time there is an increased cognitive efficiency of the self in recognizing objects that might obviate its deprivation. This variation of the process is subsumed under the "theory of selective vigilance." (11:16)

Another variation of the process is called "autistic perception," which is a simple compensatory fantasy of wish fulfillment. It represents an increase in the efficiency of the ego function in response to an emergency, for the organism is equipped for both reality adjustment and
substitutive gratification where real gratification does not exist. Also subsumed under sensitization is the "mote-beam" mechanism. This variation of the process distorts social perception in such a way that the individual is exaggeratedly aware of the presence of an undesirable trait within himself. Thus, there is a coexistence of awareness and unawareness. (ll:16-17)

4. Externalization

This term implies a process which goes on in the preconscious and can easily be made conscious. Thus, the slightly repressed pattern of images which had an organizing effect and gave rise to the distortion can be easily recalled. (ll:17)

Although other exponents of dynamic psychology may not agree with Bellak's classification of perceptive distortions and may prefer to subsume different processes for each one, the concepts of all of the exponents are, in reality, basically similar; consequently, the disagreements which may exist do not weaken the fundamental of this research. This becomes evident after a perusal of a few citations from other dynamic psychologists. For example, Murray distinguishes between the various forms of apperception by using such terms as "pressive apperception," "extraceptive perception and apperception," "intraceptive perception and apperception," and "apperceptive projections."

Murray defines "pressive apperceptions" as:

...a process by which a present situation excites images (conscious or unconscious) that are representative of pressive situations of the past. Through them the past is made to live actively in the present. Thus every conditioned response depends upon pressive apperception, for it is this process which connects an existing, otherwise inert situation with the impression (trace) of a former pressive perception. What is important to note is that
pressive apperception is usually unconscious. (68:119)

Murray's definitions of the other terms are as follows:

Extraceptive perception and apperception are marked by the exclusion of everything except bare sense data (objective facts): tangible objects and their physical relations and the outward behavior of other people. It is usually orderly, systematic and conventional... Intracceptive perception and apperception on the other hand are characterized by the intrusion of affections and images evoked by the facts: sentiments, imaginal elaborations, symbolic meanings, interpretations of the feelings and motives of other people. It is selective; emphasizing and elaborating upon one or more details to the exclusion of others. (68:213)

Apperceptive projections are the interpretations which a person makes of the events of everyday life—particularly if he ascribes motives to other objects—may be noted. (68:260)

Murphy states that there is a deep unity of perceptual and motivational structure. He explains this by saying that:

This lies in the fact that the structure of motive patterns tends to become the structure of cognitive patterns; the perceived world mirrors to a considerable degree the organized need pattern within. (67:351)

All cognitive processes are apparently continually shaped in greater or lesser degree by the pressure of wants. This movement of the cognitive processes in the direction of need satisfaction is called autism. (67:365)

Murphy then continues to elaborate on autisms in which discussions he presents many of Bellak's concepts in different terminology.

Cattell (21:63) agrees with both Bellak and Murphy when he states that "perception and judgment are changed by dynamic motivational conditions."

He goes on to say that:

Perceptual distortions of a dynamic nature arise from three dynamic states:
1. Transient emotional states of appetitive conditions.
2. Permanent dynamic traits integrated in the conscious personality.
3. Permanent dynamic traits that the individual is unwilling
and unable to integrate and are therefore in some degree unconscious.

Some of the major dynamic sources of distortion which Cattell (21:64-70) suggests are:

1. Naive misperception
   This implies distortion due to limited information and experience.

2. Autistic misperception
   This distortion is due to the wishes of the individual to bring the external world nearer to one's heart's desire.

3. Press compatibility misperception
   A distortion due to strong emotional states and a need for consistency—to make external percept compatible with need.

4. Ego defense misperception
   This refers to dynamic traits that are in conflict with and assail the security of the ego, and that are therefore in the unconscious.

Cattell's classifications are markedly similar to those of Bellak.

Anderson (5:ll) suggests that if there were no threats from the environment, a maximum approximation of "true perception" would be expected; that is, perception would not be distorted by concern for what the percept meant for one's personal security.

According to Frank (37:43), a configuration of basic dynamic processes is constantly operative in the life of the individual. This configuration "patterns, warps, bends, distorts, and otherwise converts
every situation or experience into the configuration of the individual's private world."

Frank states in another writing that:

The human organism, in becoming a personality, learns selectively to perceive and to respond to the environing world of events and people as they appear to him and as he feels toward them. (36:viii)

Beck adds an important concept when he says that:

The accuracy of perception, which is a function of several variables, stems from an attitude that is identifiable with the very core of the personality, the consciousness of self. (8:3)

Perhaps, a note on self-concept would be appropriate at this point. For in this research, it is held that the self-concept is a learned perceptual system which is governed by the same principles of organization that govern perceptual objects. The total framework of the self-concept determines how stimuli are to be perceived and whether old stimuli are to be remembered or forgotten. Stimuli in and of themselves have no absolute stimulus value, for each stimulus is perceived by the self in relation to the pattern of other stimuli among which it appears embedded in reality or to which it has become functionally related through the past experiences in the developmental history of the self. Frank (38:401) agrees with this when he states that "The 'same' stimulus will differ in every field, and for every field, and for every organism which selectively creates its own stimuli in each situation."

The writings of Abt not only enhance the theory pertaining to self-concept, but also present evidence for the use of projective techniques by so doing. According to Abt (1:47-58), the general selectivity found in all perceptual acts of the individual is caused by certain internal and external factors of perception which operate in lawful ways.
The internal factors in perception—the self-concept—are crucial in affecting the behavior of the individual. The external factors are instrumental in helping the self organize his perceptual world. Thus, the relationship between the two frames of reference is a function of (1) the nature of the stimulus field (the external perceptual factors) and (2) the order and intensity of the needs of the individual and concepts of self (internal perceptual factors). Consequently, the more structured the stimulus field, the more dependent behavior usually is upon the operation of the external factors. The more vague and unstructured the stimulus field, the greater the need for internal factors to operate. A reliance on these internal factors tends to markedly increase the anxiety level. When anxiety ultimately becomes intolerable to the self, there is a strong tendency for the projective mechanism to function. This permits the self to organize new and adequate relationships with reality and, consequently, to lower anxiety. In the process, reality is distorted in such a manner that the security and integrity of the self is preserved. The fact that there is a shifting in the relative importance of the internal and external factors in perception in relation to the nature of various stimulus fields that can be presented constitutes the grounds on which all projective techniques ultimately rest.

The self-concept, then, is a regulator of behavior and the basic factor in determining the degree and kind of apperceptive distortion at any one moment in time. Furthermore, the nature of perceptions and their interactions with each other constitute basic personality processes, which serve to defend the self and to facilitate adaption and adjustment to the environment.
The Meaning of Outer Environment

Much of the theory previously subsumed in clarifying the term "apperceptive distortion" is indispensable to an explicit understanding of the terms: "outer environment," "environmental field," and "phenomenal field." However, rather than repeating citations and concepts, only additional ramifications will be presented. As can be noted, these terms are used in most of the assumptions presented in Chapter I.

The term "outer environment," as used in this research, includes both physical and cultural components. It comprises all the potential stimuli and stimulus situations of which the organism may at some time become aware; and, in addition, all energy forces of which the organism may never become aware because of limited sensory capacities. For example, the human organism is not equipped to visually experience light waves below four hundred millionths of a millimeter in length or above seven hundred millionths of a millimeter. These latter forces, which frequently produce changes in the inner state of the organism, are not, however, the main concern of this research. The outer environment, then, includes everything of which the organism is not aware at a particular moment in time. In the outer environment things are as they "really" are and not as they are perceived to be. They exist in a hypothetically "pure" state. Consequently, if perception of the outer environment as an outer environment were possible, it would be cognitively pure.

The term "geographical environment," used by Koffka (52:27-68) in his writings, embodies many important concepts which were borrowed to construct the term "outer environment." The terms, though, are not identical in meaning. Because a few scattered citations from Koffka's
writings would have little meaning as an isolated context, none will be presented to show the similarities of the two terms.

Argument for Assuming a Major Variation in The Outer Environment

The samples of the two universes used in this research, representing two markedly different occupational classifications, are assumed to have very different cultural and physical environments although basic similarities also exist. It is from this assumption that "the major variation in the 'outer environment'" is inferred. That both cultural and physical differences as well as similarities do exist is a commonly held hypothesis. For example, Macdonald (57:505) says that "Americans are culturally alike in some ways and culturally different in others." She adds that, "A number of investigations have proved that different socio-economic groups in the United States have different cultures—that is, different ways of thinking and behaving."(57:505)

Murphy, Murphy, and Newcomb (66:885) contend that studies of personality are fully meaningful only as they consider the environmental setting. The most significant aspect of this setting is thought to be the way an individual earns his living, and the real wages thereby obtained.

Davis (29:254) contends that, "Each social-status level has a way of life, or culture, which differs in many respects from the cultural way of life of other social classes."

Kanner (49:101) states that each economic level has its problems and differing physical setting. In the lower-class groups there is constant worry over poverty and all that it brings with it; such as,
unsanitary living conditions, cheaper clothing, and lack of privacy. In middle financial groups there is constant struggle to climb the economic ladder, to compete with others for social prestige, and a multitude of similar problems.

One of the most exhaustive studies on differences between social classes and on classification of people into three social strata is that of Warner and Lunt (96). They conclude that, although absolute categories cannot be drawn, marked differences exist between each social stratum and that these hold for the entire country with some modifications.

That these environmental differences and similarities will be reflected by the apperceptions of the two groups are assumed by a majority of the dynamic psychologists, as well as modern sociologists who, of course, do not use the same terminology but do accept the same underlying principles. For example, Davidson says that:

To the extent that values of social, occupational, and economic classes differ, one might expect to find modal personality patterns which are characteristic of each of these groups. To the extent that these values are similar, one might expect uniformity in personality patterns among social classes.(27:6)

Frank adheres to the above assumption when he says that:

It is being recognized that each individual, having grown up and been educated in a cultural group, will of necessity, perceive the world of events and of people in the traditional patterns of his culture.(36:viii)

Carroll (18:312) concurs when he states that, "An individual's standards of conduct, the values by which he lives, the goals toward which he strives, are largely determined by the culture into which he is born."
Murphy (66:886-887) adds, "For most persons, most of the time, the way they earn their living determines their social values."

Davis (28:608), a sociologist, has contributed an especially penetrating analysis of the effect of social class on personality and behavior. He states that social classes are grouped into a hierarchy, and that a differential participation in these classes dictates the acquisition of different behaviors, different social goals, different needs, different codes of right and wrong, and the experiencing of different psychological rewards and anxieties.

From these citations and the consensus of numerous other writers, it is evident that there is adequate argument for another fundamental of this research: that the major variation in the "outer environment" produces basic differences although similarities may also exist and that these differences and similarities will be revealed by apperceptions, or apperceptive distortions.

The Meaning of Environmental Field

"Environmental field" is a term closely related to outer environment. It consists of those potential stimuli in the outer environment which have, for the moment, become stimuli of which the organism is aware. Thus, it is the organism's awareness of stimuli or stimulus situations that brings them into his environmental field. When awareness of them ceases, the stimuli are no longer part of his environmental field but are again in the outer environment. Consequently, from moment to moment, the organism's environmental field shifts, expands, contracts, and is modified in a multitude of ways.
The potential stimuli of the outer environment may become part of an individual's environmental field by being thrust upon him by forces originating in the outer environment, or they may become a part of an individual's environmental field because internal field forces increase his selectivity and sensitivity, causing a shift or modification of the currently existing environmental field.

The term "environmental field," as used by Koffka (52:27-28), differs slightly from the meaning of "environmental field" as used in this research.

The Meaning of Phenomenal Field

The third term, "phenomenal field," is partly dependent on the environmental field and partly dependent upon the internal field forces. The phenomenal field is an organizational process, receiving its structure from an interaction of environmental field forces and internal field forces. It is an experienced, psychological construct—a cognitive awareness emerging from the interaction. It includes the self and self-concepts (hence, apperceptions) and is seemingly described by the manifest behavior of the organism. Its field organization is governed by a basic principle that governs all organizational processes; namely, that all processes tend to move toward a state of equilibrium. (In Gestalt psychology this principle is included in the Law of Prägnanz.) The organizational processes are launched because of disequilibrium within the internal fields and are affected at any moment in time by: (1) the existing inner state of the organism, or the internal field forces; (2) the organism's basic structure, both psychic
and physical; and (3) all the residues of past processes. (The residues are called "traces" in Gestalt psychology.)

Snygg and Combs, drawing predominantly from gestalt psychology, use the term "phenomenal field," which is very similar in meaning to the term as used in this research. They state that:

The phenomenal field is the universe of naïve experience in which each individual lives, the everyday situation of self and surroundings which each person takes to be reality. (88:15)

At any given time the field of a given individual is organized with reference to his needs and the activity by which he is trying to satisfy them at the time. (88:25)

The term "phenomenal field," as used in this research is also similar to Lewin's (56:71-79) "psychological environment" and Koffka's (52:31-33) "behavioural environment" and "behavioural field."

The Formulation of Inferences from Manifest Behavior

Since phenomenal fields are seemingly described by the manifest behavior of the organism, it is assumed that how the child behaves day by day and how he responds to test stimuli will afford clues to his phenomenal field, which in turn describe the environmental field. An analysis of these clues (apparceptions) will thus afford insight as to what parts of the outer environment are in existence (the environmental field), the degree to which reality is distorted because of combined internal and external field forces (the phenomenal field), and the consequent personality structure and processes.

Although the assumption that "the manifest behavior of the individual describes his phenomenal fields" has been supported by preceding discussion and citations, an elaboration of the underlying theory
is deemed necessary.

In actuality, there are only two methods of obtaining data about any organism. One is through observation in controlled or uncontrolled situations; the other is through the collection of experiential data by phenomenological methods. According to the theory of isomorphism, (52:56-67) one may infer implicit behavior, which includes the phenomenal fields, from the manifest behavior of the organism. Accepting this theory, one may speculate that the individual's behavior reflects the integral relationships between the demands of the self and the demands of the situation and is an attempt to adapt to these internal and external demands. Thus, the observable responses of the individual in specific situations are consistent with the personality in that situation.

Macfarlane (58:33) concurs when she states that: "Every subject's responses are not the consequence of sheer accident but are determined by psychological attributes of the subject."

Bell (10:8) demonstrates acceptance of this assumption when he states that: "Since behavior has a definite relationship to the personality structure, every act reveals the structure, with some acts telling more than others about their origin."

Bell adds that:

Some traits of personality are observable, and others are hidden not only from the outside world but from the individual himself—these are the unconscious phases. They are related to the surface layers of personality in an ordered fashion that makes possible inferences from external observations to the latent structure and content....Personality is not a surface but a depth phenomenon of which the surface manifestations form one stratum.(10:8)
The assumption concerning manifest behavior gains added strength if one accepts the hypothesis that "all behavior is motivated in that all behavior is directed toward attainment of a state of equilibrium."

General acceptance of this hypothesis is evident in the writings of Young (99), Lewin (56), Murphy (67), Mowrer (65), Koffka (52), and many others. Whether "the state of equilibrium" is conceived to be psychological or physiological in nature is of minor importance since, in actuality, the physical and psychological can not be distinctly separated. Although some disagreement may be evidenced as to the nature of the "initiators" and "regulators" of behavior, these differences do not attenuate the hypothesis. For example, Young says that:

The arousal of behavior necessarily implies a release of physical energy from the tissues. The regulation of behavior includes the control of activity through purposive determinations, as well as the restriction of activity by organic structure. (99:45)

Murphy says that:

Thus every cell in the body is an initiator of motivation; there are not sharply defined 'motive spots', there are simply degrees of motivation—tension gradients—throughout the living system. Motivation, moreover, never 'starts' or 'stops'...... tension, need, and motive are one and the same. (67:88-89)

As an initiator and regulator of behavior Carroll (18:27) prefers the term "need." He says that: "A need represents a lack that results in an imbalance upsetting the individual's optimum equilibrium."

He adds that a need which has arisen must be satisfied in order that the organism may regain its state of equilibrium.

Although there are differences as to the terminology used in describing the regulators of behavior, most of the writers imply "purpose"
if they do not specifically state it. Thus, the organism's behavior can be deemed purposive in that it is directed toward goals, or terminal states, the attainment of which signifies a momentary approach to equilibrium or tension reduction.

One might then speculate that, since behavior is purposive, a trained observer might make multiple inferences about the goals towards which an individual is striving, about what needs contributed to the orientation, and about the existing phenomenal fields. However, an attempt to validate any of the inferences made from either observational methods or from apperceptions alone would require consideration of data obtained by both procedures and from case histories.

Unfortunately, the formation of inferences about manifest behavior by either or both procedures is not as simple as it appears. Causal factors of human behavior are always multiple, complex, and closely interrelated. Consequently, a simple unraveling is an impossible task. In addition, behavioral data collected only by observational methods may be misleading. For example, manifest behavior is frequently symbolic of deep psychic processes to which it does not bear a direct relationship. It is also often true that an individual consciously disguises his real purposes by exhibiting behavior which will serve to mislead observers. If the behavioral sequences from the origin of a need (the beginning of a motive state) to the attainment of the goal (the end of a motive state) were uninterrupted, adjustive processes would be greatly simplified. However, since uninterrupted sequences are few when an individual becomes a member of any complex society, adjustive processes play a major role. Consequently, needs
and goals are often well disguised by the numerous adjustment mechanisms which have served the individual in his attempt to resolve the pressures from within and the social pressures from without.

The Phenomena of Adjustment

A complete treatise of the phenomena of adjustment would be too voluminous to present in this chapter. Such writers as Shaffer (85), Cattell (20), Carroll (18), Allport (3), Symonds (90), Richards (79) and numerous others are recommended for their excellent presentations. Basically, most of the above-mentioned writers concur in their underlying concepts although they may differ in their modes of classification, in terminology, in the processes subsumed for the various adjustment mechanisms, and in the areas emphasized.

For this research, a more or less eclectic position is held. Consequently, it is assumed that when the phenomenal fields are structured to contain barriers to goal attainments, frustration of varying degrees results. Frustration, in turn, causes reorganizations of the phenomenal fields. For this reason, the frustration must always be interpreted in terms of the individual who is experiencing it; for although all individuals experience frustration in some degree in everyday living, each has a different level of tolerance for frustration at different moments in time.

Frustration represents a state of disequilibrium, or a state of increased tension, which embodies varying kinds of affective experiences. Whether these affects be termed "aggression," as Dollard suggests when he says that:
...the occurrence of aggressive behavior always presupposes
the existence of frustration and, contrariwise, the existence
of frustration always leads to some form of aggression,(30:1)
or whether they be called something else, as other writers propose, is
probably inconsequential.

For this research, it is assumed that frustration is followed
by affective states of either (1) fear-anger or (2) anxiety-aggression.
Which of the two states takes precedence at any one moment in time,
which of the components within each state dominates, and how much fluc-
tuation occurs within and between each state, depends upon how the
phenomenal field is organized and reorganized during the process of
adjustment. Either state must, however, be dissipated in order for the
organism to approach a state of equilibrium. Motivational forces there-
fore continue work toward this end, bringing more and more adjustive
processes and adjustment mechanisms into operation.

Abt (1:53) implies this when he says that one of the functions
of perception is to permit certain of the defense mechanisms to operate
so that the individual is able to maintain a fairly constant level of
anxiety. Perception thus plays a significant role in the process of
psychological homeostasis, which is achieved through the functioning
of several defense mechanisms.

Adjustment mechanisms vary widely in kind and degree; they are
wholly normal in that everyone utilizes them to some extent in dealing
with frustration. However, excessive use is a danger signal, pointing
up inability to dissipate existing tensions. It is also generally
agreed that continuous use of repression is the most harmful adjustment,
for it actually prevents dissipation of tension and is tension-producing
in that constant psychic work is required to keep the repressed content out of consciousness. According to some writers, repression tends to further anxiety and to prevent the displacement of aggression.

This research is concerned mainly with: (1) determining whether or not both groups manifest the presence of anxiety and aggression and whether or not anxiety and aggression are more intense in one group than in the other; (2) gaining insight as to which of the two groups is showing less need to resort to excessive use of the various adjustive processes and to those processes which might be termed "maladjustive."

Anxiety and aggression were selected for emphasis because most dynamic psychologists hypothesize that these two internal forces are the major sources of behavior disorders and maladjustment.

For example, Baruch (6) believes that hurt, fear, anger, and aggression (both repressed and active), which accompany emotional hungers and frustrations resulting from improper training methods, are the main causal factors in disciplinary problems.

Carroll describes anxiety as:

"...internalized pain which causes tension and so disrupts homeostasis. Since the human organism is constantly striving to maintain an internal equilibrium, anxiety is a powerful motivating force."

Carrol (18:178-244) states that anxiety is at the source of all functional behavior disorder; that it is an important causal factor in repression and inhibits learning; and that anxiety and hostility are important causal factors in neurotic behavior.

In his discussion of aggression, Carroll comments that:
When aggression is turned inward, it is more dangerous for the mental health of the individual than when it is turned outward...eventually the self is destroyed—psychologically, as in schizophrenia, for example, or physically, as in suicide. (18:213)

Beck (8:5) says that anxiety is the particular psychological agent effecting reduction of potentialities for adjustment. Thus, the presence of anxiety actually blocks the use of successful adjustment processes.

Richards (79:113) states that: "...anxiety, much more than fear, is diffuse and is revealed in many subtle changes of the personality."

He adds that:

Since anxiety is a condition highly intolerable to the individual, usually it is quickly dispelled. In some instances, however, it is so persistent and so pervading that the individual is largely incapacitated. To designate this incapacitating severity of anxiety the term anxiety state is used. (79:152)

Richards (79:18-19, 94) also implies that both excessive repression of aggression and free, uncontrolled displacement of aggression show maladjustment, the latter being symptomatic of the psychopath.

From these few citations it becomes evident that the affective states of anxiety and aggression are major forces in adjustmental processes. Since both anxiety and aggression markedly influence the organization of the phenomenal field and since manifest behavior describes the phenomenal field, it is assumed that an analysis of apperceptions will reveal the presence of either or both and will also indicate the degree to which the individual distorts reality in an attempt to dissipate these affective states. Thus, a third fundamental of this research is that the manifest behavior of the individual afford clues concerning
the presence of internal forces, which are operating in the distortion of reality and the processes by which the individual is attempting to dissipate these forces; namely, psychosomatic outlets, repression, withdrawal, attacks on the self, attacks on the environment, neurotic or pre-psychotic resolutions, or other adjutive processes.

Personality Structure and Processes

The theoretical discussion to this point has endeavored to provide, as briefly as possible, sufficient argument, either directly or indirectly, for the assumptions presented in Chapter I. However, the terms "personality processes," "personality structure," and "idiosyncratic personality pattern" perhaps need additional clarification before concluding this discussion. In so doing, no attempt will be made to develop a theory of personality or to give a complete theoretical development of these terms.

In this research, personality is considered to be dynamic organization—system of processes which run a never-ending course in time. Processes are continuously launched because of the individual's interactions with his outer environment, on the one hand, and by the constant fluctuation of internal forces, on the other. Either or both groups of forces may produce dis-equilibrium which the processes seek to equilibriize. The organization of each of the processes which ensue depends upon the existing internal state, upon the other processes that are in operation at the time, and upon the residues left by the preceding processes.

Abt's (1:59-63) presentation of the postulates concerning
personality, which are held by the projective psychologists, includes similar concepts. For example, personality is described as a system which functions in the individual as an organization between stimulus and response which it seeks to relativize. Thus, personality is responsible for the psychological homeostasis that occurs in behavior. Behavior becomes disordered when the personality is unable to relativize stimulus and response. Personality as an organization is motivational in character. Its capacities to select and interpret stimuli and to control and fixate responses are measures of its integrity and unity as a functioning system.

In pointing up significant trends in conceptualization of behavior and personality in projective psychology, Abt says that:

Personality is the process the individual uses to organize his experiences in terms of a changing world of physical and social reality to his own needs and values. Both physical and social reality become changed for the individual in the direction dictated by his system of needs and values. What becomes important is the individual's conception of his relationship to the physical and social environments. (1:43-46)

Such a view stresses the proposition that personality and culture are continuous.

Frank (38:400) states that: "...the personality may be viewed as a dynamic process of organizing experience, of 'structuralizing the life space' (Lewin) according to the unique individual's private world."

Mayman shows concurrence when he says that:

Personality is viewed as a relatively stable configuration of dynamic processes organized around the needs, feelings, and personal experiences of an individual, and serving to maintain and defend his private world, actively molding the present internal and external pressures in the light of past experiences. (61:542)
Mayman (61:542) adds an additional concept when he points out that for the sake of conceptual clarity, one may schematically mark off four levels of differentiation and stability of the psychic process. On the deepest level are the basic motivating forces of the personality—the drives, the deep-lying fears and anticipations that have become associated with these drives, and the expression of these drives in a diffuse, unorganized stream of ideation normally unconscious. On the next higher level are the basic modes of adjustment and control that begin very early to exercise a selective influence on the perceptions, activities, responses, and directions of the individual's psychological development. Here are the defense mechanisms which serve to keep the underlying diffuse stream of ideation out of consciousness. On the third level are the differentiated thought functions and capacities which emerge in the process of selective development. These functions help the individual effectively organize his experiences and cope with his reality. On the fourth level are the highly differentiated, quasi-stable products of the less finely differentiated, underlying thought functions. These include the range, level, precision and other aspects of intellectual and psychomotor acquisitions and skills.

In addition to the postulate that personality is an organization of process, many dynamic psychologists also propose the hypothesis that personality includes relatively stable organized processes which might be termed "structure." From this concept, one might assume that similar external forces tend to elicit similar processes, especially when certain previous processes have facilitated the organism's achievement of a satisfying or partially-satisfying state. Consequently, when the
phenomenal field is organized so that the individual perceives a barrier to a goal, one may assume that the processes participating in this organization have been influenced by the residues of earlier processes which were launched by similar external forces. In the dissipation of the resulting anxiety or aggression, the residues of earlier processes which facilitated dissipation in the past tend to influence the organization of processes which are now launched.

Murphy (67:634-638) uses "organization" and "structure" interchangeably. He conceives of organization as a balance in which potentially conflicting forces are bound in the form of chronic suspense. Imbalance leads to a reorganization in the form of a new equilibrium.

He conceives personality structure, or organization, as an architectural whole, the tightness of the structure varying with age, genetic disposition, and the stresses and strains of individual living. This architectural whole is in constant motion, with areas of relative stability, but with a capacity for internal reorganization as well as free adaption to new situations. (67:639-640)

Mayman implies that personality has structure when he states that:

Personality must be conceived not only as a configuration of dynamic processes, but also as a hierarchic organization that includes quasi-stable processes that have emerged in the longitudinal development of the individual. (61:548)

Bell also assumes that personality has structure. He says that:

The structure is developed by the particular range of physiological, and physical-social-cultural influences that are brought to bear upon the individual... The personality structure, as well as the influence of the field in which the personality is operating, reveals itself in the behavior of the individual since behavior is functional. (10:7)
Beck (8:1-7) says that, in addition to the constitutional potential (which includes affects and intellect) and the field of cultural forces, another factor participates in shaping the personality structure. This is growth itself as reflected in the various stages through which the individual passes ontogenetically.

Thus, personality as a dynamic organization—a system of processes—also has a dynamic structure which emerges gradually and is shaped and re-shaped by the participating processes, the organization of which is influenced by a constellation of forces; namely, genogenic forces as the organism unfolds developmentally, existing biochemical states, and psychogenic forces originating mainly from social interaction.

The term "idiosyncratic personality pattern" becomes meaningful if one assumes that personality organization also has certain aspects or components: the universal, the communal, the role, and the idiosyncratic components. The idiosyncratic component refers to those purely individual, unique characteristics that the individual shares with no one, those that are not determined by the training characteristic of his particular social group.

Kluckhohn and Mowrer (51:1-29) use the above classification to clarify personality process. They describe the other components as follows:

1. The universal component consists of those attributes, behaviors, and facts that are common and accepted as normal in all human beings. They spring from the commonness of certain characteristics of physical organisms and social
environments of all humans.

2. The communal component refers to the fact that members of any one society tend to share more behavioral and personality characteristics with other members of that society than with members of other societies.

3. The role component refers to the factors that identify various subgroups within one society.

Frank uses two categories for distinguishing personality processes. He says that:

In the personality formation of the child there is the dual process of 'socialization'—involving sufficient conformity in outer conduct to permit participation in the common social world—and of 'individuation'—involving the progressive establishment of a private world of highly idiosyncratic meanings, significances, and feelings that are more real and compelling than the cultural and physical world. (38:390)

Frank proposes a hypothesis that is basic for all projective techniques when he says that a subject will respond to stimulus-situations in terms of what they mean to him, that he imposes upon each stimulus-situation his own private, idiosyncratic meaning and organization.

Using the above-mentioned concepts, one might hypothesize that, in addition to the apperceptions, or apperceptive distortions, which reflect organizations of process that are somewhat typical for all members of a sub-culture, there will also be apperceptions which reflect organizations of processes which are highly individual in nature. These will be influenced in their organization by forces which are predominantly non-cultural. The latter are idiosyncratic personality patterns.

In conclusion, it is necessary to reiterate that this
theoretical presentation is incomplete and, in some instances, over-simplified even though the discussion was purposely limited to a clarification of the assumptions presented in Chapter I.
CHAPTER III
ARGUMENTS FOR THE INSTRUMENTS SELECTED
FOR THIS RESEARCH

Argument for Projective Techniques

Although one may accept the theoretical foundations of this research, he may be uncertain as to what techniques are the most appropriate for any research designed for a molar and dynamic study of human beings. Since the projective techniques are supported by theory drawn from the same sources as those used in formulating the theoretical foundations for this research, it is logical that they be considered appropriate. In actuality, any test data, even that comprised of the most conventionalized responses, might be used to uncover significant features of the subject's apperceptions if the interpretations are based on the theory previously presented. However, the data afforded by projective techniques are assumed to be the most suitable to the study of apperceptive processes.

Projective techniques, according to Sargent (81:257), involve the presentation of stimulus situations designed or chosen because they will mean to the subject not what the experimenter has arbitrarily decided they should mean, but rather whatever they must mean to the personality who imposes upon the stimulus situations his private, idiosyncratic meaning and organization.

Frank believes that:

We may approach the personality and induce the individual to
reveal his way of organizing experience by giving him a field (objects, materials, experiences) with relatively little structure and cultural patterning so that the personality can project upon that plastic field his way of seeing life, his meanings, significances, patterns, and especially his feelings. Thus we elicit a projection of the individual personality's 'private world' because he has to organize the field, interpret the material, and react affectively to it. . . . . by projective methods we are evoking the very process of personality as it has developed to that moment. (38:403)

Projective techniques vary in the degree to which the stimulus situation is structured. Clay and finger paints are examples of the most unstructured situations, while picture tests and sentence completion tests are examples of the more highly structured situations. It is generally agreed that the less the stimulus situation is structured, the more the internal forces are called into play and the more the study of personality processes is facilitated.

According to Mayman (61:543), the major criterion for projective tests is that they be relatively unstructured problem situations that permit the subject wider latitude of responses than do the standard psychometric procedures. When such latitude is permitted, the individual, of necessity, brings into play the directing motives and organizing principles that determine his modes of coping with all life situations; thus, an abundance of clues to dynamic personality organization is provided.

The three projective techniques selected for this research present standard stimulus situations which vary in their degree of structure: (1) The Rorschach test is the most unstructured of the three and is the least apt to elicit any particular group of cultural associations; (2) The Story Apperception Test (SAT) is more structured than
the Rorschach and is designed to elicit apperceptions of social and cultural stimuli as well as to afford some clues to personality process; while (3) The Wechsler Intelligence Scale for Children (WISC) is the most highly structured of the three. It is usually not classified as a projective technique, but Mayman and others (61) present argument to show that it is actually a projective instrument. For this research, however, it is used to obtain an estimate of general intelligence.

Since the appropriateness, the reliability, and the validity of any instrument used in research should be clarified, a brief discussion of each of the three instruments used is presented.

The Rorschach Test

The Rorschach test is generally accepted by clinical psychologists and psychiatrists as one of their most valuable diagnostic instruments. It is also rapidly becoming one of the most popular and promising research instruments for personality evaluation and description despite the difficulties which have been encountered in validation, the criticisms (mainly of a statistical nature) which have been launched against it, and its recognized limitations.

Although there have been numerous criticisms of the Rorschach and a recognized need for more scientific investigations, the preponderance of opinion has been favorable. For example, Rosenzweig (80:140) says that: "Few trustworthy and penetrating psychological tools are available for the study of personality and among these the Rorschach procedure is probably the most distinguished."
Wittenborn comments that:

The current trend in psychology and psychiatry toward replacing static, categorical concepts of personality with flexible, highly descriptive concepts of personality based on a dynamic view of behavior is favorable to the acceptance of a flexible instrument such as the Rorschach. (98:133)

Krugman (53:132) says that: "The Rorschach method continues to be the most important single psychological instrument for the measurement of personality."

In his discussion of projective techniques, Bell (10:151) states that: "The Rorschach technique presents the best picture of the possibilities in projective techniques."

According to Morris and Nicholas (64:309), the essential value of the Rorschach lies in the description of the basic structure and dynamics of personality; the delineation of the subject's mode of intellectual approach to problem-solving, his intellectual efficiency, grasp on reality, on the one hand, and his affective responsiveness to environmental stimuli, his intrapsychic life, the manner in which he handles anxiety, his defenses in the face of strong emotions, and of paramount importance the reciprocal effects of the former upon the latter.

The Rorschach, without doubt, is, and has been, widely used. For example, it has been employed in practically every phase of psychopathology, including neuroses, psychoses, epilepsy, psychopathic personality, organic brain conditions, and mental deficiency; in the differential study of many illnesses such as, asthma, cardiac conditions, arthritis, and migraine; and in anthropological and cultural studies. It is also being used in the Armed Services, in children's
clinics, in college guidance programs, and in industry.

Until recent years the use of the Rorschach has been restricted mainly to studying the personality of adults. Today the Rorschach is becoming a widely used tool with children. The procedures of administration and scoring are basically the same for children as for adults; and, in general, interpretation values of the test variables are the same. However, as the frequency and patterning of variables in children's protocols differ from adults, these variables must assume different significance. To date, normative studies for each age level from age two to adulthood are relatively meager. Only a few developmental studies are reported in the literature.

Since this research pertains to eleven-year-old boys, evidence of the validity and reliability of the Rorschach should be drawn mainly from researches which have used children of this age level as subjects. Since, however, such research is limited, validity and reliability reported for other age levels will be presented in the two sections which follow:

The validity of the Rorschach test.—The extent to which the Rorschach reveals dynamic personality structure and processes is an aspect of crucial importance and one which needs continued investigation. The main obstacle in validation is the difficulty of designing research which would give results that might be treated statistically and yet would preserve the gestalt of the Rorschach pattern and the dynamic and modifying relationships between its various constituent factors.

Numerous researches which afford some evidence of validity
and reliability are available. Bell (10:135), for example, lists approximately 750 researches. Of these, the majority utilize adult subjects. A much less number have used adolescents and children.

Rabin (71:127-131) uses three approaches to the problem of validating the Rorschach: the molar approach, the molecular approach, and a direct experimental approach. He comments that the molar approach is being used in daily practice by the clinician, validating the Rorschach diagnosis against that of the psychiatrist, therapist, clinical interviewer, and case histories. Rabin cites two studies using children which show a high degree of diagnostic validity.

Ames (4:16) states that the "matching technique" allows for a molar approach and presents four validational studies which use this technique with children's protocols. The contingency coefficients reported are .55, .80, .83, and .85.

Ames suggests that the matching technique is far more useful in judging intelligence than correlations of single variables with I.Q. would indicate. She (4:14) cites a study made by Vernon in which he made blind estimates of the I.Q.'s from the records of 20 children, 12 to 15 years of age, and correlated his estimates with Binet I.Q.'s. His correlation was .78.

Ames (4:16) also presents a study made by Siegel in which it was shown that in a child guidance clinic the diagnosis of the psychiatrist and of the Rorschach coincide closely, and that the initial Rorschach is a more accurate predictor of the psychiatrist's eventual diagnosis than is the psychiatrist's own initial diagnosis.

Several validation studies, using a molecular approach, are
cited by Ames. She (89:24) says that Ford, with a preschool sample, found many moderate to high correlations of Rorschach variables with mental age; that Kerr, with school-age children, found only a moderate correlation with I.Q.; and that Hertz, with adolescents, found several Rorschach scores which, together, gave a moderate correlation with I.Q.

Researches that have correlated single Rorschach variables with different personality test scores and teacher's ratings have been, in general, disappointing. Whether the choice of the outside criterion, the use of a molecular approach, or the Rorschach itself is the fallacious factor accounting for the low or moderate correlations is a debatable question. For example, Swift (89:20), in a study of preschool children, found no direct relationship between "insecurity" as measured by the Rorschach and teacher ratings of insecurity. It is feasible that the lack of relationship is due to three factors: (1) inappropriateness of the eleven "signs" of insecurity which were determined from adult records; (2) inability of the teachers to recognize insecurity in the children's manifest behavior; (3) and lack of knowledge about appropriate interpretations of children's protocols.

The same factors may account for Carp's failure (17:269-73) to find a direct relationship between "psychological constriction," as measured by the Rorschach, three sets of drawings, play activities, and the ratings made by teachers from observational and sociometric data.

The "sign" approach, which utilizes various patterns of Rorschach variables, has generally revealed higher correlations with
outside criteria than the single variable approach although the re-
searches by Swift and Carp, cited above, report adverse evidence.
Davidson (26:31-33), for example, says that the use of "adjustment
signs" has been successful in identifying disturbed persons, in pre-
dicting academic success, and in differentiating clinical groups.
However, there is little evidence of their validity in that they have
not been extensively checked against an outside criterion of adjustment.
Margulies (60:59) also utilized "adjustment signs" in studying
successful and unsuccessful students in grades eight and nine and
found that unsuccessful students showed significantly more color shock,
shading shock, and animal responses.
Vorhaus (95:5) has isolated four configurations of Rorschach
variables which are typical for various groups of nonreaders. She
says that the child's Rorschach responses, like his responses to life,
are so deeply colored by the parents' attitudes toward him and toward
life that the parents' own problems and characteristics are, to a
great degree, reflected by the child's responses. Because of this,
one can safely reconstruct the interrelationship difficulties between
parents and the child from the child's Rorschach protocol.
Ames, in a summarizing statement concerning studies of groups
of exceptional children, says that:

Many studies have presented characteristic Rorschach scores
and patterns for specific exceptional groups. Some have paired
groups clearly differing by some external criterion in order to
study differences in Rorschach results; others have implicitly
made such comparisons by contrasting Rorschach results for the
exceptional with normed, 'average' results. Consistent differ-
ences in Rorschach lend weight to assertion of validity. (4:15)

Ames (4:16) suggests that further evidence of the Rorschach's
validity is contributed by developmental studies in which several ages are compared, especially since many score differences among different age levels are highly significant.

Researches demonstrating the differentiating power of the Rorschach for groups of normal children differing on variables of socioeconomic status are especially pertinent to this research. Davidson (27:88), (using children 9 to 14 years of age) states that, with children whose I.Q.'s are above 125, economic level does not appear to be greatly associated with personality pattern, degree of adjustment, or specific personality characteristics.

She adds, however, that there is some relationship between economic level and personality patterns. For example, children from higher income levels show more "disturbed" personality patterns; children from middle income groups have more "introverted and extraverted adjustment," "adjustment with anxiety," and "total adjustment signs"; and children from the lowest income groups show more "adjusted" and "maladjusted" patterns.

Cronbach's comments (25) on Davidson's research imply that significant differences would have occurred if she had used more appropriate statistical treatment of her results.

A study by Northway and Wigdor (69) showed clearly differing Rorschach results for eighth grade children of differing sociometric status who were matched on chronological age, intelligence, race, religion, and socio-economic status.

A few researches using "content analysis" as an approach to validation of the Rorschach have been reported. Gorlow (41:75) comments
on Elizur's method of Rorschach content analysis for deriving scores in anxiety and hostility from protocols of delinquent and non-delinquent adolescents. Since significant differences between the means of the groups were observed, Gorlow concludes that Elizur's method is apparently valid for differentiation between adolescent delinquents and non-delinquents with respect to anxiety and hostility.

From the evidence presented in this section and from evidence reported by numerous other researchers not cited, it is assumed that the Rorschach does have sufficient validity—that it does elicit apperceptions and consequent distortions from which one may infer personality structure, personality processes, and idiosyncratic personality patterns.

The reliability of the Rorschach test.—The consistency of the Rorschach in measuring personality structure and processes is second only to validity as a requisite and is also difficult to estimate. The reliability of the Rorschach has been studied mainly by three methods: (1) test-retest, (2) split-half, and (3) matching protocols. The first and last are the most used and are deemed the most appropriate although both have limitations as a measure of Rorschach stability. For example, the test-retest method assumes that no real change in the function measured has taken place. If the retest is given after a short interval, the factor of memory operates. If the retest is given after a longer interval, the probability of a real developmental change in children is great. Split-half correlations are even more difficult to handle and are not highly meaningful because the
ten Rorschach cards are designed to produce varying types of responses.

Bell (10:132-135) cites several researches which have utilized the above-named methods. The reliabilities reported vary from relatively low (.3) to very high (.894). He comments that, since a reliability coefficient of .4 to .5 is considered desirable for a projective technique, most experimenters agree that the Rorschach is sufficiently reliable.

Ames (4:17) presents a summary in table form of several researches which have employed the test-retest method in determining the reliability of the Rorschach when children are used as subjects. Table 7, presented below, is a condensation of her table.

**TABLE 7**

*TEST-RETEST RELIABILITIES REVIEWED BY AMES*

<table>
<thead>
<tr>
<th>Investigator</th>
<th>Population</th>
<th>Age</th>
<th>Retest Interval</th>
<th>Range of r's</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swift</td>
<td>49 nursery school</td>
<td>4-6</td>
<td>14 days</td>
<td>.59-.84</td>
</tr>
<tr>
<td>Ford</td>
<td>55 nursery school</td>
<td>3-5</td>
<td>1 month</td>
<td>.38-.86</td>
</tr>
<tr>
<td>Swift</td>
<td>41 nursery school</td>
<td>3-6</td>
<td>30 days</td>
<td>.15-.85</td>
</tr>
<tr>
<td>Troup</td>
<td>20 identical twins</td>
<td>10-14</td>
<td>6 months</td>
<td>.56-.82</td>
</tr>
<tr>
<td>Swift</td>
<td>20 nursery school</td>
<td>3-5</td>
<td>10 months</td>
<td>.18-.53</td>
</tr>
<tr>
<td>Davidson</td>
<td>46 superior I.Q.</td>
<td>8-12</td>
<td>1 year</td>
<td>.58-.83</td>
</tr>
</tbody>
</table>

Ames (4:17) also presents a summary in table form of the researches which have used the split-half method by interpolating the Behn-Rorschach blots. Two of these researches used children as subjects: Hertz, using 300 children whose ages were 12-6 to 16-6, obtained a range of r's from .67-.97; and Ford, using 55 children CA 3 to 5, obtained a range of r's from .02-.91.

A few researches have attempted to determine the reliability
of various patterns of variables. Davidson (26:36), for example, reports reliability for her "adjustment signs." Using bright and dull children, the test-retest method, and a one-year interval, she obtained r's of .64 and .32 respectively for the two groups.

Ames (4:16) reports a study made by Troup, who used children 10 to 14 years of age. Troup, believing that the pattern of scores might remain consistent over a time interval even though individual scores might change somewhat, showed that for these older children Rorschach records given six months apart could be matched with near-perfect success.

From the available evidence, it is assumed that the Rorschach has adequate reliability, especially since a very high reliability coefficient is not desirable in that it would imply that the Rorschach is not sensitive enough to tap day-by-day fluctuations in personality processes as well as more permanent developmental changes.

The validity of the Indicators of Anxiety.--Several Rorschach signs have been used by clinicians as indicators of anxiety. Many of these signs have theoretical support as well as clinical validation at the adolescent and adult levels. Others are not as adequately supported. Sixteen of the signs which seemed to have the most support, experimentally and clinically, are selected for this research. These are referred to as "structural indicators of anxiety." Fifteen of them are presented in Table 8. The sixteenth indicator is the presence of color shock.

A few of the experts on the Rorschach test who use these signs in diagnosis as indicators of anxiety and who also provide theoretical support for them in their writings are: Beck (8), Klopfer and Kelley (50),
### TABLE 8

SEVERAL INVESTIGATORS WHO HAVE EXPERIMENTALLY OR CLINICALLY VALIDATED ONE OR SEVERAL OF THE STRUCTURAL INDICATORS OF ANXIETY

<table>
<thead>
<tr>
<th>Structural Indicators of Anxiety</th>
<th>Experimental Validation</th>
<th>Clinical Validation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Total number of responses less</td>
<td>Eichler (31:353)</td>
<td>Farnum (32:141)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Klebanoff (12:49)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Harrower-Erickson</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(43:111)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Silverman (86:109)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Levy and Beck (55)</td>
</tr>
<tr>
<td>2. Total number of weighted</td>
<td>Eichler (31:353)</td>
<td>Levine (12:49)</td>
</tr>
<tr>
<td>shading responses greater</td>
<td></td>
<td>Lopes (54)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Schachtel (82:163)</td>
</tr>
<tr>
<td>3. Total number of responses</td>
<td>Eichler (31:353)</td>
<td></td>
</tr>
<tr>
<td>to the whole card less</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Total number of eligophrenic</td>
<td>Eichler (31:353)</td>
<td>Caruso (19)</td>
</tr>
<tr>
<td>details greater</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Total number of popular</td>
<td>Eichler (31:353)</td>
<td></td>
</tr>
<tr>
<td>responses less</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Total number of card rejections</td>
<td>Eichler (31:353)</td>
<td>Klebanoff (12:49)</td>
</tr>
<tr>
<td>greater</td>
<td></td>
<td>Harrower-Erickson</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(43:111)</td>
</tr>
<tr>
<td>7. Total number of weighted</td>
<td>Eichler (31:353)</td>
<td>Harrower-Erickson</td>
</tr>
<tr>
<td>color responses less</td>
<td></td>
<td>(43:111)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Silverman (86:109)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Schachtel (82:163)</td>
</tr>
<tr>
<td>8. Total number of anatomical</td>
<td>Eichler (31:353)</td>
<td></td>
</tr>
<tr>
<td>forms greater</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structural Indicators of Anxiety</td>
<td>Experimental Validation</td>
<td>Clinical Validation</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>--------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>9. Total number of responses using form as the sole determinant greater...</td>
<td>Smith (87:194)</td>
<td>Klebanoff (12:49) Harrower-Erickson (43:111) Vorhaus (95:7)</td>
</tr>
<tr>
<td>10. Total number of rare details greater........</td>
<td>Levine (12:49)</td>
<td>Levy and Beck (55)</td>
</tr>
<tr>
<td>12. Total number of animal forms will be greater</td>
<td>Klebanoff (12:49) Margulies (60:59) Harrower-Erickson (43:111) Levy and Beck (55)</td>
<td></td>
</tr>
<tr>
<td>13. Total number of animal details will be greater</td>
<td>Levine (12:49)</td>
<td></td>
</tr>
<tr>
<td>14. Total number of human details will be greater</td>
<td>Levine (12:49) Silverman (86:109)</td>
<td></td>
</tr>
<tr>
<td>15. Total number of shading shock signs will be greater...............</td>
<td>Harrower-Erickson (43:111) Margulies (60:59)</td>
<td></td>
</tr>
</tbody>
</table>
Although most of these experts have also collected clinical evidence which validates the signs, the experimental studies have been few. In addition, many of the clinical reports on the use of several of the signs have not been consistent.

Several of the investigators who have experimentally or clinically validated one or several of the structural indicators of anxiety are presented in Table 8. This table does not represent a comprehensive list. Eichler's study is one of the few which are experimental in nature. It does provide experimental validation for the first four indicators. Very definite trends toward significance as anxiety indicators were found for Indicators 5, 6, and 7. Consequently, they also have some experimental validation. Eichler does not imply, however, that Indicators 8 through 15 have no validity. He says that the failure to obtain significant results in the direction hypothesized for these eight signs may be attributed to several possibilities: (1) that they are of no actual value as signs of anxiety; (2) that these signs are not sensitive to the particular type of stress-produced anxiety which he used in his study (threat of electric shock); (3) that these eight signs may be indicators of a more "ego-involved" anxiety; or (4) that the failure to produce significant results may be due to the characteristics of the subjects in the experiment (60 male college students).

Since the writer believed his second and third reasons to be the most logical in light of several clinical findings, all fifteen indicators are used in this research. However, only those which are
experimentally validated are given emphasis.

The Story Apperception Test

The SAT, which was designed for this research, verbally presents to the subject as unstructured a stimulus situation as possible so that he will depend more on internal factors than on the stimulus situation in organizing his apperceptions. The minimum structure of the stimulus situation was predetermined by the writer for the purpose of directing the organization of the phenomenal field to include certain selected cultural and social components.

Although the SAT is assumed to be appropriate for this research, evidence as to its validity and reliability has not been empirically established. The argument, therefore, for this technique rests mainly on theory and on meager evidence provided by a few researches which have employed a similar technique; namely, the story completion test.

The original design for the SAT was inspired by Piaget's treatise on the development of moral judgment. To collect data for his writings, Piaget devised a series of very short stories which he presented to his subjects, each story being followed by interrogatories. The answers to the interrogatories were then analyzed to determine what concepts of moral judgment were typical for each developmental level. A few citations from Piaget will reveal some of the theory underlying his technique. For example, in his discussion of expiatory punishment and punishment by reciprocity, Piaget says:

...we believe, ... that the answers obtained in the course of our interrogatory correspond to sentiments that have been really experienced by the child, either through his having in the past proved for himself the soundness of certain punishments
by reciprocity, or by his having felt the doubtful character of many expiatory punishments and thus being more inclined to approve of the punishments by reciprocity proposed in our stories. (70:127)

In his treatise of judgments of objective responsibility and moral realism, Piaget says that:

We can put forward the hypothesis that judgments of objective responsibility occurring in the course of our interrogatory were based upon a residue left by experiences that had really been lived through... these earlier experiences are sufficient, it would seem, to constitute a permanent foundation of moral realism which re-appears on each fresh occasion. Now, since thought in the child always lags behind action, it is quite natural that the solution of theoretical problems such as we made use of should be formed by means of the older and more habitual schemas rather than the more subtle and less robust schemas that are in process of formation. (70:132)

In an endeavor to support his technique of collecting data, Piaget states that:

We were able to show, for example, that the results obtained by questioning the child on the various aspects of his conception of world corresponded in the main with what was revealed by direct observation and by the analysis of 'whys' in particular. (70:109)

...the results of our method ... are relatively constant and, above all, they evolve with a certain regularity according to age... . It is not inferred that if the child had actually witnessed the scenes in the stories that he would judge them in the same manner. In real life the child is in the presence, not of isolated acts, but of personalities that attract or repel him as a global whole. (70:116)

In the years following Piaget's research until the present time, only a few researchers have used his technique or modifications of it. There are several reasons for its unpopularity as a research tool. Among the main reasons is the problem of handling the results. The obtained data are difficult to treat statistically and to convert into norms. In addition, they require subjective interpretation. The most crucial problem, however, is that the validity and the reliability
of this or similar techniques are difficult to establish.

The validity and reliability of the SAT.---Although the SAT has not been validated, research which has used similar techniques offers data which imply that the SAT has some degree of validity and reliability. For example, Alberman and Shaeffer (2:26-58) devised four stories, specifically focused on problems of children from seven to eleven years of age, to see whether or not significant responses could be obtained. They claim that the story test elicited valuable diagnostic material from the children. However, they report no statistical evidence to support their conclusions.

In his comments on story-telling and story-completion techniques, Bell (10:71) says that both have been used with children and adults with some effectiveness although the studies with each of the techniques are so limited that it may be said that they have not progressed beyond the exploratory stage.

One study which gives some evidence of validity and reliability is that undertaken by Zucker (100:31), who used the story-completion technique to explore the emotional attachment of children to their parents. He used non-delinquent and delinquent boys whose mean age was 13.5 years. Zucker found that the choices of endings by the two groups were significant in differentiating between delinquents and non-delinquents. He also obtained a correlation of .90 ± .03 between the replies to Stories I and III.

Fielding and Sargent have undertaken the most recent and most extensive research with the story-completion technique. Fielding (34:304) states that the story completion is a projective technique which
stimulates the subjects to express, consciously or unconsciously, their own feelings. He concludes that his story-completion technique, structured specifically for the handicapped person, elicits those feelings that are consciously or unconsciously concealed by the subject when tested by a direct method like the attitude inventory. In addition to attitudes toward disability and acceptance of disability, information with regard to feelings about family, friends, school, vocation, wishes and aspirations was obtained. Fielding also claims that his technique revealed more attitudes than those found in the Symonds Picture Story, in attitude inventories, or the Social Worker's Evaluation.

Sargent's story-completion test includes situations, briefly described, in which the major conflict areas of personality are emphasized, followed in each case by questions. The subjects are instructed to write answers to the situation-question items. The replies are scored by the classification of feeling and cognitive expressions, types of conflict solution, and maladjustment indicators. Fassett (33: 51), who investigated the merits of Sargent's test, says that the test contains certain situation-question items that have unusual provocative power and may have potential value as a clinical device. Fassett concludes that the test-retest reliability is reasonably high for a projective technique ($r = .14 - .46$ on two of the four classifications scored). However, more refinement is needed in scoring and more evidence is needed for validity.

From this inadequate presentation of evidence, it becomes apparent that argument for the SAT must be drawn mainly from theory and from the findings mentioned above. Thus, its validity is only logical
and its reliability is not empirically established.

In an attempt to make the SAT as logically valid as possible a careful analysis was made of the 108 stories in the original design. From this analysis, it became evident that its length would make it too tiresome for the subjects and too time-consuming when it came to treating the results. Consequently, the number of stories was reduced to 35 by combining the stories that were shown by tabulation to elicit apperceptions of the same environmental components.

A further analysis of the revised test and an experimental trial with six boys revealed that the stories were too structured and that the story characters should not have names. Therefore, a second revision was made.

The third, and final, revision followed an experimental trial of the second revision with 10 boys whose fathers engaged in professional occupations and whose ages ranged from 11 to 13 years. In this final revision, several of the stories were rewritten to make them still less structured, and nine of the stories which were the least productive were eliminated because most of the boys said that the test took too long.

The final revision of the SAT, which now consisted of 26 stories, was presented a second time to three of the subjects after a two-month interval. Since the number of subjects used was too small to merit treating the results statistically, only a crude analysis of reliability was made. This analysis revealed that, although the two sets of data for each subject varied in superficial details, about 70 per cent of the stories answered by each subject revealed the same
basic patterns on the retest as had been revealed on the first test. For example, in Story IV, all three boys spontaneously told a story about another boy on both the first test and on the retest. All three had their heroes encounter difficult situations in both the test and the retest. However, the kinds of difficulties varied from test to retest. Two of the boys gave happy endings to their stories on both the test and the retest. The third gave an unhappy ending to his story on the first test and on the retest.

In Story X, one boy said that the things he would like to change were "war" and "school" on both test and retest. The second boy said that he would like to change "having to read" on the first test and "studying" on the retest. Although these two answers differ superficially, they were interpreted to be basically the same in that both involved a reluctance to comply to authority and to accept a culturally imposed task. On the first test, the third boy said that he would like to change "having to pay money to travel." On the retest, he said that "everyone should have to use airplanes." Although the two answers differ in detail, a basic pattern is common to both; namely, a need to assert authority and a more specific desire to travel.

It is recognized that such a crude check of reliability does not afford acceptable evidence; therefore, this technique must await experimental trial at a later date before either its reliability or validity can be established.
Argument For The Wechsler Intelligence Scale For Children
As An Instrument For Estimating General Intelligence

The WISC was selected for use in this research because the
preponderance of available evidence substantiates its appropriateness,
its validity, and its reliability. In addition, the WISC has been
standardized with exceptional care over a five-year period of experi­
mental trial, field testing, and statistical analysis.

In this research, the WISC serves the major function of afford­
ing an estimate of general intelligence so that this factor can be held
constant. That the WISC is appropriate for this research is inferred
from Wechsler's definition of intelligence and from the theory which
he presents as argument for his instruments, the Wechsler-Bellevue
Intelligence Scale for Adults and the Wechsler Intelligence Scale for
Children. Wechsler defines intelligence as the aggregate or global
capacity of the individual to act purposefully, to think rationally,
and to deal effectively with his environment. Wechsler believes that
the ultimate products of intelligent behavior are not only a function
of the number of abilities or their quality but also of the way in
which they are combined—their configuration; that factors other than
intellectual ability enter into intelligent behavior; and that an ex­
cess of any given intellectual ability may add relatively little to
the effectiveness of behavior as a whole.

Wechsler says that:

In brief, intelligence is part of a larger whole, namely,
personality itself. The theory underlying the WISC is that
intelligence cannot be separated from the rest of the person­
ality, and a deliberate attempt has been made to take into
account the other factors which contribute to the total effec­
tive intelligence of the individual. (97:5)
Thus, it becomes evident that the WISC affords a molar approach to the study of personality. Although the WISC can be considered a projective technique, it was not used as such in this research.

The Validity and Reliability of the WISC

The validity of the WISC.—The problem of obtaining a valid estimate of intelligence for subjects drawn from two widely differing occupational levels is a crucial one. Research, for years, has shown that children from the higher occupational levels tend to have higher I.Q.'s than those from the lower levels. This fact has been variously interpreted and is by no means a simple one to analyze. In essence, the proposition advanced by Allison Davis (29) is that the intelligence tests commonly used mask the real learning ability of children from the lower socioeconomic groups.

Blair and Burton (13:129) comment that the typical intelligence test favors the upper-class child and discriminates against the lower-class group in its language and content.

For this reason, Cronbach (23:162) suggests that more reliance be placed on performance tests since they provide essential information about children who have been handicapped on verbal tests and who have failed in school in verbal tasks and are consequently discouraged.

Since the WISC is divided into two scales identified as "verbal" and "performance," it might be assumed that the Performance Scale with its Performance I.Q. provides essential information not afforded by tests which are more highly verbal. Several researches show that the WISC has less verbal loading than many other intelligence tests.
and does not discriminate against the lower-class child as much. For example, Seashore (84:108) reports that Terman and Merrill obtained a mean I.Q. of 115 for their highest socioeconomic group versus a mean I.Q. of 110 for Wechsler's highest. Seashore says that this may be accounted for, in part, by the greater verbal loading in the Stanford-Binet tests. He points out that on the WISC the socioeconomic differences are greater on the Verbal Scale than on the Performance Scale although the standardization procedures for the WISC were designed to result in a difference of zero points between the "average" of Verbal I.Q.'s and the "average" of Performance I.Q.'s.

Haggerty and Nash (42:569-570), using the Haggerty Intelligence Examination: Delta 1 and Delta 2 with 8,000 children from grades three to eight, report the median I.Q. of the professional group to be 116 and the median I.Q. of the unskilled labor group to be 89.

Goodenough (40:287) tested 380 children between the ages two and four with the Kuhlmann Revision of the Binet Scale and obtained a mean I.Q. of 125 for the professional group and a mean I.Q. of 95.3 for the unskilled group.

Terman and Merrill (92:48), using children from 10 to 14 years of age and the Stanford-Binet Scale, report a mean I.Q. of 118 for the professional group and a mean I.Q. of 97 for the laboring group.

From these three researches it can be noted that the differences between the mean I.Q.'s of the professional groups and the unskilled-labor groups range from 21 to 29.2 I.Q. points. From an analysis of the WISC, Seashore (84:107-109) reports a difference of fewer I.Q. points between the mean I.Q.'s of professional and unskilled-
labor groups. A condensation of these data are presented in Table 9.

**TABLE 9**

A COMPARISON OF MEAN WISC I.Q.'S FOR PROFESSIONAL AND UNSKILLED LABOR GROUPS

<table>
<thead>
<tr>
<th>The Three Kinds of Scales on the WISC</th>
<th>Mean I.Q. Professional Group</th>
<th>Mean I.Q. Unskilled Labor Group</th>
<th>Difference in I.Q. Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Scale</td>
<td>110.3</td>
<td>94.8</td>
<td>15.5</td>
</tr>
<tr>
<td>Verbal Scale</td>
<td>110.9</td>
<td>94.6</td>
<td>16.3</td>
</tr>
<tr>
<td>Performance Scale</td>
<td>107.8</td>
<td>94.9</td>
<td>12.9</td>
</tr>
</tbody>
</table>

From these data and from evidence from other researches, it appears that the WISC may discriminate to some extent against the lower-class child but that it does so to a less extent than do the other intelligence tests.

The validity of the WISC in predicting school achievement was studied by Frandsen (35:238), who used 54 children from grade four. She administered the WISC, the Stanford-Binet Scale, and the Stanford Achievement Test. Her conclusions indicate that, to a considerable extent, the WISC and the Stanford-Binet measure the same factor or factors. A correlation of .80 was obtained. The Stanford-Binet, however, correlates more closely with the WISC Verbal Scale ($r = .71$) than with the WISC Performance Scale ($r = .63$). Frandsen says that both the Stanford-Binet and the WISC are valid as predictors of achievement as measured by the Stanford Achievement Test. However, for this population the validity was found to be higher for the WISC ($r = .76$) than for the Stanford-Binet ($r = .63$).
Thus there appears to be sufficient evidence to assume that the WISC will provide a more valid estimate of intelligence for the two occupational groups used in this research than will other intelligence tests.

The reliability of the WISC.—Since a complete discussion of the reliability of the WISC may be found in the Manual (97), only one citation which is appropriate for the age level studied in this research is presented.

The reported reliability coefficients (computed by the split-half technique and corrected for full length of the test by the Spearman-Brown formula) indicate a moderate to high degree of consistency for the subtests. High consistency is also reported for the composite scores. For example, for 200 subjects who are CA 10-6, the reliability coefficients and the standard error of measurements (expressed in I.Q. units) of the Verbal, Performance, and Full Scale Scores are .96 ± 3.0, .89 ± 4.98, and .95 ± 3.36 respectively. (97:13)

From these data, it may be assumed that the WISC has adequate reliability since, for example, the chances are about two out of three that a true Full Scale I.Q. is within 3.36 I.Q. points of the obtained Full Scale I.Q. Since no other researches on the reliability of the WISC were found, evidence concerning reliability is limited to that presented in the Manual.

The Standardization Sample of the WISC.—The WISC was standardized on a sample of 100 boys and 100 girls at each age level from five through fifteen years. There were 1,100 boys and 1,100 girls in the eleven age groups, a total of 2,200 cases. Only white children were included. (97:7-9)
Wechsler selected his cases to meet certain sampling requirements based on U. S. Census Bureau data for 1940. The variables included were: geographic area, rural-urban residence, and parental occupation. The sample by geographic area is satisfactory for the South Atlantic and South Central States. The per cent of the U. S. population residing in this area is 26.8. The per cent included in Wechsler's sample is 26.5.

Wechsler was careful to include children whose fathers were occupationally distributed similarly to all employed white males. To do this, the fourteen U. S. Census categories were reduced by combination into nine and the quota for each geographic area was further defined in terms of Census reports on employment within each area. Data from Wechsler's Manual and from Seashore's analysis of the WISC (84: 101) which pertain to the two occupational groups included in this research are presented in Table 10.

**TABLE 10**

A COMPARISON OF WECHSLER'S STANDARDIZATION SAMPLE WITH U. S. CENSUS DATA FOR TWO OCCUPATIONAL GROUPS

<table>
<thead>
<tr>
<th>Occupational Group</th>
<th>Per Cent of Employed U.S. Males</th>
<th>Per Cent of Occupational Group in Wechsler's Sample</th>
<th>Per Cent in Wechsler's Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional and Semi-Professional</td>
<td>5.9</td>
<td>7.4</td>
<td>7.9 8.1</td>
</tr>
<tr>
<td>2. Farm laborers and Laborers</td>
<td>14.5</td>
<td>14.4</td>
<td>12.4 15.2</td>
</tr>
</tbody>
</table>
From these data, it is evident that there is reasonable agreement between the Census expectancy and Wechsler's sample. The sample is, however, not too representative with respect to sex, the per cent of girls being greater than the per cent of boys for both occupational groups. Although the standardization sample may be considered fairly representative, the size of the sample for each age level may be questioned. It is assumed, however, that the other features of the WISC help to compensate for this recognized inadequacy.

Argument for "Occupations of Fathers" as an Index to a Major Variation in the Outer Environment

Since the process of socialization develops in the individual sufficient conformity to group expectancies to permit him to be accepted as a proper member of his group, one might hypothesize that the process of developing these conformities is markedly influenced by the particular group, or segment of the culture, in which he has membership and that, since each sub-culture has its own peculiar physical setting and consequent social framework, the outer environment of each sub-culture varies from the other sub-cultures in many respects.

The problem, then, becomes one of selecting valid criteria for categorizing these sub-cultures. Many attempts have been made to classify sub-cultures under "upper," "middle," and "lower" class categories. Multiple criteria, consisting of types of housing, income, occupation, education, role played in the community, commonly-held value systems, and other variables have been used. Since such attempts to classify sub-cultures becomes an onerous and often unprofitable task, researchers have frequently resorted to using socioeconomic status as a single
criterion for differentiation, assuming that from socioeconomic sta-
tus one may infer the kind of physical setting in which individuals
live and the kinds of experiences which will be common to all in a
particular economic bracket.

For example, Macdonald (57:505, 507) says that socioeconomic
status indicates social-class position with high accuracy although
there is an important distinction between the two; that social-
class position can be predicted from a socio-economic index based
on such points as occupation, source of income, house-type, and edu-
cation.

In discussing the relation of socioeconomic forces to the wel-
fare of the family, Bossard and Boll observe that:

There is a relationship between income and the way the family
regards itself. The family which views itself with esteem is
constructive. Little is so damaging to the success of a family
as a discouraged feeling of inadequacy in its own capabilities.
Meager resources cut down the potential family capability, and
color the members' mental estimate of themselves and their im-
por tance in relation to others. (15:184)

Any one of a number of variables may be used as a single in-
dex for differentiating between socioeconomic status. Davidson (27:
49-50) refers to nine studies which conclude that occupation and in-
come are the two best single indices available for differentiating
between socioeconomic status and home backgrounds.

Davidson (27:46-61) points out that numerous studies on var-
ious measures of socioeconomic status show that the variables used to
measure socioeconomic background are all interrelated to a fairly high
degree (r = .24 to .90); consequently, she concludes that any one vari-
able may be just as reliable and may have greater all-round predictive
value than a composite index. From a factor analysis of some socio-economic variables used in previous investigations, Davidson found that the first factor (which accounted for the greatest amount of variation) accounted for 71 per cent of the variation and correlated highest with the father's occupation \((r = .8668)\). She also found that the correlation between income level and the Barr Scale for Ratings of Occupational Status was exceptionally high. \((r = .8146)\). Consequently, she concluded that either occupation or income would be an adequate measure of socioeconomic status.

Remmers and Gage state that:

\[ \ldots \text{if only one item relating to socio-economic status can be taken into consideration, the occupation of the father is probably the most significant. It is usually related to income and bears strong implications concerning the family's degree of economic security, advantages in travel, possession of books and magazines, and other cultural, recreational, and vocational opportunities.} \ (76:109) \]

Thus, it seems as though there is sufficient evidence from these and other researches for using "occupational status of fathers" as one index to socioeconomic status and ultimately to differing outer environments for the two samples selected for this research. However, in addition to the occupational status of fathers, this research also considers income, and education of both parents for additional assurance of a major variation in the outer environment.
CHAPTER IV

A COMPARATIVE ANALYSIS OF THE APPERCEPTIONS ELICITED BY THE RORSCHACH

Introduction

The apperceptions which are elicited by the Rorschach provide a cross-section of at least three sets of data about an individual: (1) the psychologic structure, (2) the current functioning, and (3) the adaptive solutions by the individual of his life's problems.

The psychologic structure is assumed from the quantitative data that project the intellectual life, the affects, and other aspects of the individual's inner world.

Current functioning is depicted from data reflecting the ego's operations and the individual's affective processes.

Adaptive solutions are inferred from combinations of the above, from clusters of test variable, and from content analysis.

Since test variables which project the psychologic structure lend themselves to quantitative treatment, they may be roughly grouped into intellectual productions and emotional manifestations. Together they etch out the individual's present mental equipment.

The quantitative relations between the variables, with resulting qualitative aspects, afford a picture of the stresses being maintained by the several psychologic forces. Thus a balance in which the whole is revolving becomes evident. Unfortunately, these
more crucial, qualitative aspects cannot be handled adequately in a research such as this which depends basically on a quantitative treatment of data. Therefore, richness and depth of interpretation is lacking. Only interpretation of each individual protocol by a trained clinician utilizes all the possibilities of the Rorschach.

A structural summary, such as this, may be thought of as a very limited first approach to interpretation—a very crude and simple etching out of common trait patterns from a number of test variables and clusters of variables which project the psychologic structure of thirty-eight individuals. By such a process, the balances in which these thirty-eight whole personalities are revolving can not be fully attained. This is a recognized deficiency of this research.

In addition, any attempt to handle groups of Rorschach scores by statistical procedures is open to criticism. The richness and depth of interpretation which is afforded by an analysis of separate protocols is lost when any quantitative handling of combinations of protocols is attempted. Furthermore, conventional statistical methodology is unable to cope with the patterns of variables in a way approximating clinical pattern interpretation. To cope with this problem, the "pattern tabulation method" is suggested by Cronbach (21:167). This method, however, was not deemed feasible for the present study since meaningful results always require a large number of cases.

Other major difficulties which make the choice of statistical procedures an important problem arise from three causes: (1) the skewness of Rorschach scores, (2) the complications introduced by ratios, and (3) the dependence of Rorschach scores on the total number
of responses. This last difficulty stems from the whole theory behind the test—that each score must be related to other scores, particularly the total number of responses, before its meaning can be fully understood.

In light of these difficulties, Cronbach states that:

The widely used methods, which must be rejected as inadequate for research with tests capable of pattern interpretation, include comparison of mean scores in single categories; comparison of means of ratios between scores (e.g. W per cent, W:M); and additive combinations of scores into a single index to be treated statistically. (21:150)

Both McFate (59:306) and Cronbach (25:406) agree that counting procedures, such as the median, are preferred over additive procedures in dealing with skewed Rorschach distributions and with atypically high-or-low-scoring individuals who would unduly influence the mean. The standard deviation is often useless for segregating individuals on the Rorschach, since one standard deviation below the mean is frequently a negative value—an impossible score.

For the above reasons, statistical treatment of the Rorschach by computation of the median, \( Q_1 \) and \( Q_3 \) and the resulting proportion of the group who obtain certain scores falling above, below, or between these points appears to be that least open to criticism. None of the above statistics is affected by score values at extremes of the distribution.

In the subsequent tables, the median, \( Q_1 \) and \( Q_3 \) are computed for the combined group; then, the proportions of each group who obtain scores falling above and below these points are compared.

To test the significance of a difference between two groups,
Cronbach suggests using chi-square (25:396-397) or tests for significance of differences in proportions (25:397-398). In both methods, he suggests that the procedures use a comparison of the number of cases exceeding a certain score.

Since the test of significance of differences between proportions yields the same results as chi-square when computed according to a formula suggested by Cronbach (25:397-398), it is selected as the most appropriate method for this research, chi-square being more appropriate for use with a larger number of cases.

In dealing with ratios, Cronbach (25:399) suggests determining the ratio for each individual separately and then testing the differences between the groups by the use of "cutting scores" and chi-square or a test for significance of difference between proportions. The latter procedure is the one used on this research.

In the tables which follow, "t's" which fell below 1.31, or the 25 per cent level of confidence, are not presented. Although levels of confidence below 10 per cent are not considered statistically significant, those ranging from 25 to 10 per cent are presented on the basis that they might suggest a trend toward a significant difference between proportions of the groups. Since the two groups are small, the "student's" distribution (39:190) and 35 degrees of freedom are used to determine probability.

In order to cope with the dependence of separate Rorschach variables on the total number of responses, as many variables as possible are converted to per cents, thus giving them a definite relationship to the total number of responses.
In summary, then, this research employs one of the most recently recommended statistical treatments of the Rorschach in an endeavor to cope with the previously mentioned difficulties. In spite of this, however, deficiencies are still in evidence.

All interpretations of the separate test variables and the clusters of variables which are presented in the following pages are based on the theory presented by Beck (7), (8), (9) in his three volumes on the Rorschach test. References are made to Beck's norms (9) for CA 10-13 in the discussion of the separate variables. In scoring form responses, Hertz's Frequency Tables (44) are used to supplement Beck's list of form responses.

A Comparison of the Two Groups in Separate Rorschach Variables and Ratios

Number of Responses (R Total)

The R total of an individual's record provides evidence regarding the ego's work-productivity and liberated drive. Productivity is sensitive to emotional forces, thus betraying ego insufficiency as one manifestation of self-extension. Consequently, R total affords not only one index of intelligence but also a clue as to the defenses used against disturbing inner forces. Extremely high or low R totals are thus especially noteworthy.

A comparison of the two groups, presented in Table 11, reveals a wide range in R totals. The lowest one in the S group and the highest one in the P group both suggest difficulty in ego efficiency—a possible defense against anxiety.
TABLE 11
A COMPARISON OF THE TWO GROUPS IN TOTAL NUMBER
OF RESPONSES (R TOTAL)

<table>
<thead>
<tr>
<th>Number of Cases</th>
<th>N = 38</th>
</tr>
</thead>
<tbody>
<tr>
<td>P Group</td>
<td>S Group</td>
</tr>
<tr>
<td>Highest number of responses (95)</td>
<td>1</td>
</tr>
<tr>
<td>Q₃ or above (49)</td>
<td>4</td>
</tr>
<tr>
<td>Above median</td>
<td>8</td>
</tr>
<tr>
<td>At median (37.5)</td>
<td>0</td>
</tr>
<tr>
<td>Below median</td>
<td>11</td>
</tr>
<tr>
<td>Q₁ or below (26.5)</td>
<td>5</td>
</tr>
<tr>
<td>Lowest number of responses (11)</td>
<td>0</td>
</tr>
<tr>
<td>Within interquartile range</td>
<td>10</td>
</tr>
<tr>
<td>Number of Cases</td>
<td>19</td>
</tr>
</tbody>
</table>

Although there is no significant difference between the two groups either in highest, lowest, or middle scores, one can assume vast differences in the degree of ego strength and efficiency within each group as well as in the combined group.

In comparing the median for the combined group with Beck's mean R total (27.4 ± 14.35) for a group of both sexes ranging from CA 10 to CA 13, one finds more total R responses given by the combined group. The difference may be attributed basically to differences in sampling. The combined group may differ in size and have both a higher and narrower IQ range. Sex, age, and the area sampled are obvious differences. In addition, one must also note the different procedures for obtaining the measure of central tendency. The above comments should
be kept in mind as a few subsequent comparisons are made with Beck's norms.

**Location Responses**

**Whole Responses (W)**

The number of W responses is an index to one's present functioning intelligence and to the attention he gives to abstract and the conceptual processes. However, affective factors may inflate or depress this score. Excess or inadequate quantities of W responses reveal ego insufficiency, thus projecting an over-all, unanalytic reaction in the former condition and restricted intellectual functioning or low intellectual potential in the latter.

In comparing the percents of W responses in the two groups (Table 12), it is evident that the middle and lower portions of the S group produce fewer W responses in proportion to the R total than the P group. Although this difference is not significant, there is a definite trend for a larger proportion of the S group to give less attention to the abstract and conceptual processes and, hence, to manifest a lower level of present functioning intelligence than the P group. To assume whether this is due to less intellectual potential in the S group or to affective factors necessitates consideration of other test variables as does the verification of a lower level of functioning intelligence for the S group.

The median percent of W responses for the combined group (15.3) is the same as Beck's mean W percent (15.3 ± 18.9). This is an interesting comparison since the R total previously discussed is
much higher than that of Beck's group.

**TABLE 12**

A COMPARISON OF THE TWO GROUPS IN NUMBER OF WHOLE RESPONSES (W) EXPRESSED AS PER CENT OF R TOTAL

<table>
<thead>
<tr>
<th>Number of Cases</th>
<th>N = 38</th>
</tr>
</thead>
<tbody>
<tr>
<td>P Group</td>
<td>S Group</td>
</tr>
<tr>
<td>Highest per cent (85.3)</td>
<td>0</td>
</tr>
<tr>
<td>Q3 or above (31.3)</td>
<td>4</td>
</tr>
<tr>
<td>Above median</td>
<td>11</td>
</tr>
<tr>
<td>At median (15.3)</td>
<td>0</td>
</tr>
<tr>
<td>Below median</td>
<td>8</td>
</tr>
<tr>
<td>Q1 or below (6.9)</td>
<td>2</td>
</tr>
<tr>
<td>Lowest per cent (0.0)</td>
<td>2</td>
</tr>
<tr>
<td>Within interquartile range</td>
<td>13</td>
</tr>
<tr>
<td>Number of cases</td>
<td>19</td>
</tr>
</tbody>
</table>

**Detail Responses (D)**

The value of the D response lies in revealing how much an individual attends to the obvious features of his environment. For light on the personality structure, the absolute quantity of D is only a vague indicator. Its usefulness stands out only when it is inspected in terms of the proportion in which W responses, D responses, and Dd responses contribute to the entire pattern. This is discussed under "Approach."

Excess D, as part of a pattern, indicates concretistic thought processes and over-attention to obvious and practical interests. An
excess or inadequate quantity of D responses also reflects an ego
tactic of self-reinforcement.

Table 13 provides a comparison of the two groups in the number
of D responses expressed as per cent of R total. There is no signifi­
cant difference between the groups in D responses. The range within
each group is extensive, showing that some boys give little attention
while others give excessive attention to the practical features of
the environment. For these boys one might assume that self-reinforc­
ing defenses are at work.

TABLE 13
A COMPARISON OF THE TWO GROUPS IN NUMBER OF DETAIL RESPONSES
(D) EXPRESSED AS PER CENT OF R TOTAL

<table>
<thead>
<tr>
<th>Number of Cases</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 38</td>
<td>---------</td>
<td>---------</td>
<td>-----</td>
<td>---</td>
<td>---------------</td>
</tr>
<tr>
<td>P</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highest per cent (87.2)</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Q₃ or above (75.4)</td>
<td>4</td>
<td>5</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Above median</td>
<td>11</td>
<td>9</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>At median (68.3)</td>
<td>0</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Below median</td>
<td>8</td>
<td>10</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Q₁ or below (55.0)</td>
<td>3</td>
<td>6</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Lowest per cent (11.7)</td>
<td>12</td>
<td>8</td>
<td>1.31</td>
<td>.25</td>
<td>None</td>
</tr>
<tr>
<td>Within interquartile range</td>
<td>19</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of cases</td>
<td>19</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rare Detail Responses (Dd)

The value of the Dd response lies in revealing the amount of
attention which an individual gives to smaller, typically unnoticed
features of his environment. For meaningful interpretation it, too
must be considered as part of a pattern. Additional discussion is presented under "Approach."

Dd responses, both in excess or inadequate amounts, reflect an individual's defenses. Dd in notable excess is either a result of an inner compulsion to miss nothing; or a displacement, relieving the ego from focusing on the really essential issues; or a reaction formation, following shading or color shock.

Table 14 shows no significant difference between the two groups in number of Dd responses. There is a definite trend however, for the upper fourth of the S group to produce Dd responses in an excessive amount. The proportion of the P group producing an excessive amount is much less. The lower fourth of both groups tends to give too little attention to smaller features of the environment. One might assume that these boys are also using self-reinforcing tactics by neglecting details and possibly over-emphasizing other features of the environment.

TABLE 14

A COMPARISON OF THE TWO GROUPS IN NUMBER OF RARE DETAILS (Dd) EXPRESSED AS A PER CENT OF R TOTAL

<table>
<thead>
<tr>
<th>Number of Cases</th>
<th>N = 38</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P Group</td>
</tr>
<tr>
<td>Highest percent (47.9)</td>
<td>0</td>
</tr>
<tr>
<td>Q3 or above (19.6)</td>
<td>2</td>
</tr>
<tr>
<td>Above median</td>
<td>8</td>
</tr>
<tr>
<td>At median (9.4)</td>
<td>0</td>
</tr>
<tr>
<td>Below median</td>
<td>11</td>
</tr>
<tr>
<td>Q1 or below (0.0)</td>
<td>7</td>
</tr>
<tr>
<td>Lowest percent (0.0)</td>
<td>7</td>
</tr>
<tr>
<td>Within interquartile range</td>
<td>10</td>
</tr>
<tr>
<td>Number of cases</td>
<td>19</td>
</tr>
</tbody>
</table>
Determinants

Movement Responses (M)

The value of the M response in etching out personality structure, in probing into inner living, in pointing up one's system of defenses, and in affording other crucial data is much too extensive to present briefly. In combination with other variables and with the manifest content of the response itself, M responses provide rich and extensive data for the clinician. It is recognized that the most valuable interpretations of M have not been fully utilized in this research.

An M response may be briefly described by saying that it designates an experience of felt movement, thus reflecting potentiality for inner living—a fantasy experience. Its form reveals whether this fantasy is used for creative purposes or for autistic living. It also provides an index to one's intellectual functioning and potential since the highly intelligent person is also a creative one. However, the real significance of M varies with the personality producing it. The M response serves as a shock absorber, thus stabilizing the affects and contributing to the biologic economy of the individual by freeing his ego for its duties as central directive.

By merely comparing the per cent of M responses produced by the two groups, one can gain only a very little insight as to the personality structure and inner living of the individual members of the two groups.

Table 15 affords this comparison. There is no significant
TABLE 15
A COMPARISON OF THE TWO GROUPS IN NUMBER OF MOVEMENT RESPONSES (M) EXPRESSED AS PER CENT OF R TOTAL

<table>
<thead>
<tr>
<th>Number of Cases</th>
<th>N = 38</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P Group</td>
</tr>
<tr>
<td>Highest per cent (37.8)</td>
<td>1</td>
</tr>
<tr>
<td>Q₃ or above (12.3)</td>
<td>7</td>
</tr>
<tr>
<td>Above median</td>
<td>10</td>
</tr>
<tr>
<td>At median (5.5)</td>
<td>0</td>
</tr>
<tr>
<td>Below Median</td>
<td>9</td>
</tr>
<tr>
<td>Q₁ or below (3.3)</td>
<td>5</td>
</tr>
<tr>
<td>Lowest per cent (0.0)</td>
<td>3</td>
</tr>
<tr>
<td>Within interquartile range</td>
<td>7</td>
</tr>
</tbody>
</table>

Difference between the two groups in per cent of M responses produced. However, two definite trends are evidenced: (1) a greater proportion of the S group produces some though moderate amounts of M responses in relation to the R total, (2) a greater proportion of the P group produces a larger number of M responses in relation to the R total. This implies that more boys in the S group have at least a meager to a moderate potential for fantasy living, while more boys in the P group have a greater potential. Whether this potential is used for creative purposes or for autistic living cannot be inferred from the above data.

Color Responses

**Pure Color Responses (C).**—This undiluted color response (C) is the equivalent of strong affects and uninhibited feeling experience. It is an infantile response, not abnormal in the very young child; but
it is less expected at the developmental level of the boys in this research. Its occurrence at CA 11 would lead to an expectation of temper tantrums or other outbursts. C responses are thus an index to a diffuse lability and impulsivity which may result in an undirected flight of ideas, irrelevant, and sometimes without coherence.

Table 16 affords a comparison of the two groups in number of C responses. Although there is no significant difference between the S group and the P group, there is a consistent and definite tendency for more boys of the S group to be susceptible to emotional outbursts, impulsivity, and diffuse lability.

### TABLE 16

**A COMPARISON OF THE TWO GROUPS IN NUMBER OF PURE COLOR RESPONSES (C) EXPRESSED AS PER CENT OF R TOTAL**

<table>
<thead>
<tr>
<th></th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest per cent (5.9)</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Q3 or above (0.7)</td>
<td>2</td>
<td>7</td>
<td>1.91</td>
<td>.10</td>
<td>Definite trend</td>
</tr>
<tr>
<td>Above median</td>
<td>2</td>
<td>7</td>
<td>1.91</td>
<td>.10</td>
<td>Definite trend</td>
</tr>
<tr>
<td>At median (0.0)</td>
<td>17</td>
<td>12</td>
<td>1.91</td>
<td>.10</td>
<td>Definite trend</td>
</tr>
<tr>
<td>Number of cases</td>
<td>19</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Beck's mean C response total is 0.27 ± .74. This implies that more than one C response per protocol is excessive for CA 10 - 13; even one C is not typically expected. One boy in each group has two C responses. Six boys in the S group (32 per cent) and one boy in the P group (5 per cent) have one C response. These data provide additional evidence of a definite trend ($t = 1.91, P = .10$) for a greater
proportion of S group to be more emotionally labile than the P group.

**Color-form Responses (CG).**—The CF response is characteristic of a less impulsive reactivity than the C response, but it is still highly labile. Developmentally, it marks a phase above C; hence, it should occur more often than C in boys of CA 11. CF responses reflect a developmental stage in which the child has become conscious of the world outside himself. Although he does things to please others, he is still highly egocentric. Thus, CF responses mark a transitional phase in emotional maturity—a movement toward allocentric behavior. The prevalence of CF should not be too great, however; for it bespeaks of easy irritability and little disciplined affects. An excessive number suggests emotional instability providing there is other supporting evidence. Too few CF responses in a supporting pattern of variables reflect a constriction of feeling tone which prevents one from being sensitive to exciting environmental events. A complete picture of one's stability can only be inferred when CF becomes part of a pattern. A more complete discussion of this pattern is presented under "Affective Processes."

Table 17 provides a comparison of the two groups in number of CF responses expressed as a per cent of R total. The two groups are not significantly different in more controlled affectivity. The variability within each group is wide, however, indicating that while a few boys in each group are very constricted in dealing with exciting environmental events, a few others in each group are highly labile with little disciplined affects.
TABLE 17
A COMPARISON OF THE TWO GROUPS IN NUMBER OF COLOR-FORM
RESPONSES (CF) EXPRESSED AS PER CENT OF R TOTAL

<table>
<thead>
<tr>
<th>Number of Cases</th>
<th>N = 38</th>
</tr>
</thead>
<tbody>
<tr>
<td>P Group S Group</td>
<td>t P</td>
</tr>
<tr>
<td>Highest per cent (31.3)</td>
<td>0 1 --- None</td>
</tr>
<tr>
<td>Q3 or above (10.1)</td>
<td>4 5 --- None</td>
</tr>
<tr>
<td>Above median</td>
<td>9 10 --- None</td>
</tr>
<tr>
<td>At median (5.5)</td>
<td>0 0 --- None</td>
</tr>
<tr>
<td>Below median</td>
<td>10 9 --- None</td>
</tr>
<tr>
<td>Q1 or below (2.5)</td>
<td>3 6 --- None</td>
</tr>
<tr>
<td>Lowest per cent (0.0)</td>
<td>3 2 --- None</td>
</tr>
<tr>
<td>Within interquartile range</td>
<td>12 8 1.31 .25 None</td>
</tr>
</tbody>
</table>

Form-color Responses (FC).—In FC responses, the ego is in more control than the affects. Hence, these responses reflect affectivity under mature control. Feeling tones are gentle and are mastered out of a consideration for others rather than a consideration of self. FC responses indicate capacity for affective rapport with one's world—for knowing the world through the medium of one's feelings. Hence, FC becomes an index to allocentric behavior. For full interpretation it, too, must be considered as part of a pattern.

Table 18 shows no significant difference between the two groups in number of FC responses expressed as per cent of R total. There is a definite trend, however, for a greater proportion of the S group to produce a higher percentage of FC responses. On the other hand, there is also a trend for the P group to produce small though moderate percentages of FC responses.
TABLE 18

A COMPARISON OF THE TWO GROUPS IN NUMBER OF FORM-COLOR RESPONSES (FC) EXPRESSED AS PER CENT OF R TOTAL

<table>
<thead>
<tr>
<th>Number of Cases</th>
<th>N = 38</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P Group</td>
</tr>
<tr>
<td>Highest per cent (29.4).....</td>
<td>0</td>
</tr>
<tr>
<td>Q₃ or above (13.0)..........</td>
<td>2</td>
</tr>
<tr>
<td>Above median.........</td>
<td>11</td>
</tr>
<tr>
<td>At median (9.9)..........</td>
<td>0</td>
</tr>
<tr>
<td>Below median..........</td>
<td>8</td>
</tr>
<tr>
<td>Q₁ or below (5.4)........</td>
<td>5</td>
</tr>
<tr>
<td>Lowest per cent (0.0).....</td>
<td>0</td>
</tr>
<tr>
<td>Within interquartile range</td>
<td>12</td>
</tr>
</tbody>
</table>

Number of cases 19 19

Without knowing the relation of FC to other variables, not a great deal can be inferred. If other variables are supportive, it appears that there is a tendency for a greater proportion of the S group to have more capacity for emotional identification with others and gentle feeling experiences; while a greater proportion of the P group has an adequate or less-adequate capacity.

Sum of Color Responses (C Total).—The sum of the color values (C, plus CF, plus FC) shows the extent to which an individual's affective energy is available for response to the environment. His expression of this energy, however, depends on his entire personality structure. Nevertheless, the greater the C total, the more capable the individual is of feeling contact with his world—whether through self-centered, irritable, or demanding display or in allocentric and emotional identification with those around him. The C total also
discloses the energy and initiative that a person brings to bear on his problems. However, an excessive or very low C total is an indicator of over-elation or flight from pleasurably-toned experiences respectively. For full interpretation of C total, additional variables must be considered. In computing the C total, values are assigned to C, CF, and FC. These are 1.5, 1.0, and 0.5 respectively.

Table 19 shows a significant difference between the two groups in C total. Over half of the S group, or approximately 63 per cent, have a higher C total than the P group; while over half of the P group, or approximately 63 per cent, have a lower C total than the S group. In addition, there is a definite trend for a larger proportion of the P group to have a relatively low C total.

TABLE 19
A COMPARISON OF THE TWO GROUPS IN SUM OF COLOR RESPONSES (C TOTAL)

<table>
<thead>
<tr>
<th>Number of Cases</th>
<th>N = 38</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest C total (12)</td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Q₃ or above (5.75)</td>
<td>3</td>
<td>6</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Above median</td>
<td>5</td>
<td>12</td>
<td>2.29</td>
<td>.05</td>
</tr>
<tr>
<td>At median (4.5)</td>
<td>2</td>
<td>2</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Below median</td>
<td>12</td>
<td>5</td>
<td>2.29</td>
<td>.05</td>
</tr>
<tr>
<td>Q₁ or below (2.25)</td>
<td>7</td>
<td>2</td>
<td>1.91</td>
<td>.10</td>
</tr>
<tr>
<td>Lowest C total (0.5)</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Within interquartile range</td>
<td>9</td>
<td>11</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

Consequently, one can be fairly confident that over half of
the boys in the S group have more available affective energy for response to the environment than the same proportion of the P group. How this energy is expressed is not revealed by these data. A comparison with Beck's norms shows that the median C total for the combined group (4.5) is much higher than Beck's mean C total (1.62 ± 1.87).

Flat-gray Responses (Y)

The Y response stems from an anergic state—one in which vigor is not in evidence. A disquieting, oppressive affect essentially accompanies Y as the emotional tone. Y responses serve to uncover an individual's recourse to inactivity and as a mood indicator. The absence of activity which Y manifests can go all the way to passivity. It may function as a countermeasure against affective energy. Since Y responses also imply a feeling tone that may emerge in the form of opposition to the environment, inactivity on the part of an individual is a safeguard against this inner threat.

From the data presented in Table 20, it can be assumed that there is no significant difference nor trend towards a difference between the two groups in number of Y responses expressed as per cent of R total. Since the range of Y responses is quite extensive in both groups, one might assume that there is also a marked difference among individual boys in each group in the degree of disquieting affect and passivity. In the S group, it may function in some of the boys who have a high C total as a countermeasure against their affective energy.
Table 20 presents a comparison between the two groups in number of Y responses without regard to R total. This enables a comparison of the combined group with Beck's mean Y response total and standard deviation (0.58 ± 0.99). The median of the combined group (3.5) is much more excessive, possibly indicating that the combined group tends to experience more oppressive affects and emotional passivity than is the expectancy for CA 10 to CA 13. Seventeen boys in each group, or 90 per cent of the combined group, have an excess of Y responses, according to Beck's norm.

Table 21 also shows a slight tendency for a greater proportion of the S group to have a very excessive number of Y responses, thus implying extreme recourse to inactivity and deeper oppressive moods among more boys in the S group than in the P group.
TABLE 21
A COMPARISON OF THE TWO GROUPS IN NUMBER OF FLAT-GRAY RESPONSES (Y)

<table>
<thead>
<tr>
<th>Number of Cases</th>
<th>N = 38</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P Group</td>
</tr>
<tr>
<td>Highest number (11)</td>
<td>1</td>
</tr>
<tr>
<td>Q₂ or above (6)</td>
<td>3</td>
</tr>
<tr>
<td>Above median</td>
<td>8</td>
</tr>
<tr>
<td>At median (3.5)</td>
<td>0</td>
</tr>
<tr>
<td>Below median</td>
<td>11</td>
</tr>
<tr>
<td>Q₁ or below (2.5)</td>
<td>5</td>
</tr>
<tr>
<td>Lowest number (0)</td>
<td>0</td>
</tr>
<tr>
<td>Within interquartile range</td>
<td>11</td>
</tr>
<tr>
<td>Excessive number: (Beck) (2 or more)</td>
<td>17</td>
</tr>
<tr>
<td>Number of cases</td>
<td>19</td>
</tr>
</tbody>
</table>

Texture Association (T)

Texture associations have not received adequate study. Theoretically, they are thought to reflect tactual experience. Since T is a form of the flat-gray responses, it is frequently difficult to distinguish from the Y response. One assumption concerning the T association is that it reflects a need for erotic or affect satisfaction.

Table 22 shows that there is no significant difference between the two groups in number of T associations expressed as per cents of R total. Consequently, one cannot assume any difference in affect needs.
TABLE 22

A COMPARISON OF THE TWO GROUPS IN NUMBER OF TEXTURE ASSOCIATIONS (T) EXPRESSED AS PER CENT OF R TOTAL

<table>
<thead>
<tr>
<th>Number of Cases</th>
<th>N = 38</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P Group</td>
</tr>
<tr>
<td>Highest per cent (5.9)</td>
<td>0</td>
</tr>
<tr>
<td>Q3 or above (2.7)</td>
<td>6</td>
</tr>
<tr>
<td>Above median</td>
<td>8</td>
</tr>
<tr>
<td>At median (0.0)</td>
<td>11</td>
</tr>
<tr>
<td>Number of cases</td>
<td>19</td>
</tr>
</tbody>
</table>

Vista Responses (V)

Self appraisal appears to be the psychologic activity that emerges in the V response. It serves as an index to feelings of inferiority. Although some self appraisal is necessary, two or more V responses reflect a tendency to over-evaluate oneself to the extent that self appraisal becomes self-depreciation. This is particularly true when the number of V is excessive. An unpleasant, morose feeling tone always overlies the experience expressed in V. Frequently, it becomes the spur to overcompensation in achievement if the individual is of adequate intelligence.

The data presented in Table 23 suggest that there is no significant differences between the two groups in number of V responses expressed as per cents of R total. The range of V responses in each group is rather extensive, suggesting that about 26 per cent of each group feel very little, if any, self inadequacy while an additional 26 per cent have intense feelings of inferiority and morose feeling tones.
Table 23 compares the two groups in number of V responses without regard for R total, thus permitting a comparison to be made between the median of the combined group and Beck's mean V response total and standard deviation (1.06 ± 1.5). The median V response total of the combined group is 1, which coincides closely with Beck's mean. This implies that the total group does not use self-depreciation more excessively than is the expectancy for CA 10 to 13. One vista response is usually evidence of ability to appraise self—a necessary requisite for social living. Five boys in the P group (26 per cent) and six boys in the S group (32 per cent) produce excessive vista responses, according to Beck's norm. Consequently, one might assume that these boys have marked feelings of inferiority.
TABLE 24
A COMPARISON OF THE TWO GROUPS IN NUMBER OF VISTA RESPONSES (V)

<table>
<thead>
<tr>
<th>Number of Cases</th>
<th>N = 38</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P Group</td>
</tr>
<tr>
<td>Highest number (7)</td>
<td>0</td>
</tr>
<tr>
<td>Q3 or above (4)</td>
<td>4</td>
</tr>
<tr>
<td>Above median</td>
<td>10</td>
</tr>
<tr>
<td>At median (1)</td>
<td>4</td>
</tr>
<tr>
<td>Below median</td>
<td>5</td>
</tr>
<tr>
<td>Q1 or below (0)</td>
<td>5</td>
</tr>
<tr>
<td>Within interquartile range</td>
<td>10</td>
</tr>
<tr>
<td>Excessive number: (Beck) (3 or more)</td>
<td>5</td>
</tr>
<tr>
<td>Number of cases</td>
<td>19</td>
</tr>
</tbody>
</table>

Table 24 also shows a slight trend for a greater proportion of the S group (11 per cent) to have intense feelings of inferiority.

Form Responses (F)

The pure form responses (F) reflect a focusing on reality with an exclusion of other feeling tones. They serve two major purposes in etching out elements of psychologic structure: the first, as an index to ego strength and efficiency and, the second, as a reinforcing technic—a circumspect focusing on reality. The index to ego strength is referred to as F+ per cent, while the reinforcing technic is referred to as F per cent, or lambda index. Both will be briefly treated in this section although F+ per cent is a ratio computed by dividing the total number of good form (F+) responses by the sum of the poor form
(F-) and good form (F+) responses. F per cent is the total number of form responses (F+, F-, and F) expressed as a per cent of the R total.

F+ Per cent—An index of Ego efficiency.—F+ per cent is the basic index to ego strength and efficiency. Without a certain minimum or maximum of good form (F+) responses, the ego is deemed inefficient and unable to serve as a central directive of the personality, or as a force that holds the personality together when disruption threatens. Thus, F+ per cent serves to identify the core of personality structure and becomes a crucial index in clinical diagnosis.

Poor form (F-) responses represent distortions of reality, resulting from failure of self criticism or from the presence of too powerful affective forces. Since F+ per cent is raised or lowered by the number of F- responses that appear in a protocol, too many or too few F- responses force the F+ per cent out of an optimal range. When F+ per cent is too high, it suggests ego inefficiency—an excess clinging to accuracy through inner compulsion. The optimal range for F+ per cent differs for various developmental levels. In the young child, the F+ per cent expectancy is less than that for an adult. The young child’s ego has not developed as strong a felt-need to conform to social values nor has he introjected enough of the cultural values to have a fully developed ego.

Beck’s mean F+ per cent of 73.69, with a standard deviation of 12.4, suggests an optimal F+ per cent range of 61.29 to 86.09 for CA 10 to 13.

Table 25 shows a median of 80 per cent for the combined group.
This is slightly higher than Beck's mean (73.69).

<table>
<thead>
<tr>
<th></th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>p</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest per cent (100.0)</td>
<td>2</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Q3 or above (87.5)</td>
<td>5</td>
<td>4</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Above median</td>
<td>10</td>
<td>8</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>At median (80.0)</td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Below median</td>
<td>8</td>
<td>10</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Q1 or below (69.5)</td>
<td>4</td>
<td>5</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Lowest per cent (40.0)</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Within interquartile range</td>
<td>10</td>
<td>10</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
</tbody>
</table>

Number of cases: 19

From the data presented in Table 25, one can be fairly confident that there is no significant difference between the two groups in F+ per cent, or ego efficiency. However, several boys in each group are outside the optimal range in F+ per cent, indicating ego insufficiency by either compulsively clinging to accuracy or by too much distortion of reality. Judging from Beck's upper and lower limits for F+ per cent, seven boys in the P group (37 per cent) and five boys in the S group (26 per cent) are over-emphasizing accuracy; while one boy in the P group (5 per cent) and two boys in the S group (11 per cent) are excessively distorting reality because of personal needs or an underdeveloped personal value system. The difference between the proportions in these two groups is not significant.

F per Cent—A Reinforcing Technique—F per cent affords a clue
as to an individual's use of the outer defenses. A high F per cent suggests a circumspect focusing on reality at the cost of an inadequate response to the inner world. A low F per cent suggests that the individual is responding to his inner world at the expense of the outer. A moderate F per cent would then imply more liberation to respond to both inner and outer stimuli—a more desirable feature in psychologic structure.

There is no significant difference between the two groups in F per cent. These data are presented in Table 26.

**TABLE 26**

**A COMPARISON OF THE TWO GROUPS IN F PER CENT**

<table>
<thead>
<tr>
<th>Number of Cases</th>
<th>N = 38</th>
</tr>
</thead>
<tbody>
<tr>
<td>P Group</td>
<td>S Group</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Highest per cent (79.5).....</td>
<td>0</td>
</tr>
<tr>
<td>Q₂ or above (69.7).........</td>
<td>6</td>
</tr>
<tr>
<td>Above median ............</td>
<td>9</td>
</tr>
<tr>
<td>At median (63.1)........</td>
<td>0</td>
</tr>
<tr>
<td>Below median ..........</td>
<td>10</td>
</tr>
<tr>
<td>Q₁ or below (53.3) ........</td>
<td>4</td>
</tr>
<tr>
<td>Lowest per cent (29.5).....</td>
<td>0</td>
</tr>
<tr>
<td>Within interquartile range</td>
<td>9</td>
</tr>
<tr>
<td>Number of Cases</td>
<td>19</td>
</tr>
</tbody>
</table>

A comparison of the median for the combined group with Beck's mean and standard deviation (83.35 ± 12.15) suggests that the group as a whole is tending to respond more to the inner world at an expense to the outer. Twenty-one per cent of the boys in the P group and 26 per cent of the boys in the S group are attending excessively
to inner stimuli with a loss of resilience for outer stimulation. There is no significant difference between these proportions, however.

None of the members of either group is over-attending to outer stimuli when Beck's mean is used as a reference point.

Content Categories

This research will not attempt to utilize the rich and extensive data afforded by the content categories since the associational content and the themes which emerge must be interpreted somewhat differently for each individual protocol. Since content and themes communicate "needs" which may be highly personalized, they should be explored by the clinician through further direct contact with the individual. Consequently, an adequate treatment of content associations would comprise an additional research project in itself.

There are three content categories, however, which afford additional insight into personality structure. These are treated briefly. In addition, the total number of content categories and those which occur mostly frequently are mentioned. An interpretation of content categories, other than the three discussed, is beyond the scope of this research. It is recognized, however, that such an interpretation would afford highly valuable data.

The three content categories which lend themselves more readily to quantitative treatment are human content, animal content, and anatomy content.

Human Content (H and Hd)

A response which utilizes a whole human form is designated as
H content; whereas a response utilizing only part of the human form is designated as Hd content. H content and the ratio of H:Hd provides insight into the intellectual sphere of an individual. H content provides an index to liberated intelligence, while the H:Hd ratio reveals psychologic restriction as a defense against anxiety. Thus, this ratio affords a measure of the individual's mental freedom or his inhibition—a sign of freedom to function or of intrapsychic constriction.

An excessive or negligible amount of H content may, in addition, point up preoccupation with the human figure or provide evidence as to the presence of free anxiety and the use of displacement as a defense respectively.

Table 27 shows no significant difference between the two groups in number of H content associations expressed as per cent of R total. However, there is a definite tendency for a larger proportion of the boys in the P group (37 per cent) to produce more whole human percepts than the boys in the S group. Only 11 per cent of the boys in the S group produce approximately the same number. Consequently, one might assume that these boys in the P group have more liberation in intellectual functioning than do most of the boys in the S group. Eleven and 16 per cent of the P and S groups respectively produce no H content. These boys appear to be markedly restricted in intellectual functioning. The production of no H content also implies a tendency to avoid human relationships. Verification of this assumption needs additional evidence, however.
### TABLE 27

A COMPARISON OF THE TWO GROUPS IN NUMBER OF WHOLE HUMAN RESPONSES (H) EXPRESSED AS PER CENT OF R TOTAL

<table>
<thead>
<tr>
<th></th>
<th>Number of Cases</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = 38</td>
<td>P Group</td>
<td>S Group</td>
<td>t</td>
</tr>
<tr>
<td>Highest per cent (37.3)</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Q3 or above (15.2)</td>
<td>7</td>
<td>2</td>
<td>1.91</td>
<td>.10</td>
</tr>
<tr>
<td>Above median</td>
<td>11</td>
<td>8</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>At median (8.4)</td>
<td>0</td>
<td>0</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Below median</td>
<td>8</td>
<td>11</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Q1 or below (3.6)</td>
<td>3</td>
<td>6</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Lowest per cent (0.0)</td>
<td>2</td>
<td>3</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Within interquartile range</td>
<td>9</td>
<td>11</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

Number of cases | 19 | 19

Table 28 shows no significant difference between the two groups in Hd content expressed as per cent of R total. There is a trend, however, for 63 per cent of the boys in the S group to produce moderate amounts of Hd content in comparison to 37 per cent of the boys in the P group who also produce moderate amounts. More boys in the P group tend to produce larger or smaller amounts of Hd content than do the boys in the S group. Since the difference is not significant, one can only assume that the boys in each group who are producing the larger amounts of part-human percepts are possibly coping with more free anxiety and tending to use displacement. Further verification of this assumption is necessary.
TABLE 28

A COMPARISON OF THE TWO GROUPS IN PART HUMAN RESPONSES (Hd) EXPRESSED AS PER CENT OF R TOTAL

<table>
<thead>
<tr>
<th>Number of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 38</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>p</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest per cent(24.3)</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Q2 or above (9.5)</td>
<td>6</td>
<td>4</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Above median</td>
<td>10</td>
<td>9</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>At median (6.6)</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below median</td>
<td>9</td>
<td>10</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Q1 or below (2.9)</td>
<td>6</td>
<td>3</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Lowest per cent (0.0)</td>
<td>4</td>
<td>3</td>
<td>---</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Within interquartile range</td>
<td>7</td>
<td>12</td>
<td>1.63</td>
<td>.15</td>
<td>Trend</td>
</tr>
</tbody>
</table>

Number of cases: 19 19

In considering the H:Hd ratio, it is necessary to consider the relationship within each boy's protocol of the whole human to part-human percepts. The expected ratio is 2:1. The more the balance shifts in the direction of Hd, the more the presence of intrapsychic constriction is evidenced. Hence, a ratio of 1:2 would definitely imply intrapsychic constriction. Consideration of other variables is, of course, necessary for verification.

In order to handle H:Hd ratios quantitatively, four categories are used: (1) an H:Hd ratio of 2:1 or greater then 2:1, (2) an H:Hd ratio approaching 1:1, (3) an H:Hd ratio of 1:1 or approaching 1:2, and (4) an H:Hd ratio of 1:2 or greater than 1:2. The first category shows no intrapsychic constriction as measured by and H and Hd content. The remaining three show an increasingly greater degrees of intrapsychic constriction. Hence, the fourth, or last category implies the most
severe constriction. Each individual case in the combined group is placed in one of these categories, depending upon the H:Hd ratio in the protocol.

Table 29 shows no significant difference between the two groups in freedom to function mentally. The boys included in Category I (37 per cent of each group) show no sign of intrapsychic constriction. Category II shows a very slight trend for more boys in the P group (21 per cent) than in the S group (5 per cent) to be coping with a tendency toward psychologic restriction. Category III implies that a fairly equal proportion of boys in both groups have definite signs of intrapsychic constriction; while Category IV suggests a definite trend for a greater proportion of the S group (42 per cent) than of the P group (16 per cent) to manifest a sign of severe constriction. In summary, then, it can be said that, although there is no significant difference between the two groups, there is a definite trend for a greater proportion of the S group than of the P group to be restricted severely in mental functioning by the presence of anxiety.

**TABLE 29**

A COMPARISON OF THE TWO GROUPS IN H:Hd RATIOS BY THE USE OF FOUR CATEGORIES, EACH INDICATING DIFFERENT DEGREES OF INTRAPSYCHIC CONSTRICTION

<table>
<thead>
<tr>
<th>H:Hd Ratios</th>
<th>Number of Cases</th>
<th>N = 38</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P Group</td>
<td>S Group</td>
</tr>
<tr>
<td>I. 2:1 or greater........</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>II. Approaching 1:1..........</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>III. 1:1 or approaching 1:2</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>IV. 1:2 or greater..........</td>
<td>3</td>
<td>8</td>
</tr>
</tbody>
</table>

Number of cases 19 19
Animal Content (A and Ad)

A response which utilizes a whole animal form is designated as A content; whereas a response utilizing only part of an animal form is designated as Ad content. A per cent, computed as a proportion of R total, generally includes both A and Ad content.

Per cent of animal content serves as one index of the adaptive thinking of an individual at a peripheral level. Since animal content is the easiest elicited content, it reflects varying degrees of stereotypy in thought processes. Consequently, it is logical to assume that the percentage of animal forms varies inversely as intelligence. Very high percentages are found in the feebleminded; however, high A per cent may also be produced by overly-anxious individuals who are intellectually constricted and are using a defense of self-guarding in order not to be tempted by novel features of the outer world.

Very low percentages may reflect disordered thinking and adaptive inadequacy—an inability to recognize the common, mundane stimuli of one’s environment; while those percentages that are low but within an optimal range serve as an index to original thought processes and freedom to explore the novel.

Table 30 compares the two groups in A per cent. No significant difference between the two groups is evidenced although within each group there is a wide range in A per cents.

A comparison with Beck’s mean and standard deviation for A per cent (51.68 ± 16.35) indicates that the combined group produces approximately the same percentage of A content. A comparison with Beck’s optimal range (35 to 68 per cent) shows that the combined group
tends to stay within Beck's optimal limits.

TABLE 30
A COMPARISON OF THE TWO GROUPS IN PER CENT
OF ANIMAL CONTENT (A plus Ad)

<table>
<thead>
<tr>
<th>Number of Cases</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>p</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = 38</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highest per cent (75.0)</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Q3 or above (61.2)</td>
<td>3</td>
<td>6</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Above median</td>
<td>6</td>
<td>10</td>
<td>1.31</td>
<td>.25</td>
<td>None</td>
</tr>
<tr>
<td>At median (50.0)</td>
<td>3</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Below median</td>
<td>10</td>
<td>8</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Q1 or below (39.8)</td>
<td>4</td>
<td>5</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Lowest per cent (26.7)</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Within interquartile range</td>
<td>12</td>
<td>8</td>
<td>1.31</td>
<td>.25</td>
<td>None</td>
</tr>
</tbody>
</table>

Two boys (11 per cent) in the P group and one boy in the S

Anatomy Content (An)

Anatomy responses are distinguished from part-human percepts

(Hd) as referring to internal body details, not seen except in dissec-

lations or by X-ray. Anatomy associations disclose an excessive concern

with parts of the body and with health unless it is known that the
individual is projecting a vocational interest. When other variables are supportive, an content may suggest a defensive pattern of psychosomatic disorders—a centering of anxiety on body parts or functions in order to block conscious awareness of the true cause for disturbance.

There is no significant difference between the two groups in An content expressed as per cent of R total (Table 31). The range of An content produced within each group is extensive. Thirty-two per cent of the boys in the P group and 16 per cent of the boys in the S group may be tending to focus anxiety on the soma. However, other variables must be supportive before this hypothesis can be verified.

TABLE 31
A COMPARISON OF THE TWO GROUPS IN ANATOMY CONTENT (An) EXPRESSED AS PER CENT OF R TOTAL

<table>
<thead>
<tr>
<th>Number of Cases</th>
<th>N = 38</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P Group</td>
</tr>
<tr>
<td>Highest per cent (12.1)</td>
<td>1</td>
</tr>
<tr>
<td>Q₃ or above (4.9)</td>
<td>6</td>
</tr>
<tr>
<td>Above median</td>
<td>9</td>
</tr>
<tr>
<td>At median (2.5)</td>
<td>0</td>
</tr>
<tr>
<td>Below median</td>
<td>10</td>
</tr>
<tr>
<td>Q₁ or below (0.0)</td>
<td>6</td>
</tr>
<tr>
<td>Within interquartile range</td>
<td>13</td>
</tr>
</tbody>
</table>

A Comparison of the Two Groups in Total Number of Content Categories

The number of content categories, including the three previously discussed, indicates the spread of intellectual effort. An extensive
number of categories affords additional evidence as to intellectual potential and functioning—a reflection of the internalization of one’s experiences in his environment. On the other hand, a narrow content range projects channelized vision, resulting from constriction, limited endowment, or limited opportunities for experiences.

There is no significant difference between the groups in total number of content categories. These data are given in Table 32. There is a definite trend for a greater proportion of the S group (63 per cent) to produce a moderate number of categories; while greater proportions of the P group produce a greater or lesser number of categories than the S group (37 per cent and 32 per cent respectively).

TABLE 32
A COMPARISON OF THE TWO GROUPS IN TOTAL NUMBER OF CONTENT CATEGORIES

<table>
<thead>
<tr>
<th>Number of Cases</th>
<th>N = 38</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P Group</strong></td>
<td><strong>S Group</strong></td>
</tr>
<tr>
<td>Highest number (20)</td>
<td>0</td>
</tr>
<tr>
<td>Q3 or above (14)</td>
<td>7</td>
</tr>
<tr>
<td>Above median</td>
<td>9</td>
</tr>
<tr>
<td>At median (11.5)</td>
<td>0</td>
</tr>
<tr>
<td>Below median</td>
<td>10</td>
</tr>
<tr>
<td>Q1 or below (9.5)</td>
<td>6</td>
</tr>
<tr>
<td>Lowest number (4)</td>
<td>1</td>
</tr>
<tr>
<td>Within interquartile range</td>
<td>6</td>
</tr>
<tr>
<td><strong>Number of cases</strong></td>
<td><strong>19</strong></td>
</tr>
</tbody>
</table>

Four boys in the P group (21 per cent) and two boys in the S group (11 per cent) produce less than eight categories. The difference
is not significant. Such a finding may suggest a more limited intellectual endowment or intrapsychic constriction. The latter hypothesis is favored since all the boys performed within a normal to bright-normal range on the WISC.

A Comparison of the Two Groups in Most Frequently Occurring Categories

Only the categories which occur in half or more than half of the protocols of either group are presented. Preoccupation with one content category by the combined group or by either group has significance, but no attempt is made to determine this significance since an accurate interpretation must depend on each individual protocol—a project beyond the scope of this research.

Table 33 presents a comparison of the two groups in the most frequently occurring content categories. There is no significant difference between the groups in frequency of occurrence.

**TABLE 33**

A COMPARISON OF THE TWO GROUPS IN MOST FREQUENTLY OCCURRING CATEGORIES

<table>
<thead>
<tr>
<th>Content Category</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy</td>
<td>13</td>
<td>12</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Botany</td>
<td>11</td>
<td>15</td>
<td>1.39</td>
<td>.25</td>
<td>None</td>
</tr>
<tr>
<td>Fire</td>
<td>12</td>
<td>9</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Household</td>
<td>10</td>
<td>8</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Landscape</td>
<td>12</td>
<td>12</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Nature</td>
<td>10</td>
<td>10</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Personal</td>
<td>10</td>
<td>11</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Implement</td>
<td>9</td>
<td>11</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Number of cases</td>
<td>19</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
It would be particularly interesting to explore the significance of the frequently occurring botany content and household content since both occur more typically in protocols produced by females and since 68 per cent of the combined group of boys give one or more botany associations. The frequent use of fire content, landscape content, and nature content also holds significance since each is generally interpreted as an indicator of some type of basic insecurity.

A Comparison of Miscellaneous Variables and Ratios

The following variables are not classified as Location Responses, Determinants or Content; but each serves as an additional valuable index to some phase of personality structure:

Average Time for First Response

A very slow time for first response is one technic by which an individual tries to keep a distance between himself and painful feelings which are threatening him. The ego is blocking off the affects. Hence, this index becomes one important sign of free anxiety. It also suggests intellectual deterioration when supported by other variables.

When time for first response is very fast, it may be a clue to quickened emotional sensitivity as well as a rejection tactic—an impulse to avoid and to spend as little time as possible with unpleasant stimuli.

Table 34 compares the two groups in average time for first response. There is a significant difference between the two groups in the fastest average response time. Forty-two per cent of the S
group have an average time for first response of 6.1 seconds or less as compared to 11 per cent of the P group. There is no significant difference between the groups in moderate or slow response times.

**TABLE 3.4**

A COMPARISON OF THE TWO GROUPS IN AVERAGE TIME FOR FIRST RESPONSE

<table>
<thead>
<tr>
<th>Seconds</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slowest average time (146.7)</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Q₃ or above (12.5)</td>
<td>6</td>
<td>3</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Above median</td>
<td>10</td>
<td>9</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>At median (08.8)</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Below median</td>
<td>9</td>
<td>10</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Q₁ or below (06.1)</td>
<td>2</td>
<td>8</td>
<td>2.21</td>
<td>.05</td>
<td>Significant</td>
</tr>
<tr>
<td>Fastest average time (03.6)</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Within interquartile range</td>
<td>11</td>
<td>8</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
</tbody>
</table>

From the data above, one can be confident that a greater proportion of the S group has quicker emotional sensitivity, with a tendency to rush through and do away with that which may be threatening.

**Organization Activity (Z)**

Each response that reveals a meaningful organization of blot areas receives numerical credit. The sum of these organization scores is referred to as the Z score—an index of the ego’s initiative and energy, of organization activity, and, hence, of the present level of intellectual functioning. Its essence is the capacity to see relations not ordinarily perceived by others. Full interpretation
of a Z score depends upon the total personality producing it, for it may be inflated or depressed by strong affective forces.

Excess Z suggests that liberated energy has pushed an individual to grasp relations that he would typically miss.

A low Z score suggests low intellectual functioning brought about by psychologic constriction or low intellectual potential. Since Z is frequently influenced by the affective sphere, it also provides a clue as to the presence of anxiety, which is operating to reduce intellectual functioning.

Table 35 presents a comparison of the two groups in organization activity. There is no significant difference between the two groups in ego initiative and energy, organization activity, or present level of functioning intelligence as indicated by the Z score. There are wide variations, however, within each group and a slight trend for a greater per cent of the S group to have the lowest Z scores. Two boys in the S group (11 per cent) as compared to no boys in the P group have the lowest Z score.

A comparison of the median Z score for the combined group with Beck's mean Z score and standard deviation \(8.45 \pm 10.10\) reveals an excessive deviation, the median of the total group being 35.2, or over two standard deviations above Beck's mean. Several factors may account for this: (1) a tendency on the part of the writer to overscore Z, (2) a tendency for the whole group to have inflated scores because of strong affective forces, and (3) a tendency for the total group to be in higher and narrower I. Q. range.
TABLE 35
A COMPARISON OF THE TWO GROUPS IN ORGANIZATION ACTIVITY (Z)

<table>
<thead>
<tr>
<th>Z Score</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest score (103).............</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Q₃ or above (56.5)..............</td>
<td>6</td>
<td>3</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Above median....................</td>
<td>10</td>
<td>9</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>At median (35.2)................</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Below median...................</td>
<td>9</td>
<td>10</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Q₁ or below (25)...............</td>
<td>4</td>
<td>6</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Lowest score (8)...............</td>
<td>0</td>
<td>2</td>
<td>1.46</td>
<td>.20</td>
<td>Slight trend</td>
</tr>
<tr>
<td>Within interquartile range</td>
<td>9</td>
<td>10</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Number of cases</td>
<td>19</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If the writer is in error, the error is consistent throughout all protocols. Assuming a tendency for the writer to over-score Z, one can still safely infer that those boys falling at or above Q₃ have inflated scores—hence, a tactic for handling anxiety. Thus, 31 per cent of the boys in the P group as compared to 16 per cent in the S group may be over-driving themselves to grasp relations.

Popular Responses (P)

The popular response affords, along with A per cent, an index of adaptive thinking at a peripheral level. The P response projects ability to participate in the common or popular thinking of the social group. It is a special form of the F+ response since it represents a most conscious respect for formalized values—a surface propriety. A lower P may be expected in children than in adults as
children's egos are only beginning to grow in respecting cultural values.

An excessive number of P responses reflects a conscious passivity and overconventionality; while a low number of P responses indicates a departure from everyday thinking—a departure that is possibly too great for adequate social living.

Table 36 shows no significant differences between the two groups in number of P responses expressed as per cent of R total.

<table>
<thead>
<tr>
<th>TABLE 36</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A COMPARISON OF THE TWO GROUPS IN NUMBER OF POPULAR RESPONSES (P) EXPRESSED AS PER CENT OF R TOTAL</strong></td>
</tr>
<tr>
<td>Number of Cases</td>
</tr>
<tr>
<td><strong>N = 38</strong></td>
</tr>
<tr>
<td>P Group</td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>Highest per cent (41.2)</td>
</tr>
<tr>
<td>Q₃ or above (21.8)</td>
</tr>
<tr>
<td>Above median</td>
</tr>
<tr>
<td>At median (13.9)</td>
</tr>
<tr>
<td>Below median</td>
</tr>
<tr>
<td>Q₁ or below (9.0)</td>
</tr>
<tr>
<td>Lowest per cent (2.7)</td>
</tr>
<tr>
<td>Within interquartile range</td>
</tr>
</tbody>
</table>

From the wide variation in each group, however, one can infer that some of the boys in each group tend to manifest conscious passivity and overconventionality, while a few others in each group depart too far from everyday thinking, thus finding it difficult to adapt to social conventions.
Table 37 compares the two groups in number of P responses without regard for R total. This table was compiled to afford a comparison of the total group with Beck's mean P total and standard deviation (5.23 ± 2.33). The median P total for the combined group (5.5) coincides very closely with Beck's mean (5.23). Using Beck's standard deviation as an upper and lower limit, it can be assumed that approximately 58 per cent of the combined group (22 boys) is typical in ability to engage in the popular thinking of the cultural group. Four boys in the S group (21 per cent) and three boys in the P group (16 per cent) are overconventional in their thinking; while four boys in the P group (21 per cent) and five boys in the S group (26 per cent) tend to depart too far from popular thinking to engage in adequate social living. Table 37 also shows no significant difference between the P and S groups in ability to conform socially.

**TABLE 37**

**A COMPARISON OF THE TWO GROUPS IN NUMBER OF POPULAR RESPONSES (P)**

<table>
<thead>
<tr>
<th>Number of Cases</th>
<th>N = 38</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest number (11)</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Q₃ or above (7)</td>
<td>7</td>
<td>6</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Above median</td>
<td>11</td>
<td>8</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>At median (5.5)</td>
<td>0</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Below median</td>
<td>8</td>
<td>11</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Q₁ or below (3.5)</td>
<td>4</td>
<td>5</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Lowest number (1)</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Within interquartile range</td>
<td>8</td>
<td>8</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
</tbody>
</table>

Number of Cases 19 19
White Space Response (S)

Two psychologic activities converge to produce the S response, one from the affective sphere and one from the intellectual. The inference follows that S projects an intellectual reaction that has been permeated and worked over by a special attitude. This attitude pre-determines to what stimuli the individual responds. The S response consists fundamentally of "self will" but always includes an element of contrariness. It reflects persistence with which one holds to a course, whether it be good or bad; hence, it is an essential ingredient in personality. Too few S responses confirm findings of passivity, while no S responses represent passivity carried to the ultimate.

An excessive number of S responses projects too much resistiveness, contrariness, negativism, and persistence in pursuing a course.

Table 38 compares the two groups in number of S responses expressed as per cent of R total. There is no significant difference between the two groups in self will and contrariness. The median for the total group (12 per cent) is much higher than Beck's mean S per cent (4.6 ± 5.7). In fact, the median falls above the upper limit set by Beck for S responses (10.3 per cent). This would imply that the combined group is more contrary and resistive than is the expectancy for CA 10 to 13. Fifty-eight per cent of the P group and 68 per cent of the S group reflect these traits.

One boy in the P group (5 per cent) and two boys in the S group (11 per cent) produce no S responses. If other variables in these boys' protocols are supportive, one could assume extreme passivity.
TABLE 38

A COMPARISON OF THE TWO GROUPS IN NUMBER OF WHITE SPACE RESPONSES (S) EXPRESSED AS PER CENT OF R TOTAL

<table>
<thead>
<tr>
<th>Number of Cases</th>
<th>N = 38</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P Group</td>
</tr>
<tr>
<td>Highest per cent (31.3) .....</td>
<td>0</td>
</tr>
<tr>
<td>Q₃ or above (16.9).........</td>
<td>4</td>
</tr>
<tr>
<td>Above median .................</td>
<td>8</td>
</tr>
<tr>
<td>At median (12.1)..............</td>
<td>1</td>
</tr>
<tr>
<td>Below median .................</td>
<td>10</td>
</tr>
<tr>
<td>Q₁ or below (6.9)...............</td>
<td>5</td>
</tr>
<tr>
<td>Within interquartile range</td>
<td>10</td>
</tr>
<tr>
<td>Lowest per cent (0.0).........</td>
<td>1</td>
</tr>
<tr>
<td>Excessive per cent (10.3)...</td>
<td>11</td>
</tr>
</tbody>
</table>

(Beck's norm)

Number of cases 19 19

Oligophrenic Details (x)

The essence of an x response is seeing a part of a human (Hdx) or a part of an animal (Adx) where most individuals, if they respond to that content at all, see the whole human or whole animal.

This response is frequently produced by the anxious individual. It is identified with a constrictive reaction—a narrowing of vision. The x response is also indicative of feeblemindedness since low intelligence levels also are restricted in vision. In the non-feebleminded, it designates an anxiety pattern and is used as one of the signs of shading shock and color shock.

Table 39 compares the number of x responses expressed as per cent of R total. There is no significant difference between the two
groups in the production of x responses.

**TABLE 39**

A COMPARISON OF THE TWO GROUPS IN NUMBER OF OLIOSPHERMIC DETAILS (x) EXPRESSED AS PER CENT OF R TOTAL

<table>
<thead>
<tr>
<th>Number of Cases</th>
<th>N = 38</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>8</td>
<td>5</td>
<td>1.39</td>
<td>.25</td>
<td>None</td>
</tr>
<tr>
<td>11</td>
<td>15</td>
<td>1.39</td>
<td>.25</td>
<td>None</td>
</tr>
</tbody>
</table>

Number of cases 19 19

Thirty-two per cent of the combined groups manifest some degree of constriction as indicated by this variable, while thirty-two per cent of the P group and 16 per cent of the S group project intense constriction.

Approach (Ap)

The approach is composed of the proportions of W responses, D responses, and Dd responses in any one protocol. By combining these three variables, one is able to obtain a more adequate picture of an individual's intellectual equipment and his approach to life's problems. The typical Ap distributes attention in adequate proportions to the abstract, to the practical aspects, and to the minute details of one's environment. Overemphasis on any one aspect usually causes neglect of at least one of the other aspects and, hence, reveals the work of anxiety.
The separate variables used in the approach have been previously discussed. The approach expectancy for an individual who is flexible in his approach to problems and who gives adequate attention to all aspects is: W D Dd. Although the Ap expectancy for different R totals varies, the Ap for a typical person should approximate an adequate proportion of the three variables. Appendix 3 and other suggestions in Beck's first volume (7) are used as guides in judging the Ap of each boy. An exclamation point following a variable indicates overemphasis of that variable; a variable in parenthesis signifies insufficient attention but not disregard; the absence of one of the variables indicates too little or no attention to it; while a variable without a symbol represents adequate attention.

Table 40 presents the Ap of the boys in the total group and also affords a comparison between the two groups. Three general divisions of Ap are made: (1) overemphasis on W, (2) overemphasis on D, and (3) overemphasis on Dd. There is no significant difference between the P group and the S group in these three divisions. However, there is a definite trend for a greater proportion of the S group than the P group to place overemphasis on minute details in attacking problems. Of the boys in both groups who overemphasize the abstract, more boys in the P group tend to give some attention also to the practical aspects than do the boys in the S group. Within each group there is a wide variation in the approach to problems, ranging from extreme overemphasis on the abstract and the conceptual with an exclusion of all else to an extreme overemphasis on the minute elements in the environment. The greater proportions of each group give overattention
## Table 140

A Comparison of the Two Groups in Approach (AP)

<table>
<thead>
<tr>
<th>Approach</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>0</td>
<td>2</td>
<td>1.46</td>
<td>.20</td>
<td>Slight trend</td>
</tr>
<tr>
<td>W D (D)</td>
<td>2</td>
<td>0</td>
<td>1.46</td>
<td>.20</td>
<td>Slight trend</td>
</tr>
<tr>
<td>W (D) (D) Dd</td>
<td>2</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Total W</td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>W D D (D)</td>
<td>2</td>
<td>0</td>
<td>1.46</td>
<td>.20</td>
<td>Slight trend</td>
</tr>
<tr>
<td>W D D (D) Dd</td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Total W D</td>
<td>3</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Overemphasis on W</td>
<td>8</td>
<td>6</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>W D D Dd</td>
<td>2</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>(W) D D Dd</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>(W) D D D Dd</td>
<td>1</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>D D D D D D</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Overemphasis on D</td>
<td>4</td>
<td>4</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>(W) D D D D D D</td>
<td>4</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>(W) D D D D D D</td>
<td>2</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>(W) D D D D D D</td>
<td>0</td>
<td>3</td>
<td>1.80</td>
<td>.10</td>
<td>Definite trend</td>
</tr>
<tr>
<td>D D D D D D</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>(D) D D D D D D</td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Total D D D D D D</td>
<td>3</td>
<td>7</td>
<td>1.48</td>
<td>.20</td>
<td>Slight trend</td>
</tr>
<tr>
<td>Overemphasis on D</td>
<td>7</td>
<td>9</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
</tbody>
</table>

Number of Cases: 19 19
either to the abstract or to the minute. Only 21 per cent of both the S group and the P group give overemphasis to the obvious and practical aspects of the environment. None of the boys is judged to have a typical Ap although about five boys in each group approximate it.

Affective Ratio (AR)

The AR, or affective ratio, affords a valuable quantitative indication of affective spring. It is a ratio of the productivity of responses in the chromatic cards (VIII-X) to the productivity in achromatic cards (I-VII). The AR provides a measure of one's readiness to quicken to life's pleasurable experiences. When the AR is too high, it indicates liability to excitement and volatility. When too low, it projects under-responsiveness to emotion toned stimuli—a tendency to remain inert. Combined with the color responses in an individual protocol, the AR becomes much more meaningful. This pattern is presented under "Affective Processes."

Table 41 compares the two groups in AR. There is no significant difference between the two groups in readiness to respond to stimulating events in the environment. Within each group, however, there is a wide difference in degree of responsiveness, ranging from inertia to high volatility. The greater proportion of each group (68 per cent) has varying degrees of responsiveness within an adequate range.

Table 41 also provides a comparison of the affective spring of the combined group with Beck's mean AR and standard deviation (.59 ± .21). The total group median (.602) coincides closely with
Beck's mean (0.59), thus implying that, as a combined group, readiness for response to emotion toned stimuli meets the expectancy for CA 10 to 13. Sixteen per cent of the boys in the P group and 21 per cent of the S group project too much volatility; while 16 per cent of the P group and 11 per cent of the S group are under-responsive. A more meaningful interpretation of the AR and support for the above hypotheses depends on the patterning of other variables within one protocol.

**TABLE 41**

A COMPARISON OF THE TWO GROUPS IN AFFECTIVE RATIO (AR)

<table>
<thead>
<tr>
<th>Number of Cases</th>
<th>M = 38</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P Group</td>
</tr>
<tr>
<td>Highest ratio (1.2)</td>
<td>1</td>
</tr>
<tr>
<td>At or above Q3 (0.761)</td>
<td>5</td>
</tr>
<tr>
<td>Above median</td>
<td>8</td>
</tr>
<tr>
<td>At or below median</td>
<td>0</td>
</tr>
<tr>
<td>Below median</td>
<td>11</td>
</tr>
<tr>
<td>At or below Q1 (0.466)</td>
<td>6</td>
</tr>
<tr>
<td>Lowest ratio (0.353)</td>
<td>1</td>
</tr>
<tr>
<td>Within interquartile range</td>
<td>8</td>
</tr>
<tr>
<td>AR too high (Beck: 0.80)</td>
<td>3</td>
</tr>
<tr>
<td>AR too low (Beck: 0.38)</td>
<td>3</td>
</tr>
<tr>
<td>Number of cases</td>
<td>19</td>
</tr>
</tbody>
</table>

Experience Balance (EB)

The experience balance is obtained by assigning each movement response (M) a value of 1, computing the total M value, and then using the C total (C, CF, and FC) to complete the ratio (Total M value:C total). The meaning of these separate variables has been previously
discussed.

A more complete interpretation of EB is obtained by using it in a cluster of variables. Consequently, the discussion in this section is somewhat brief.

The experience balance is not only a valuable and important index of inner potential but also a concept of the basic structure of the whole personality. The critical effect of EB is in giving direction and character nuance to the personality structure and its component activities. Hence, the EB is a psychologic medium in which all the mental activities of the individual are suspended. It projects the manner in which an individual experiences, but not how he actually lives. Nevertheless, it influences his living and affords potential for a series of defenses.

The two psychologic sources from which the EB is fashioned are affect pressures and fantasy living. This balance of introvertive against extratensive trends, of fantasy living against outward expression of affect pressures, is the main concern of this section.

When the total value of the M responses is less than the C total, an extratensive balance is projected. When the ratio approaches 1:1, the pattern is termed ambiequal. If the total value of M is greater than the C total, an introvertive pattern is evidenced.

In the extratensive balance, affect pressures are typically directed outward; in turn, stimulation from and concern with the outer environment predominates.

The ambiequal balance projects a continuous shifting of affect pressures; the urge of feeling inward or outward is offset by an urge
in the opposite direction. The ego constantly attempts to neutralize stimulations from both the inner and outer environments.

In the introversive balance, affect pressures are stabilized by turning them inward. Stimulation arises mainly from the inner environment and fantasy living tends to take precedence.

There are varying degrees of extratensive and introversive living. The extremes reflect an exclusion of either the inner or outer world respectively. No attempt is made to determine the strength of the balance. Consequently, Table 42 classifies the two groups according to the ratios typical of the three balances mentioned above. Whether an individual boy reflects a trend toward extraversion or a strong extratensive pattern, for example, is omitted. Other variables must be considered for a more detailed classification.

**TABLE 42**

A COMPARISON OF THE TWO GROUPS IN EXPERIENCE BALANCE (EB)

<table>
<thead>
<tr>
<th>Experience Balance</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extratensive EB</td>
<td>7</td>
<td>14</td>
<td>2.29</td>
<td>.05</td>
<td>Significant</td>
</tr>
<tr>
<td>(M value less than C total)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ambiequal EB</td>
<td>5</td>
<td>4</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>(M value equals C total)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introversive EB</td>
<td>7</td>
<td>1</td>
<td>2.38</td>
<td>.05</td>
<td>Significant</td>
</tr>
<tr>
<td>(M value greater than C total)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of cases</td>
<td>19</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The comparison of the two groups in EB reveals a significant difference in inner potential and a fundamental concept of personality structure. Seventy-four per cent of the S group projects an extratensive experience balance; while only 37 per cent of the P group shows an extratensive pattern. This implies that more boys in the S group than in the P group direct affective pressures outward and are predominantly concerned with and stimulated by events in the outer environment.

More boys in the P group (37 per cent) than in the S group (5 per cent) project an introversive experience balance. Since the difference in proportions is significant, one can assume that more boys in the P group stabilize affect pressures by turning them inward, engage in more fantasy living, and are more stimulated by and concerned with the inner environment.

There is no significant difference between the proportions of the two groups projecting an ambiequal experience balance. Twenty-six per cent of the P group and 21 per cent of the S group continuously shift affect pressures and reflect concern with and stimulation by both inner and outer environments.

The significant difference between the two groups in experience balance is particularly valuable in that one can assume that a greater proportion of each group differs from the other group in a basic element of personality structure and, consequently, in the manner in which each experiences and defends himself.
Summary

A comparison of the two groups in the separate Rorschach variables and ratios reveals a significant difference between the two groups in a few of the components of psychologic structure. Both groups are similar in one respect—a wide variation within each group in the apperceptions elicited by the separate variables. Hence, one can assume an equally wide variation in personality structure, whether there is a significant difference or not between the two groups in any one of the components.

No significant differences in proportions nor definite trends toward a difference are found to exist between the two groups in:

1. Level of ego strength and efficiency; (The greater proportion of the combined group is within the optimal range for CA 10 to 13.)

2. Amount of attention given to the practical and obvious features of the environment;

3. Amount of less impulsive affective reactivity and of tense sensitivity;

4. Amount of recourse to passivity and dysphoric mood; (The combined group, however, manifests more passivity than is typically expected for CA 10 to 13.)

5. Need for affect satisfaction;

6. Degree of self-depreciation and concomitant feelings of inferiority; (The group, as a whole, approximates the expectancy for CA 10 to 13 in amount of self-evaluation.)

7. Utilization of a self-reinforcement tactic-circumspect
focusing on reality at the cost of inadequate response to the inner world; (A greater proportion of the combined group, however, responds more to the inner world at an expense to the outer than is typical for CA 10 to 13.)

8. Capacity for adaptive thinking and originality in thought processes; (The greater proportion of the combined group is within expected limits for CA 10 to 13.)

9. Concern with parts of the body and with health;

10. Ego initiative and energy and organization activity;
   (The greater proportion of the combined group is much higher than expected for CA 10 to 13.)

11. Ability to conform and to participate in the popular thinking of the social group; (The greater proportion of the combined group is within the expectancy for CA 10 to 13.)

12. Amount of self-will, contrariness, and persistence in holding to a course; (The greater proportion of the combined group is more resistive and persistent than the expectancy for CA 10 to 13.)

13. Readiness to respond to stimulating events in the environment. (The greater proportion of the combined group is within the optimal limits for CA 10 to 13.)

From the above, one can assume that the greater proportions of the combined group, the P group, and the S group are typical in respect to level of ego strength and efficiency, capacity for adaptive thinking and originality in thought process, capacity for social conformity, ability to evaluate self, and readiness to respond to
stimulating environmental events.

There are also indications that the greater proportions of both the combined and the separate groups manifest more emotional passivity and dysphoric moods, respond more excessively to the inner world as a defense, and project more resistiveness and persistence in holding to a course than is typical for CA 10 to 13.

Definite trends toward a difference between the two groups are presented below. A larger proportion of the:

1. S group tends to manifest a slightly lower level of present functioning intelligence and to attend less to the conceptual and the abstract;

2. S group tends to center more attention on the minute, typically unnoticed aspects of the environment;

3. S group tends to experience stronger affective pressures, more diffuse lability, stronger impulsivity, and, logically, more emotional outbursts;

4. S group tends to have more capacity for affective rapport and the presence of gentle feeling tones; a larger proportion of the P group has moderate capacity for affective rapport;

5. S group manifests severe intrapsychic constriction;

6. S group projects a moderate spread of intellectual effort; the P group, a more extensive or a more limited spread.

7. P group is more liberated in intellectual functioning;

8. P group tends to withdraw from pleasurably-toned experiences;
9. P group tends to have a greater potential for fantasy living and more inner resources for creative experiences; a larger proportion of the S group tends to have moderate access to inner resources and adequate potential for fantasy living.

Since the above are significant at the 10 per cent level of confidence, one cannot be certain that chance factors are excluded. They do represent strong trends toward a significant difference between the groups, however. Two of the trends (Numbers 3 and 5) are supported by the significant differences which are presented below.

There is a significant difference between proportions of the two groups in the following psychologic components:

1. A larger proportion of the S group directs affective pressures outward, is more concerned with and stimulated by the outer environment. A larger proportion of the P group directs affective pressures inward, engages in more fantasy living, and is more stimulated by and concerned with the inner environment.

2. A larger proportion of the S group than of the P group has more available affective energy, more capacity for sensitivity to the environment, and quicker emotional sensitivity with a tendency to rush through and to do away with that which is perceived as threatening.

Since a difference this large would occur by chance only five times in a 100, one can be fairly certain that the two groups do differ in a basic structure of the whole personality. Since an extratensive
experience balance gives a direction and character nuance to all mental activities that differs from the nuance given by an introvertive pattern, one can assume that the S group differs significantly from the P group in this respect.

A Comparison of the Two Groups in Patterns of Rorschach Variables

A more meaningful interpretation of psychologic structure is obtained from patterns of variables in individual protocols than from group comparison in a single variable. Working with patterns, however, becomes a more subjective process, involves individual treatment of protocols and is, as a result, more difficult to treat statistically. Only a few of the more basic patterns will be considered in this research.

In formulating a pattern, it is necessary to make judgments concerning excessive or too infrequent productions of the separate variables included. Therefore, arbitrary cutting scores are used. The cutting scores are set at $Q_3$ or $Q_1$, respectively. Whenever possible, Beck's mean plus or minus one standard deviation is used. The following symbols appear in Tables 54, 55, 63, 64, 71 and 72 to indicate the high or low production of each variable:

- **VH**——Very high: Above $Q_3$; or above Beck's mean plus one standard deviation

- **H**——High: approximately $Q_3$; or Beck's mean plus one standard deviation

- No symbol——Typical occurrence: within interquartile range or Beck's normal range

- **L**——Low: approximately $Q_1$; Beck's mean less one standard deviation. When the standard
deviation is greater than the mean, -0.5 is used.

VL--------Very low: Below Q_1; or Beck's mean less one standard deviation.

O--------No occurrence of the variable

Since the separate variables and ratios have been briefly discussed, no further explanations of their meaning are given. Because there is a definite relationship between variables, many of them reappear in several patterns. The judgments made concerning one pattern must also function in interpreting other patterns. Hence, the whole process becomes a rather circular one which necessitates some kind of arbitrary ordering and delimitation. Consequently, only three areas are considered in this research: (1) Indicators of Anxiety, (2) Affective Processes, Fantasy Living, and Major Defenses, and (3) Intellectual Processes. The interpretations made are based mainly on the patterns of variables; consequently, they are not considered complete nor verified by the content or other qualitative aspects included in each protocol.

Structural Indicators of Anxiety

As a social organism some degree of anxiety is needed by each individual. Anxiety effectively slows down psychologic machinery when the personality is being tempted to behavior not consistent with social mores. In this way, it serves as a defense activity. The presence of too much anxiety is, however, detrimental to an individual in both physical and mental functioning. The presence of excessive anxiety is detected by the use of several Rorschach signs. Only the signs, or structural indicators, will be used in this research although the
content and other qualitative aspects afford much valuable evidence which is needed for further validation of the presence of anxiety.

Shading shock signs and color shock signs both project the presence of anxiety, the former being an expression of fear in all its nuances and the latter being an indication of conflict and neurotic personality structure. These two sets of signs are used in this research. The color and shading shock signs used are those suggested by Beck. The list, however, is somewhat modified by an omission of a few signs and the addition of arbitrary limits to facilitate statistical treatment. This modified list was used by Eichler (1954) in his research. The color shock signs are similar to the shading shock signs, except for two additions.

Shading Shock Signs

Shading shock reflects a readiness to feel guilty. This feeling is touched off by presentation of an achromatic card. The individual's thinking irradiates to fall back on unpleasant affect. The person suffers from what he thinks he has done, whether he had done it or not. In shading shock, then, anxiety depends on the past—what the individual has done. The signs evidenced reflect "free" anxiety, that which strikes the individual suddenly, arresting his activities. He becomes truly anxious and suffers from an agitating experience.

The shading shock signs used are as follows:

1. Rejection of a card
2. A delay in responding to a card equal to or greater than the mean initial response time (based on all cards) plus
one average deviation

3. The number of responses per card less than one-half the mean number of responses to all cards

4. An increase in number of P- responses per card equal to or greater than the mean number of such responses (based on all cards where the determinant appears) plus one average deviation

5. A rare detail as a first response

6. An oligophrenic detail as a first response

7. The absence of a P response or its appearance delayed beyond the second response

8. Twice the mean number of animal responses (on all cards)

9. Twice the mean number of An responses (on all cards)

10. The appearance of an M- response

11. Verbalization of dislike of the card

A total shading shock is obtained per individual by adding the number of shading shock signs appearing on each of the achromatic cards (I, IV, V, VI, and VII).

Since both the shading shock and color shock signs have more clinical validation at the adult level, one cannot be certain that the appearance of two or three signs per protocol or one per card, which is usually indicative of anxiety in an adult protocol, is also indicative of shock at the developmental level of this research.

In order to make an assumption as to the number of shading shock signs definitely indicative of anxiety at this developmental level, each of the eleven signs was considered separately. The median
frequency of its occurrence in all the protocols was then considered as typical for the combined group. Consequently, it should be fairly safe to assume that, although shading shock might be indicated by a lesser number of occurrences of the signs, any number more than the median occurrence would certainly be indicative of some degree of shock and that the more frequent the occurrence of the signs, the greater the intensity of the shock.

Table 43 gives the frequency of the occurrence of the eleven shading shock signs. Since the median frequency of occurrence of eight of the signs is zero, one can assume that one occurrence of any of these eight signs is atypical for the combined group and, hence, indicative of shock. According to Beck, signs 2 and 4 are crucial ones, the appearance of one alone frequently reflecting shock. Consequently, one might assume that, although the occurrence of one is typical for the group, it also implies that the group as a whole experiences shading shock in some degree.

**Table 43**

*The Frequency of Occurrence of the Eleven Shading Shock Signs Computed from the Total Number of Protocols*

<table>
<thead>
<tr>
<th>Sign Number</th>
<th>Q1</th>
<th>Median</th>
<th>Q3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0.5</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0.5</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>2.5</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Number of protocols 38
Sign 7 appears to be a less crucial sign for reflecting shock at this developmental level. Since only five popular responses per protocol are typical for CA 10 to 13, five would typically be omitted. If the P responses were alternately distributed, only two or three would appear on all the chromatic cards and two or three on all the achromatic cards. Consequently, three absences of P on either the chromatic or achromatic cards can be considered typical.

Assuming that the group as a whole reflects some degree of shading shock (according to signs 2 and 4) and that, by occurrence, five signs are typical for the total group, any more than five signs would certainly be indicative of more intense shock. Since all the signs, except sign 7, were deemed crucial, a total shading shock score of three or more per protocol is arbitrarily assumed indicative of shading shock; while more than five is assumed to reflect intense shock. Using the same line of reasoning, the appearance of two or more signs per card, except card I, is also considered indicative of occurrence of shock on that particular card.

Although a comparison of the two groups in total shading shock scores (Table 44) reveals no significant difference in occurrence of shock, it has previously been assumed that the combined group reflects some indication of its presence. The median total shading shock score (7) for the combined group supports the previous assumption. Ninety per cent of the P group and 95 per cent of the S group project anxiety, ranging from mild to intense degrees. The difference between the two groups is not significant.
TABLE 44
A COMPARISON OF THE TWO GROUPS IN TOTAL SHADING SHOCK
SCORES FROM ALL ACHROMATIC CARDS

<table>
<thead>
<tr>
<th>Number of Cases</th>
<th>N = 38</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P Group</td>
</tr>
<tr>
<td>Highest total score (12.5)</td>
<td>1</td>
</tr>
<tr>
<td>At or above Q3 (9.75).........</td>
<td>5</td>
</tr>
<tr>
<td>Above median.................</td>
<td>9</td>
</tr>
<tr>
<td>At median (7).................</td>
<td>0</td>
</tr>
<tr>
<td>Below median.................</td>
<td>10</td>
</tr>
<tr>
<td>At or below Q1 (5)...........</td>
<td>8</td>
</tr>
<tr>
<td>Lowest score (2).............</td>
<td>0</td>
</tr>
<tr>
<td>Within interquartile range</td>
<td>6</td>
</tr>
</tbody>
</table>

Number of cases having
3 or more signs ......... | 17      | 18      | ---  | ---  | None         |
Number of cases .......... | 19      | 19      |

From the above discussion and data, it appears that a large proportion of both groups are experiencing varying degrees of intense anxiety which is assumed to have its origins in past experiences.

Table 45 compares the two groups in the number of shading shock signs for each achromatic card. Shading shock is reflected by the total group on Cards I and VI. Since Card VI is symbolically used as the "sex" card, it would be interesting to explore the underlying causes of the anxiety manifested here. The frequent use of botany, household, and anatomy content, which was noted in a discussion of Table 33, is somewhat supportive of a preoccupation in the sexual area, involving sex-role identification.

There is also a significant difference between the two groups.
### TABLE 45

**A COMPARISON OF THE TWO GROUPS IN THE NUMBER OF SHADING SHOCK SIGNS FOR EACH ACHROMATIC CARD**

<table>
<thead>
<tr>
<th>Card Number</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Card I</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highest number (3)</td>
<td>2</td>
<td>3</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Above median</td>
<td>3</td>
<td>5</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>At median (2)</td>
<td>8</td>
<td>6</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Below median</td>
<td>8</td>
<td>8</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td><strong>Card IV</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highest number (3.5)</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Above median</td>
<td>8</td>
<td>11</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>At median (1.75)</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Below median</td>
<td>11</td>
<td>8</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Lowest number (0)</td>
<td>2</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td><strong>Card V</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highest number (3)</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>At or above Q3 (1)</td>
<td>4</td>
<td>3</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>At median (0)</td>
<td>8</td>
<td>12</td>
<td>1.31</td>
<td>.25</td>
<td>None</td>
</tr>
<tr>
<td>Above median</td>
<td>11</td>
<td>7</td>
<td>1.31</td>
<td>.25</td>
<td>None</td>
</tr>
<tr>
<td><strong>Card VI</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highest number (5.5)</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Above median</td>
<td>5</td>
<td>5</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>At median (2)</td>
<td>2</td>
<td>8</td>
<td>2.21</td>
<td>.05</td>
<td>Significant trend</td>
</tr>
<tr>
<td>Below median</td>
<td>12</td>
<td>6</td>
<td>1.96</td>
<td>.10</td>
<td>Definite trend</td>
</tr>
<tr>
<td>Lowest number (0)</td>
<td>5</td>
<td>4</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Two or more signs</td>
<td>7</td>
<td>13</td>
<td>1.96</td>
<td>.10</td>
<td>Definite trend</td>
</tr>
<tr>
<td><strong>Card VII</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highest number (4)</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Above median</td>
<td>9</td>
<td>9</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>At median (1.5)</td>
<td>2</td>
<td>0</td>
<td>1.46</td>
<td>.20</td>
<td>Slight trend</td>
</tr>
<tr>
<td>Below median</td>
<td>8</td>
<td>10</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Lowest score (0)</td>
<td>0</td>
<td>3</td>
<td>1.80</td>
<td>.10</td>
<td>Definite trend</td>
</tr>
<tr>
<td>Two or more signs</td>
<td>9</td>
<td>9</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
</tbody>
</table>

Number of cases 19 19
on Card VI. A larger proportion of the S group (42 per cent) produces the minimum number of signs for shading shock; while a greater proportion of P group (63 per cent) shows a definite trend to produce less than the minimum, thereby reflecting very little, if any, anxiety on the sex card.

There is no significant difference between the groups on the other cards. There is a definite trend for a larger proportion of the S group to show no signs of anxiety on Card VII, which is symbolically called the "mother card."

Card IV, symbolically used as the "father card" and to represent a male authority figure, does not reflect as much anxiety as was anticipated by the writer. Forty-two per cent of the P group and 58 per cent of the S group manifest anxiety on this card. However, the difference between the groups is not significant.

Table 46 compares the two groups in degree of shading shock by using the total shading shock score as well as the number and type of signs appearing on any of the cards (exceptions are made for Card I). By inspection of individual protocols for shock on each card and by using a total shading shock score of three as an arbitrary minimum, a judgment was made as to the degree of shock intensity. No significant difference is evidenced between the two groups. Eleven per cent of the P group and 5 per cent of the S group are assumed to be relatively free of anxiety; while 58 per cent of the P group and 58 per cent of the S group project intense to severe feelings of anxiety stemming from past experiences. Thirty-two per cent of the P group and 37 per cent of the S group project anxious feelings the degree of
which simulates those experienced by the typical person.

### TABLE 46

A COMPARISON OF THE TWO GROUPS IN DEGREE OF SHADING SHOCK

<table>
<thead>
<tr>
<th>Number of Cases</th>
<th>N = 38</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Degree of Shading Shock</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. None evidenced.......</td>
<td></td>
<td>2</td>
<td>1</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>2. Mild..................</td>
<td>6</td>
<td>7</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>3. Intense...............</td>
<td>6</td>
<td>6</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>4. Severe.................</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
<td>None</td>
</tr>
</tbody>
</table>

Number of Cases...........19 19

Color Shock Signs

Color shock is a phenomenon of neurosis. The shock reaction is found throughout all groups of normals and it may be of any degree. In a mild degree it reflects the typical neurotic structure of our modern age. In more intense degrees, the neurotic structure manifests other signs of mental illness.

Under the influence of color shock, the individual becomes more constricted, inefficient and impoverished. Color shock, touched off by the chromatic cards, sets anxiety into motion and reflects a state of conflict—a struggle in which an urge for gratification is incompatible with ego standards. The emotion involved concerns something which he would like to do but must not. The affective toning of color shock is more pleasant and exciting; whereas shading shock
carries more dysphoric tones.

The color shock signs are the same as those used for shading shock, except for two additions: (1) no color responses given on a chromatic card, and (2) an increase in FC- or CF- responses per card equal to or greater than the mean number of such responses (based on all cards where the determinant appears) plus one average deviation.

A total color shock score is obtained in the same manner as the shading shock score, except the chromatic cards are used (Cards II, III, VIII, IX, and X).

In order to make safer deductions as to the real presence of color shock at this developmental level, a similar procedure was used with the color shock signs as was used with the shading shock signs.

Table 47 gives the frequency of occurrence of the thirteen color shock signs for the combined group. Signs 2, 4, and 5 have the same median frequency as they did for shading shock. Although the medians (1) for signs 2 and 4 are typical for the combined group, they are crucial signs, thus suggesting that at least half of the group tends to possess a neurotic personality structure in some degree.

The medians (1) for signs 8 and 9 seem to support the above hypothesis since there is no apparent reason for the appearance of more An and A content on the chromatic cards than on the achromatic.

The median (1.5) for sign 12 may be influenced by the developmental level. Since three C responses are the minimum expectancy for CA 10 to 13, no color responses on two cards can be considered typical, especially on Cards II and III.

Although the median (1) on sign 13 represents typical
occurrence, it is a crucial sign and is, consequently, given emphasis.

TABLE 47

THE FREQUENCY OF OCCURRENCE OF THE THIRTEEN COLOR SHOCK SIGNS COMPUTED FROM THE TOTAL NUMBER OF PROTOCOLS

<table>
<thead>
<tr>
<th>Sign Number</th>
<th>Q₁</th>
<th>Median</th>
<th>Q₃</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>0</td>
<td>0</td>
<td>0.5</td>
</tr>
<tr>
<td>2.</td>
<td>0</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>3.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4.</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7.</td>
<td>2</td>
<td>3</td>
<td>3.5</td>
</tr>
<tr>
<td>8.</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>9.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>10.</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>11.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12.</td>
<td>0</td>
<td>1.5</td>
<td>2</td>
</tr>
<tr>
<td>13.</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Number of protocols ...... 38

In light of the above discussion, it was arbitrarily decided to use five or more color shock scores per protocol as definite evidence of color shock, recognizing, however, that a smaller number might also be indicative. The appearance of three or more signs on one card, no P response or a delay on all chromatic cards, and no C responses on any of the last three cards is also considered indicative of color shock.

Table 48 compares the two groups in total color shock scores. There is no significant difference between the groups. There is a trend, however, for a greater proportion of the S group to have scores in the middle range while the P group has more scores above and below
the middle range. Both groups, however, reflect a neurotic character structure of varying intensities, ranging from very slight neurotic trends to definite neurotic structure. This is assumed from the fact that all boys in both groups have five or more color shock signs.

**Table 48**

A Comparison of the Two Groups in Total Color Shock Scores from All Chromatic Cards

<table>
<thead>
<tr>
<th>Number of Cases</th>
<th>N = 38</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P Group</td>
</tr>
<tr>
<td>Highest total score (16)</td>
<td>0</td>
</tr>
<tr>
<td>At or above Q₃ (12)</td>
<td>6</td>
</tr>
<tr>
<td>Above median</td>
<td>9</td>
</tr>
<tr>
<td>At median (10)</td>
<td>2</td>
</tr>
<tr>
<td>Below median</td>
<td>8</td>
</tr>
<tr>
<td>At or below Q₁ (7.5)</td>
<td>6</td>
</tr>
<tr>
<td>Lowest total score (5.5)</td>
<td>1</td>
</tr>
<tr>
<td>Within interquartile range</td>
<td>7</td>
</tr>
</tbody>
</table>

Table 49 affords a comparison of the two groups in number of color shock signs for each card. There is no significant difference between the two groups in the number of signs appearing on any of the cards. There is a definite trend, however, for a greater proportion of the S group to manifest color shock on Card VII.

On Cards II and IX, the cases at and above Q₃ reflect a strong degree of color shock; while on Cards III, VIII, and X, the cases above the median reflect approximately the same intensity of color shock.
## TABLE 49

A COMPARISON OF THE TWO GROUPS IN THE NUMBER OF COLOR SHOCK SIGNS FOR EACH CHROMATIC CARD

<table>
<thead>
<tr>
<th>Card Number</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Card II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highest number (6)</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>At or above Q3 (3)</td>
<td>8</td>
<td>3</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Above median</td>
<td>9</td>
<td>5</td>
<td>1.34</td>
<td>.25</td>
<td>None</td>
</tr>
<tr>
<td>At median (2)</td>
<td>3</td>
<td>3</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Below median</td>
<td>7</td>
<td>11</td>
<td>1.31</td>
<td>.25</td>
<td>None</td>
</tr>
<tr>
<td>At or below Q1 (1)</td>
<td>2</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Card III</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highest number (4.5)</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Above Q3 (2)</td>
<td>5</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Above median</td>
<td>8</td>
<td>11</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>At median (1.75)</td>
<td>0</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Below median</td>
<td>11</td>
<td>8</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>At or below Q1 (0.5)</td>
<td>4</td>
<td>5</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Card VIII</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highest number (4)</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Above median</td>
<td>3</td>
<td>8</td>
<td>1.79</td>
<td>.10</td>
<td>Definite trend</td>
</tr>
<tr>
<td>At median (2)</td>
<td>10</td>
<td>7</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Below median</td>
<td>6</td>
<td>4</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Lowest score (0)</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Card IX</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highest number (4)</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>At or above Q3 (3)</td>
<td>5</td>
<td>5</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Above median</td>
<td>7</td>
<td>5</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>At median (2)</td>
<td>6</td>
<td>6</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Below median</td>
<td>6</td>
<td>8</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Lowest score (0)</td>
<td>5</td>
<td>6</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Card X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highest number (6)</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Above median</td>
<td>7</td>
<td>10</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>At median (2)</td>
<td>2</td>
<td>3</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Below median</td>
<td>7</td>
<td>5</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
</tbody>
</table>

Number of cases | 19 | 19 |
Table 50 gives a comparison of the two groups in degree of color shock. Inspection of individual protocols and the above-mentioned criteria for color shock are used. There is no significant difference between the groups in degree of color shock. Thirty-seven per cent of the P group and 47 per cent of the S group project mild color shock, implying that these boys possibly experience no more conflict and resulting anxiety than is typical of so-called normal individuals. Thirty-two per cent of both groups experience more conflicts, hence projecting strong trends toward a neurotic character structure; while thirty-two per cent of the P group and 21 per cent of the S group are projecting a definite neurotic character structure and coping with intense conflicts and resulting anxieties.

TABLE 50
A COMPARISON OF THE TWO GROUPS IN DEGREE OF COLOR SHOCK

<table>
<thead>
<tr>
<th>Degree of Color Shock</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. None evidenced.....</td>
<td>0</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>2. Mild................</td>
<td>7</td>
<td>9</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>3. Intense............</td>
<td>6</td>
<td>6</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>4. Severe.............</td>
<td>6</td>
<td>4</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
</tbody>
</table>

Number of cases 19 19

A Comparison of the Two Groups in Total Number of Separate Variables Designated as Indicators of Anxiety
The separate variables which are used as a pattern to ascertain whether or not the two groups differ in anxiety are those used by Eichler in an attempt to validate experimentally the pattern of indicators or the separate variables as anxiety indicators (Refer to Chapter III).

The indicators which Eichler used are presented in Table 51. They are numbered from 1 to 15, the fifteenth being the total shading shock score discussed above.

Only one significant difference is evidenced between the two groups. Indicator 7 shows that a greater proportion of the P group (63 per cent) produces less weighted color responses than 63 per cent of the S group, thus manifesting more anxiety as indicated by the sum of C responses. Since Indicator 7 was experimentally validated as projecting anxiety, one can feel fairly certain that 63 per cent of the P group reflects more anxiety than 63 per cent of the S group.

Four definite trends, approaching a significant difference, are also indicated in Table 51. These are as follows:

1. A greater proportion of the S group (37 per cent) than of the P group (11 per cent) produces an excessive number of weighted shading responses (Y). This is shown by Indicator 2, which was also experimentally validated.

2. A greater proportion of the S group (53 per cent) than of the P group (26 per cent) gives fewer whole responses (W). Indicator 3 was experimentally validated.

3. A greater proportion of the S group (32 per cent) than of the P group (58 per cent) gives fewer movement responses (M). Indicator 11 was not validated.
### TABLE 51

A COMPARISON OF THE TWO GROUPS IN TOTAL NUMBER OF SEPARATE VARIABLES DESIGNATED AS INDICATORS OF ANXIETY

<table>
<thead>
<tr>
<th>Indicators of Anxiety</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. R total less</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$Q_3$ or above (49).........</td>
<td>4</td>
<td>5</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Above median................</td>
<td>8</td>
<td>11</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>At median (37.5)............</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Below median................</td>
<td>11</td>
<td>8</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>$Q_1$ or below (26.5).......</td>
<td>5</td>
<td>4</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>2. Weighted shading responses (Y) greater</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$Q_3$ or above (3.75).......</td>
<td>2</td>
<td>7</td>
<td>1.91</td>
<td>.10</td>
<td>Definite trend</td>
</tr>
<tr>
<td>Above median................</td>
<td>8</td>
<td>9</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>At median (2)...............</td>
<td>2</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Below median...............</td>
<td>9</td>
<td>8</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>$Q_1$ or below (1.5).......</td>
<td>9</td>
<td>8</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>3. Whole responses (W) less</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$Q_3$ or above (9)..........</td>
<td>6</td>
<td>5</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Above median................</td>
<td>9</td>
<td>7</td>
<td>---</td>
<td>---</td>
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</tr>
<tr>
<td>At median (6)...............</td>
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<tr>
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<td>.10</td>
<td>Definite trend</td>
</tr>
<tr>
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<td>.20</td>
<td>Slight trend</td>
</tr>
<tr>
<td>4. Oligophrenic details (x) greater</td>
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<tr>
<td>$Q_3$ or above (1)..........</td>
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<td>5. Popular responses (P) less</td>
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</tr>
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<td>---</td>
<td>---</td>
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</tr>
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<td>6. Card rejections greater</td>
<td></td>
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Number of Cases

$N = 38$
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<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
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<td><strong>7. Weighted color responses</strong></td>
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<td>(C) less</td>
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</tr>
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<td>5</td>
<td>12</td>
<td>2.29</td>
<td>.05</td>
<td>Significant</td>
</tr>
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<td>None</td>
</tr>
<tr>
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<td>12</td>
<td>5</td>
<td>2.29</td>
<td>.05</td>
<td>Significant</td>
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<td>Definite trend</td>
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</tr>
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<td></td>
<td></td>
<td></td>
</tr>
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<td>Q₃ or above (3)</td>
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<td><strong>9. Form responses (F)</strong></td>
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<tr>
<td>greater</td>
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<td></td>
</tr>
<tr>
<td>Q₃ or above (30.5)</td>
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<td>7</td>
<td>11</td>
<td>1.31</td>
<td>.25</td>
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</tr>
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<td>At median (20)</td>
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<td>2</td>
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<td>None</td>
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<td>6</td>
<td></td>
<td></td>
<td>None</td>
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<tr>
<td>Q₁ or below (14)</td>
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<td>None</td>
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<td><strong>10. Rare details (Dd)</strong></td>
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<tr>
<td>greater</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Q₃ or above (11.5)</td>
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<td>6</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Above median</td>
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<td>11</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>At median (2.5)</td>
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<td>0</td>
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<td>None</td>
</tr>
<tr>
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<td>8</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Q₁ or below (0)</td>
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<td>None</td>
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<td><strong>11. Movement responses (M)</strong></td>
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</tr>
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<td>Q₃ or above (5)</td>
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<td>1.63</td>
<td>.10</td>
<td>Definite trend</td>
</tr>
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</tr>
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<td>7</td>
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<td></td>
<td>None</td>
</tr>
<tr>
<td>Q₁ or below (1)</td>
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<td>7</td>
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</table>
### TABLE 51—Continued

<table>
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<tr>
<th>Indicators of Anxiety</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
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<tbody>
<tr>
<td><strong>12. Animal forms (A)</strong></td>
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<tr>
<td>greater</td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Q3 or above (24.5)</td>
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<td>6</td>
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<td>---</td>
<td>None</td>
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<tr>
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<td>7</td>
<td>12</td>
<td>1.63</td>
<td>.10</td>
<td>Definite trend</td>
</tr>
<tr>
<td>At median (16.5)</td>
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<td>0</td>
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<td></td>
<td></td>
</tr>
<tr>
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<td>7</td>
<td>1.63</td>
<td>.10</td>
<td>Definite trend</td>
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<tr>
<td>Q1 or below (11.5)</td>
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<td>6</td>
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<td><strong>13. Animal details (Ad)</strong></td>
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<tr>
<td>Q3 or above (9)</td>
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<td>---</td>
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</tr>
<tr>
<td>Above median</td>
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<td>10</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>At median (4)</td>
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<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
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<td>8</td>
<td>---</td>
<td>---</td>
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</tr>
<tr>
<td>Q1 or below (0.5)</td>
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<td>4</td>
<td>---</td>
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<td>None</td>
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<td><strong>14. Human details (Hd)</strong></td>
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<tr>
<td>greater</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q3 or above (4)</td>
<td>6</td>
<td>8</td>
<td>---</td>
<td>---</td>
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</tr>
<tr>
<td>Above median</td>
<td>6</td>
<td>8</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>At median (3)</td>
<td>4</td>
<td>3</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Below median</td>
<td>9</td>
<td>8</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Q1 or below (1)</td>
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<td>5</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td><strong>15. Shading shock scores</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Refer to Table 33)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
</tbody>
</table>

**Number of Cases**

N = 38
4. A greater proportion of the S group (63 per cent) than of the P group (37 per cent) produces more animal forms (A plus Ad). Indicator 12 was not validated.

Hence, in four Indicators, two validated and two not validated, a greater proportion of the S group than of the P group shows a definite trend toward more anxiety. This is contrary to the significant difference in Indicator 7 which shows a greater proportion of the P group to have more anxiety.

Since Indicators 11 and 12 are not validated and since two definite trends toward more anxiety on the two validated Indicators (2 and 3) might offset the significant difference shown by Indicator 7, it might be more safely assumed that large proportions of both groups (at least 63 per cent) manifest intense feelings of anxiety. The P group, however, seems to project anxiety by flight from pleasurably-toned experiences and reduction of affective energy; the S group by passivity, constriction of fantasy, and reduced intellectual functioning. That over half of both groups carry intense feelings of anxiety has already been proposed in the sections on shading and color shock.

Tables 52 and 53 give the frequency with which individual boys in both groups project anxiety in the 16 Indicators, the color shock score being used as the sixteenth.

From these two tables, one may obtain a more complete view of the frequency with which each boy projects anxiety. The "x" under each Indicator's number, except Indicators 15 and 16, represents a score that fell below Q₁ or above Q₃ for the total group's performance
<table>
<thead>
<tr>
<th>Boys</th>
<th>Indicators of Anxiety</th>
<th>Number Validated</th>
<th>Number not Validated</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. x 2. x 3. x 4. x 5. x 6. x 7. x 8. x 9. x 10. x 11. x 12. x 13. x 14. x 15. x 16. x</td>
<td>x x 2</td>
<td>3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>2. x 3. x 4. x 5. x 6. x 7. x 8. x 9. x 10. x 11. x 12. x 13. x 14. x 15. x 16. x</td>
<td>x x 2</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3. x 4. x 5. x 6. x 7. x 8. x 9. x 10. x 11. x 12. x 13. x 14. x 15. x 16. x</td>
<td>x x 2</td>
<td>3</td>
<td>5</td>
<td></td>
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<td>4. x 5. x 6. x 7. x 8. x 9. x 10. x 11. x 12. x 13. x 14. x 15. x 16. x</td>
<td>x x 1</td>
<td>3</td>
<td>4</td>
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</tr>
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<td>5. x 6. x 7. x 8. x 9. x 10. x 11. x 12. x 13. x 14. x 15. x 16. x</td>
<td>x x 1</td>
<td>3</td>
<td>4</td>
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<tr>
<td>6. x 7. x 8. x 9. x 10. x 11. x 12. x 13. x 14. x 15. x 16. x</td>
<td>x x 1</td>
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<td>7. x 8. x 9. x 10. x 11. x 12. x 13. x 14. x 15. x 16. x</td>
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<td>2</td>
<td>4</td>
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<td>8. x 9. x 10. x 11. x 12. x 13. x 14. x 15. x 16. x</td>
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<td>3</td>
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<td>9. x 10. x 11. x 12. x 13. x 14. x 15. x 16. x</td>
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<tr>
<td>11. x 12. x 13. x 14. x 15. x 16. x</td>
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<td>3</td>
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<td>12. x 13. x 14. x 15. x 16. x</td>
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<td>3</td>
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<td>14. x 15. x 16. x</td>
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<td>3</td>
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<td>15. x 16. x</td>
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<td>18. x 19. x</td>
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</table>
TABLE 53

THE FREQUENCY WITH WHICH INDIVIDUAL BOYS IN THE S GROUP PROJECT ANXIETY IN THE SIXTEEN INDICATORS

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<th>Boys</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
<th>5.</th>
<th>6.</th>
<th>7.</th>
<th>8.</th>
<th>9.</th>
<th>10.</th>
<th>11.</th>
<th>12.</th>
<th>13.</th>
<th>14.</th>
<th>15.</th>
<th>16.</th>
<th>Number Validated</th>
<th>Number not Validated</th>
<th>Total</th>
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<td>20....</td>
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<td>x</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
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<td>x</td>
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<td>3</td>
<td>5</td>
</tr>
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<td>x</td>
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<td>38....</td>
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<td>1</td>
<td>4</td>
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</tbody>
</table>
on that Indicator. Hence, it represents either negligible or excessive production of the variable involved; Indicators 15 and 16 (shading shock scores and color shock scores) were cut at scores 3 and 5 respectively, as previously indicated.

No boy in either group is free of anxiety, which, of course, is typical for individuals in our modern era. One boy (case 16) in the P group is possibly hampered less by anxiety than the others.

Since Indicators 1 through 14 reflect anxiety through a limited or excessive functioning of certain variables which project intellectual processes, affective living, and fantasy as well as other processes, one can obtain a glimpse of the restrictions which anxiety places on individual functioning. All of the boys, except one, are overproducing or underproducing in an attempt to cope with anxiety.

In order to compare the two groups, one might assume that:
(1) one to three Total Indicators reflect the least detriment to the individual, (2) four to five, a definite lowering of efficiency, and (3) eight through ten, a severe loss. By using this procedure, 42 per cent of the P group and 26 per cent of the S group come under the first classification; 42 per cent of the P group and 47 per cent of the S group project a definite lowering of efficiency; while 16 per cent of both groups project a severe loss.

Summary

In summarizing the data and discussion presented in this section, one can feel fairly certain that:

1. No significant difference exists between the P group and
S group in anxiety or in the intensity of anxiety. Both groups, however, appear to reflect anxiety in some degree, ranging from mild to intense.

2. At least 90 per cent of both groups reflect some degree of readiness to feel guilty with concomitant truly-anxious feelings and unpleasant affects, the origin of these feelings being the past.

3. All the boys in both groups reflect varying intensities of conflict and concomitant degrees of neurotic character structure, ranging from very mild trends to marked neurotic structure.

4. Over 50 per cent of the boys in both groups are suffering a definite to a severe loss in general efficiency because of intense anxiety.

Affective Process, Fantasy Living, and Major Defenses

Among the spheres of activity that, interacting, form the personality, the basic one is the individual's constitutional endowment. This consists of potential in two broad areas: (1) affect and (2) intellect. The former will briefly be treated in this section; the latter under "Intellectual Processes." Since fantasy living and the major defenses are closely interwoven with affective process, they will also be briefly treated in this section.

Affective Processes

In the affective sector, the psychic experiences group along two lines: (1) the nuances of feeling associated with excitement and
denoting a lively agitation—or euphoric tones, and (2) the nuances of feeling associated with the unpleasant and oppressive—or dysphoric tones. The affective experiences vary in intensity, the variations being extensive both in euphoric and dysphoric affects. Because of the interplay of other forces, affects may be liberated beyond the point of restraint or inhibited to the degree that all pleasurable experiences are excluded.

Response to color presents data concerning the euphoric affects. (Refer to Color Responses) Response to flat-gray projects dysphoric affects. (Refer to Flat-Gray Responses)

From these and other variables, one is able to etch out a picture of affective processes. Tables 54 and 55 present the basic pattern of variables used. In addition, the form quality of the color responses and the flat-gray responses, the average time for first response and Tables 63 and 64 are considered.

The additional symbols used in Tables 54 and 55 signify the following:

- **x** — One or more occurrences
- **S** — Self absorption in fantasy
- **E** — Extratensive experience balance
- **A** — Ambiequal experience balance
- **I** — Introversive experience balance
- **C-E** — Extratensive experience balance with one or no 
  M response
- **C-A** — Ambiequal experience balance with one or no 
  M response
- **A-C** — Ambiequal experience balance with one or no 
  C response

The descriptions of the affective processes, as well as comparisons of the two groups, are presented in Tables 56 through 59. The affective processes projected are grouped under four major
TABLE 54
THE RESPONSES OF THE P GROUP ARRANGED IN A PATTERN OF VARIABLES WHICH PROJECT AFFECTIVE PROCESSES AND FANTASY LIVING

<table>
<thead>
<tr>
<th>Boys</th>
<th>No.</th>
<th>No.</th>
<th>No.</th>
<th>Sum</th>
<th>Pattern of Variables</th>
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<tr>
<td></td>
<td>C</td>
<td>CF</td>
<td>FC</td>
<td>CAR</td>
<td>F%</td>
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<tr>
<td>1...</td>
<td>0</td>
<td>VH</td>
<td>L</td>
<td>H</td>
<td>c-E</td>
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<td>2...</td>
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<td></td>
<td></td>
<td>c-A</td>
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<td>3...</td>
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</tbody>
</table>
### TABLE 55

**The Responses of the S Group Arranged in a Pattern of Variables Which Project Affective Processes and Fantasy Living**

#### Pattern of Variables

| Boys | No. | No. | No. | Sum | C | CF | FC | C | AR | P+ | F+ | % | EB | M- | F% | S% | CS | SS | V | V% | Y | Y% | P | A% | Ratio |
|------|-----|-----|-----|-----|---|----|----|---|----|----|----|---|----|----|----|---|---|---|----|----|----|---|----|----|----|----|----|
| 20...| H   | H   | VH  | VH  | E  | O  | H  |    |    |    |    |   |    |    |    |   |   |   |    |    |   |   |    |    |    |    |   |
| 21...| O   | O   | VH  | VH  | I  | O  | VL | H  | H  | VH | VH | H | VH | VH |    |   |   |   |   |    |    |   |   |    |    |    |    |   |
| 22...| O   |    |     |     | A  | O  | L  | VH | VH | VH | VH | L | H |    |    |   |   |   |   |    |    |   |   |    |    |    |    |   |
| 23...| O   | O   |     |     | C-E | O  | VL | VH | H  | VH | VH | H |    |    |   |   |   |   |    |    |   |   |    |    |    |    |   |
| 24...| O   | H   | O   |     | V L | C-A | O  | VL | H  | VH | O  | O  | H  | H  | L |    |   |   |   |   |    |    |   |   |    |    |    |    |   |
| 25...| O   | VH  | H   | VH  | L  | C-E | O  | VL | VH | VH | H  | H  | VH | H  | L |    |   |   |   |   |    |    |   |   |    |    |    |    |   |
| 26...| O   | VH  | VII | VII | E  | X  | VL | VH | VH | VH | VH | L | L |    |   |   |   |   |    |    |   |   |    |    |    |    |   |
| 27...| H   | VH  | VII | VII | E  | O  | VL | H  | O  | VH | VH | VH | H  |    |   |   |   |   |    |    |   |   |    |    |    |    |   |
| 28...| H   | H   | VH  | VH  | H  | A  | X  | VL | O  | H  |    |    |   |   |   |   |   |   |   |   |   |    |    |    |    |   |
| 29...| O   | O   | L   | L   | L  | C-A | O  | O  |    |    |    |    |   |   |   |   |   |   |   |   |   |    |    |    |    |   |
| 30...| VH  | H   | VH  | H   | H  | E  | X  | VL | VH | H  | VH | H  | O  | O  | L | S |   |   |   |   |    |    |   |   |    |    |    |    |   |
| 31...| O   | VH  | VH  | VH  | H  | C-E | O  | VL | VH | H  | VH | O  | O  | VH |    |   |   |   |   |    |    |   |   |    |    |    |    |   |
| 32...| O   | VH  | VH  | VH  | H  | C-E | O  | VL | H  | H  | H  | O  | O  | VH | H |    |   |   |   |   |    |    |   |   |    |    |    |    |   |
| 33...| H   | VH  | VII | VII | L  | E  | O  | VL | H  | H  | H  | VH | H  | L | L |    |   |   |   |   |    |    |   |   |    |    |    |    |   |
| 34...| H   | L   |     |     | E  | C-E | O  | VL | VH | H  | VH | H  | H  | L | L |    |   |   |   |   |    |    |   |   |    |    |    |    |   |
| 35...| O   | VH  | VH  | VH  | VH | E  | X  | VL | H  | H  | H  | VH | H  |    |    |   |   |   |   |    |    |   |   |    |    |    |    |   |
| 36...| O   | VH  | VII | VII | F  | O  | VL | L  | VH | VH | VH | H  | L | S |   |   |   |   |   |    |    |   |   |    |    |    |    |   |
| 37...| H   | H   | VH  | VL  | E  | O  | VL | H  | O  | VH | VH |    |    |   |   |   |   |    |    |   |   |    |    |    |    |   |
| 38...| O   | VH  | LH  | VH  | E  | O  | VL | H  |    |    |    |    |    |   |   |   |   |   |   |   |   |   |    |    |    |    |   |

**Note:** The table entries represent the pattern of variables for each individual, with columns indicating the presence or absence of specific characteristics.
classifications according to sensitivity to exciting stimuli. These are: (1) high to very high sensitivity, (2) tense sensitivity, (3) an approach to optimal sensitivity, and (4) a tendency toward too little sensitivity.

From a perusal of Tables 56 through 59, it is evident that not more than two boys handle somewhat similar sensitivity to stimuli in a similar manner. However, within each classification there are certain common characteristics. These are used for a basic description of the boys within that classification. The variations present an additional description (beyond the basic one) which is peculiar only to one or two boys.

The case number, following each variation in description, coincides with the number assigned to each boy in Tables 54 and 55.

Only two boys in the S group have somewhat similar affective processes (Refer to Table 56; B, 1.) There is a slight trend for these boys to differ markedly from any of the boys in the P group.

Two boys in P group are somewhat similar to a corresponding number of boys in the S group. For descriptions of their affective processes refer to Table 56: A, 1 and Table 59: A, 3.

Table 56 shows a significant difference between the two groups in sensitivity to exciting stimuli. A greater proportion of the S group (42 per cent) projects high to very high sensitivity. Only 11 per cent of the P group projects a similar degree. Hence, one can assume that more boys in the S group than in the P group experience high to very high sensitivity to exciting events in the outer environment, more uninhibited feelings and strong impulses, blended with dysphoric tone; more
TABLE 56
A COMPARISON OF THE TWO GROUPS IN AFFECTIVE PROCESSES: I, HIGH TO VERY HIGH SENSITIVITY TO EXCITING EVENTS IN OUTER ENVIRONMENT

<table>
<thead>
<tr>
<th>Description and Case Number</th>
<th>Number of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P Group</td>
</tr>
<tr>
<td>A. Very high sensitivity; uninhibited feelings, inner turmoil, strong impulses; highly volatile; affects generally dominate intellect; predictable outbursts; mainly egocentric; available affective energy; with variations:</td>
<td></td>
</tr>
<tr>
<td>1. Blends of dysphoric feelings; self evaluation; outbursts somewhat curbed by marked passivity and fantasy absorption; some capacity for social rapport............(Cases: 33 and 7)</td>
<td>1</td>
</tr>
<tr>
<td>2. Blends of dysphoric feelings and inferiority feelings; outbursts somewhat curbed by fantasy absorption and ego tactics; some capacity for social rapport................. (Case: 30)</td>
<td>0</td>
</tr>
<tr>
<td>3. Mildly oppressive feelings; self evaluation; affects somewhat curbed by fantasy absorption and ego tactics; latency for social rapport...(Case: 20)</td>
<td>0</td>
</tr>
<tr>
<td>Total..........................</td>
<td>1</td>
</tr>
<tr>
<td>B. High sensitivity; fewer uninhibited feelings; strong impulses; less volatile; presence of dysphoric feeling tones; with variations:</td>
<td></td>
</tr>
</tbody>
</table>
TABLE 56 Continued

A COMPARISON OF THE TWO GROUPS IN AFFECTIVE PROCESSES: I, HIGH TO VERY HIGH SENSITIVITY TO EXCITING EVENTS IN OUTER ENVIRONMENT

<table>
<thead>
<tr>
<th>Description and Case Number</th>
<th>Number of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P Group</td>
</tr>
<tr>
<td>B. (continued)</td>
<td></td>
</tr>
<tr>
<td>1. Self evaluation; somewhat frequent, predictable outbursts curbed by marked passivity; affects dominate; mainly egocentric; affective energy, but meager capacity for social rapport (Cases: 26 and 34)</td>
<td>0</td>
</tr>
<tr>
<td>2. Self evaluation; infrequent, predictable outbursts curbed by marked passivity, fantasy absorption, and ego tactics; delicate equilibrium between egocentric and allocentric, affects and intellect; over-responsive; capacity for social rapport (Case 28)</td>
<td>0</td>
</tr>
<tr>
<td>3. Intense inferiority feelings; predictable outbursts somewhat curbed by fantasy absorption and marked passivity; delicate equilibrium between egocentric and allocentric, affects and intellect; affective energy; capacity for social rapport (Case: 27)</td>
<td>0</td>
</tr>
<tr>
<td>4. No self evaluation; predictable outbursts curbed by marked passivity and fantasy absorption; delicate equilibrium between egocentric and allocentric, affects and intellect; affective energy; meager capacity for social rapport (Case: 37)</td>
<td>0</td>
</tr>
</tbody>
</table>
TABLE 56 Continued
A COMPARISON OF THE TWO GROUPS IN AFFECTIVE PROCESSES: I, HIGH TO VERY HIGH SENSITIVITY TO EXCITING EVENTS IN OUTER ENVIRONMENT

<table>
<thead>
<tr>
<th>Description and Case Number</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. (continued)</td>
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<tr>
<td>5.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>No self evaluation; unpredictable outbursts, otherwise unresponsive; low affective energy; outbursts curbed by marked passivity; delicate equilibrium between egocentric and allocentric affects and intellect; latency for social rapport (Case: 11)..........................</td>
<td>1</td>
<td>0</td>
<td>--</td>
<td>--</td>
<td>None</td>
</tr>
<tr>
<td>Total........................</td>
<td>1</td>
<td>5</td>
<td>1.78</td>
<td>.10</td>
<td>Definite trend</td>
</tr>
<tr>
<td>Total for A and B...........</td>
<td>2</td>
<td>8</td>
<td>2.21</td>
<td>.05</td>
<td>Significant</td>
</tr>
</tbody>
</table>
volatility, and more affect domination. The individual boys, however, handle their feeling experiences differently, thus possibly manifesting different overt behaviors although basically similar in sensitivity.

Table 57 shows an almost significant difference between the two groups in tense sensitivity to exciting events. Fifty-three per cent of the P group projects tense sensitivity as compared to 21 per cent of the S group.

There is also a definite trend for a greater proportion of the P group (37 per cent) to fluctuate between tense sensitivity and optimal sensitivity. Hence, one might assume that a greater proportion of the P group than of the S group manifests (1) tense sensitivity or a fluctuation between tense and optimal sensitivity with concomitant dysphoric moods, (2) fluctuation between control by affects and intellect, between egocentric and allocentric behavior, and (3) use of passivity as a countermeasure against these disturbing affects.

There is no significant difference or trend toward a difference between the two groups in an approach to optimal sensitivity or too little sensitivity. (Refer to Tables 58 and 59 respectively) Sixteen per cent of the P group and 26 per cent of the S group approximate optimal sensitivity; 16 per cent of the P group and 5 per cent of the S group manifest below-optimal sensitivity, which, however, does not appear to markedly reduce ability to attain social rapport. Five per cent of each group reflect too little sensitivity which does appear to play a major role in limiting ability to attain social rapport.

An inspection of Tables 56 through 59 also reveals that 63 per cent of the combined group manifests sensitivity ranging from partially
### TABLE 57

**A COMPARISON OF THE TWO GROUPS IN AFFECTIVE PROCESSES: II, TENSE SENSITIVITY TO EXCITING EVENTS IN THE OUTER ENVIRONMENT**

<table>
<thead>
<tr>
<th>Description and Case Number</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Tense sensitivity with no or few gentle feeling tones; less impulsive but highly labile reactivity; easy irritability blended with mild to intensely dysphoric tones; trend for affects to dominate; countermeasure in marked passivity; available affective energy; trend toward ego-centric; with variations:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. No self evaluation; frequent, predictable outbursts; meager capacity for social rapport... (Case: 1)</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>2. Inferiority feelings; a few outbursts; over responsive, curbed by fantasy; latent capacity for social rapport... (Case: 3)</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>3. Self evaluation; few outbursts; affects curbed by fantasy absorption and ego tactics; latent capacity for social rapport... (Case: 18)</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>4. No self evaluation; probably frequent, predictable outbursts; no capacity for social rapport... (Case: 24)</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>5. Intense inferiority feelings; predictable outbursts, somewhat curbed by fantasy absorption; latent capacity for social rapport... (Case: 38)</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
</tbody>
</table>
TABLE 57—Continued

<table>
<thead>
<tr>
<th>Description and Case Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Tense sensitivity alternating with gentle feeling tones; fluctuation between easy irritability and mastery of feelings, between control by affects and intellect, between egocentric and allocentric; countermeasure in marked passivity; mild to deeply dysphoric moods; with variations:</td>
</tr>
<tr>
<td>1. Self evaluation; frequent, predictable outbursts; affective energy; meager capacity for social rapport. (Case: 10)</td>
</tr>
<tr>
<td>P Group</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2. No self evaluation; very few outbursts, curbed by ego tactics; affective energy; meager capacity for social rapport (Case: 2).</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>3. Intense inferiority; unpredictable outbursts, otherwise unresponsive; control by ego tactics; low affective energy; latency for social rapport (Case: 6)</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>4. Intense inferiority; predictable outbursts, somewhat curbed by fantasy absorption and ego tactics; over-responsive; capacity for social rapport (Case: 14)</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>5. Intense inferiority; predictable outbursts, somewhat curbed by fantasy absorption; affective energy; capacity for social rapport (Case: 16)</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>
TABLE 57—Continued

<table>
<thead>
<tr>
<th>Description and Case Number</th>
<th>Description and Case Number</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Intense inferiority; unpredictable outbursts, curbed by fantasy absorption; overresponsive; meager capacity for social rapport (Case: 13)</td>
<td>7. Some inferiority; predictable outbursts, somewhat curbed by fantasy; affective energy; some capacity for social rapport (Case: 19)</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>8. No self evaluation; predictable outbursts; affective energy; capacity for social rapport (Case: 32)</td>
<td>9. Self evaluation; predictable outbursts, curbed by fantasy absorption; overresponsive; capacity for social rapport (Case: 35)</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>7</td>
<td>2</td>
<td>1.91</td>
<td>.10</td>
<td>Definite trend</td>
</tr>
<tr>
<td>Total for A and B</td>
<td></td>
<td>10</td>
<td>4</td>
<td>2.01</td>
<td>.05</td>
<td>Almost Significant</td>
</tr>
<tr>
<td>Description and Case Number</td>
<td>P Group</td>
<td>S Group</td>
<td>t</td>
<td>P</td>
<td>Significance</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------------</td>
<td>---------</td>
<td>---------</td>
<td>-----</td>
<td>----</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>Responds to stimuli with a few warm feeling tones and a predominance of gentle tones; generally mastery of affects although mild to dysphoric moods occur; more allocentric than egocentric; available affective energy for response and capacity for social rapport, except for Case 25; use of passivity as a countermeasure; with variations:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Some inferiority feelings; frequent, outbursts, somewhat curbed by fantasy absorption (Case: 4)</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>2. Self evaluation; infrequent, predictable outbursts, somewhat curbed by fantasy absorption (Case: 3)</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>3. Some inferiority feelings; few outbursts; affects curbed by fantasy absorption (Case: 15)</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>4. Intense inferiority feelings; infrequent, predictable outbursts curbed by fantasy absorption (Case: 22)</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>5. Some inferiority feelings; infrequent, predictable outbursts (Case: 23)</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>6. No self evaluation; predictable outbursts, curbed by ego tactics (Case: 31)</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>7. Intense inferiority feelings; infrequent outbursts, curbed by fantasy absorption and ego tactics (Case: 36)</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>
### TABLE 58—Continued

<table>
<thead>
<tr>
<th>Description and Case Number</th>
<th>Number of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P Group</td>
</tr>
<tr>
<td>8. Some inferiority; unpredictable outbursts; low affective energy; latency in social rapport... (Case: 25)</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
</tr>
</tbody>
</table>
### TABLE 59

A COMPARISON OF THE TWO GROUPS IN AFFECTIVE PROCESSES: IV, A TENDENCY TOWARD TOO LITTLE SENSITIVITY TO EXCITING EVENTS IN THE OUTER ENVIRONMENT

<table>
<thead>
<tr>
<th>Description and Case Number</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Below optimal sensitivity which does not inhibit social rapport; extrusion of warm feeling tones; even temperament; intellect tends to over-control affects; few, if any, emotional outbursts; presence of mild to more intense dysphoric moods; fantasy as countermeasure against disturbing affects; available affective energy; capacity for social rapport; much more allocentric than egocentric; with variations:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Some inferiority feelings; ego tactics as added countermeasure</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>(Case: 5)..........................</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. No self evaluation; passivity and ego tactics as added countermeasures</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>(Case: 9)..........................</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Intense inferiority feelings; marked passivity as added countermeasure</td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>(Cases: 17 and 21)...............</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total............................</td>
<td>3</td>
<td>1</td>
<td>---</td>
<td>None</td>
</tr>
</tbody>
</table>
B. Below optimal sensitivity which inhibits social rapport; extrusion of warm feeling tones; intellect over-controls affects; no self evaluation; mild to intense dysphoric moods; few, if any, emotional outbursts; marked passivity as countermeasure against disturbing affects; low affective energy; with variations:

1. Even temperament; allocentric; fantasy as added counter measure; latency for social rapport
(Case: 12)..............................

2. Very low sensitivity; extrusion of feeling tones; affectively dull; ego tactics as added countermeasure; no capacity for social rapport
(Case: 29)..............................

<table>
<thead>
<tr>
<th>Description and Case Number</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Cases</td>
<td>P Group</td>
<td>S Group</td>
<td>t</td>
<td>P Significance</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>0</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>1</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>1</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Total for A and B</td>
<td>4</td>
<td>2</td>
<td></td>
<td>None</td>
</tr>
</tbody>
</table>
tense to very high sensitivity, and 16 per cent reflects too little
sensitivity to exciting stimuli.

Cases 33 and 7 are judged to be the most volatile in feeling
experiences, while Case 29 is affectively dull. Hence, a wide range
in affect sensitivity is apparent in each group as well as in the com-
bined group, the S group having a slightly wider range.

The kind of affective experiences one has is important in the
molding of personality structure. How one handles these affects not
only reflects his present personality structure but also has social
implications. The defensive technics employed to handle affects in a
socially acceptable manner sometimes prevent the experiencing of warm
relationships with others or the full utilization of a capacity for
social rapport.

Table 60 compares the two groups in present capacity for social
rapport.

**TABLE 60**

A COMPARISON OF THE TWO GROUPS IN PRESENT CAPACITY FOR SOCIAL RAPPORT

<table>
<thead>
<tr>
<th>Capacity for Social Rapport</th>
<th>Number of Cases</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capacity evidenced...........</td>
<td>8</td>
<td>9</td>
<td>8</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Limited capacity............</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Latent capacity.............</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>No capacity evidenced....</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Number of Cases</td>
<td>19</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
It is not implied that those who manifest present capacity are able to utilize it fully. The capacity is available for present use, perhaps functions to some degree, but in most cases could possibly be more fully utilized (Refer to Table 61).

There is no significant difference between the two groups in capacity for social rapport. There is a slight trend, however, for 11 per cent of the S group to manifest no present capacity for social rapport as compared to zero per cent in the P group.

Forty-five per cent of the combined group, or 42 and 47 per cent of the P group and S group respectively, manifest adequate capacity for social rapport. How fully this capacity is utilized is another question.

Twenty-nine per cent of the total group, or 32 and 26 per cent of the P group and S group respectively, manifest very meager present capacity for social rapport. This implies that, because of constitutional endowment or restricting agents, present capacity is available for only limited functioning.

Twenty-one per cent of the combined group, or 26 and 16 per cent of the P group and S group respectively, reflect latent capacity. This implies that at the present time capacity is not manifested. However, it is possible that capacity may be latent. Therefore, if constitutional endowment is not the basic cause of latency, capacity should be reflected when the individual is freed from restricting agents.

From the above, then, one might assume that 74 per cent of the combined group, the P group, and the S group manifest at least some capacity for social rapport; while 26 per cent manifest no capacity at
## TABLE 61

A COMPARISON OF THE TWO GROUPS IN SOME OF THE MOST OBVIOUS FACTORS WHICH ARE PROBABLY RESTRICTING UTILIZATION OF CAPACITY FOR SOCIAL RAPPORT

<table>
<thead>
<tr>
<th>Cases Arranged by Capacity and Group</th>
<th>Restricting Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Autistic Fantasy</td>
</tr>
<tr>
<td>No present capacity for social rapport:</td>
<td></td>
</tr>
<tr>
<td>S Group: 2</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>9</td>
</tr>
<tr>
<td>29</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
</tr>
<tr>
<td>P Group: 0</td>
<td></td>
</tr>
<tr>
<td>Latent capacity for social rapport:</td>
<td></td>
</tr>
<tr>
<td>S Group: 3</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>3</td>
</tr>
<tr>
<td>25</td>
<td>4</td>
</tr>
<tr>
<td>38</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
</tr>
<tr>
<td>P Group: 5</td>
<td></td>
</tr>
<tr>
<td>Limited capacity for social rapport:</td>
<td></td>
</tr>
<tr>
<td>S Group: 5</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>8</td>
</tr>
<tr>
<td>30</td>
<td>6</td>
</tr>
<tr>
<td>33</td>
<td>6</td>
</tr>
<tr>
<td>34</td>
<td>6</td>
</tr>
<tr>
<td>37</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
</tr>
</tbody>
</table>
Cases Arranged by Capacity and Group

<table>
<thead>
<tr>
<th>Group</th>
<th>Capacity</th>
<th>Social Rapport</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>2 6 2 1 0 4 2 2 4 1 1 2 1 2 0 2</td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>2 1 0 3 2 0 6 4 2 4 2 2 0 2</td>
<td></td>
</tr>
</tbody>
</table>

Restricting Factors

<table>
<thead>
<tr>
<th>Factor</th>
<th>P Group</th>
<th>S Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autistic</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Markedness</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Inactivity</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Low Social Contact</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Low Affect</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Energy</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Low Affective</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Congress</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Energy</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Emotional</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Anxiety</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Ego Tactility</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Intensity</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Insecurity</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Bound by Ambivalence</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Too Submissive</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Too Dominant</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Too Tactfulness</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Evaluation</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Total</td>
<td>4 6 1 0 0 0 1 1 4 3 2 3 0 3 0 1</td>
<td></td>
</tr>
</tbody>
</table>
the present time.

Table 61 provides an insight into some of the most obvious factors which may partially account for no capacity, latent and limited capacities, and inability to fully utilize any present capacity. No boy is entirely free to utilize his full potential although some are more free to do so than others. The number of restricting factors is in itself not too meaningful, for the intensity of one factor may prevent utilization of capacity more than two or three factors of lesser intensity. However, five to eight factors might be considered numerous.

There is no significant difference between the two groups in number of factors or in type of factor operating. The most frequently occurring factor in both groups is, however, the presence of intense, free anxiety. It might be assumed that, in an endeavor to handle this anxiety, most of the boys resort to emotional passivity, retreat into autistic fantasy, or are bound by ambivalent tendencies, thus restricting their capacity to extend warm feeling tones toward others. In addition, a large proportion of the boys seem to be somewhat developmentally immature in that, in spite of affect controls, approximately 47 per cent of the combined group tend to be more self-centered than group-centered. This however, might be considered somewhat typical for CA 11 since most children are in a transition stage of social development at this developmental level.

Table 62 presents the trends toward a significant difference between the two groups in restricting factors. A larger proportion of the boys in the P group who manifest latency in capacity for social rapport tend to project more free anxiety than the boys in the S group. It also
appears that, in an attempt to cope with this anxiety, these boys tend to employ stronger ego tactics, ambivalent tendencies, and an avoidance of self-evaluation.

### Table 62

**TRENDS TOWARD A SIGNIFICANT DIFFERENCE BETWEEN THE TWO GROUPS IN FACTORS RESTRICTING CAPACITY FOR SOCIAL RAPPORT**

<table>
<thead>
<tr>
<th>Factors Restricting Capacity</th>
<th>Number of Cases</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys projecting latent capacity for social rapport differ in:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presence of intense, free anxiety ------------</td>
<td>4</td>
<td>1</td>
<td>1.45</td>
<td>.20</td>
<td>Slight trend</td>
<td></td>
</tr>
<tr>
<td>Use of strong ego tactics</td>
<td>2</td>
<td>0</td>
<td>1.46</td>
<td>.20</td>
<td>Slight trend</td>
<td></td>
</tr>
<tr>
<td>Binding anxiety by ambivalence --------</td>
<td>3</td>
<td>0</td>
<td>1.80</td>
<td>.10</td>
<td>Definite trend</td>
<td></td>
</tr>
<tr>
<td>Inability to evaluate self ------------</td>
<td>2</td>
<td>0</td>
<td>1.46</td>
<td>.20</td>
<td>Slight trend</td>
<td></td>
</tr>
<tr>
<td>Boys projecting capacity for social rapport differ in:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strong egocentric tendencies --------</td>
<td>0</td>
<td>3</td>
<td>1.80</td>
<td>.10</td>
<td>Definite trend</td>
<td></td>
</tr>
<tr>
<td>Too submissive -------------</td>
<td>0</td>
<td>2</td>
<td>1.46</td>
<td>.20</td>
<td>Slight trend</td>
<td></td>
</tr>
<tr>
<td>Total number of cases</td>
<td>11</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A greater proportion of the boys in the S group who reflect capacity for social rapport appear to be more restricted in its utilization by strong egocentric tendencies or more submissive attitudes.

Although there are no significant differences between the two groups in capacity for social rapport or in the factors restricting
capacity, one can assume that large proportions of both groups are either limited in capacity or in utilization of capacity by a combination of restricting agents.

Fantasy Living and Major Defensive Technics

Fantasy living, projected by the M responses, has previously been discussed as has the experience balance (EB). Therefore, the major purpose of this section is to add a few additional comments concerning fantasy living, to note its use as a defensive technic, and to discuss a few other defensive technics to which most of the boys have recourse.

Tables 63 and 64 provide additional data concerning the M responses. When these data are combined with the variables presented in Tables 54 and 55, one can obtain a more extensive picture of fantasy living as well as some of the defensive technics utilized by the boys in each group.

The stance of the M response reflects the direction of movement and indicates inner attitudes as being active or passive. The flector stance substantiates other evidence of passivity by pointing up a need to submit to environmental stresses, to be resigned about one's difficulties, and to cling to familiar supports. It is more typically produced by the female, whose role in our culture is a submissive one. Therefore, when males produce an excessive number of flector M's, one is afforded a lead to homosexual tendencies.

The extensor M is typically produced by the male, whose role is more self-assertive. It projects an active, striving individual who is in fantasy, at least, making an effort to free himself from
## TABLE 63

THE FREQUENCY WITH WHICH INDIVIDUAL BOYS IN THE P GROUP PROJECT NUANCES IN M RESPONSES

<table>
<thead>
<tr>
<th>Boys</th>
<th>Stance of M Responses</th>
<th>Other Nuances of M Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Flector</td>
<td>No. of Equivocal</td>
</tr>
<tr>
<td>1...</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2...</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3...</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4...</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>5...</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>6...</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7...</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>8...</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>9...</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10...</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>11...</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12...</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>13...</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>14...</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>15...</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>16...</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>17...</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>18...</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>19...</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>
TABLE 64

THE FREQUENCY WITH WHICH INDIVIDUAL BOYS IN THE S GROUP PROJECT NUANCES IN M RESPONSES

<table>
<thead>
<tr>
<th>Boys</th>
<th>Stance of M Responses</th>
<th>Other Nuances of M Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of M's</td>
<td>Min</td>
</tr>
<tr>
<td></td>
<td>Flect</td>
<td>Equivocal</td>
</tr>
<tr>
<td>20...</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>21...</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>22...</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>23...</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>24...</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>25...</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>26...</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>27...</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>28...</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>29...</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>30...</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>31...</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>32...</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>33...</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>34...</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>35...</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>36...</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>37...</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>38...</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

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whatever restrains his freedom. When excessively produced by the female, the extensor M also affords a lead to homosexuality.

The equivocal stance of M projects a binding by ambivalent tendencies and, hence, a defense against anxiety.

Movement responses which appear in human detail (Hd), rare detail (Dd), and animal responses (A) reflect regressive qualities, autistic trends, and personal needs respectively.

Poor form quality in M (M-) projects a fantasy creation, the accuracy of which is distorted by personal needs; hence, it is a major clue to autistic living. The blends accent the excited or depressed feelings tones of the individual.

The attitudes projected by the stance of M responses are listed in Table 65. There is a significant difference between the two groups in the presence of submissive attitudes. Forty-two per cent of the S group as compared to 11 per cent of the P group project only submissive attitudes. Consequently, one can assume that more boys in the S group feel a need to submit to environmental stresses, to be resigned about one's difficulties and to cling to familiar supports. This assumption combined with the previous assumptions of (1) more anxiety projected by the S group on the sex card, and (2) much preoccupation with botany, household, and anatomy content by both groups encourages one to make two additional hypotheses. First, a greater proportion of the S group is finding it more difficult to assume a male role; because of basic insecurity and, second, both groups are experiencing conflict in extruding feminine, submissive attitudes and in introjecting qualities typified by males in our culture. Hence, a striving for personal
TABLE 65
A COMPARISON OF THE TWO GROUPS IN ATTITUDE PROJECTED BY THE STANCE OF MOVEMENT RESPONSES (M)

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Number of Cases</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submissive attitudes only</td>
<td>2</td>
<td>2</td>
<td>8</td>
<td>2.21</td>
<td>.05 Significant</td>
</tr>
<tr>
<td>Submissive attitudes predominate, with no self assertion</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>1.46</td>
<td>.20 Slight trend</td>
</tr>
<tr>
<td>Submissive attitudes predominate, with some self assertion</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>1.78</td>
<td>.20 Slight trend</td>
</tr>
<tr>
<td>Ambivalent tendencies only</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>--- None</td>
</tr>
<tr>
<td>Ambivalent tendencies predominate, with more self assertive than submissive attitudes</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>--- None</td>
</tr>
<tr>
<td>Ambivalent tendencies predominate, with more submissive than self assertive attitudes</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1.46</td>
<td>.20 Slight trend</td>
</tr>
<tr>
<td>Ambivalent tendencies predominate, with equal pull between submissive and self assertive attitudes</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>--- None</td>
</tr>
<tr>
<td>Equal pull between submissive attitudes and ambivalent tendencies</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>---</td>
<td>--- None</td>
</tr>
<tr>
<td>Equal pull between submissive and self assertive attitudes</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>---</td>
<td>--- None</td>
</tr>
<tr>
<td>Total: more submissive than self assertive attitudes</td>
<td>9</td>
<td>9</td>
<td>11</td>
<td>---</td>
<td>--- None</td>
</tr>
<tr>
<td>Total: ambivalent tendencies predominate</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>---</td>
<td>--- None</td>
</tr>
<tr>
<td>Total: Equal pull between submissive and self assertive</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>---</td>
<td>--- None</td>
</tr>
</tbody>
</table>
independence versus a need to be dependent seems to be the origin of much conflict and concomitant anxiety in both groups. A greater proportion of the P group, however, appears to be attaining more self-assertion and male identification. This is indicated by a slight trend for the P group to manifest some self assertion although ambivalent or submissive attitudes still predominate. Twenty-one per cent of the P group and 16 per cent of the S group are experiencing a definite conflict situation in the even pull between submissive and self-assertive attitudes.

Since 84 per cent of the P group and 95 per cent of the S group are projecting either a predominance of submissive attitudes, ambivalent attitudes, or an equal pull between submissive and self assertive attitudes, it might be assumed that the neurotic structure and the anxiety manifested by a large proportion of both groups stem, in part, from a striving to achieve a male role with its concomitant feelings of personal independence.

A comparison of the two groups in recourse to and probable utilization of fantasy is presented in Table 66. It has already been shown that the P group is more introvertsive; while the S group is more extrotensive. Frequently, the extratensive individual does not have adequate recourse to fantasy for creative purposes or as a defensive technic which affords free play of feelings within, thus relieving the ego from curbing their outward expression.

Table 66 shows that, although 55 per cent of the boys in the combined group are extratensive, 32 per cent do have adequate recourse to fantasy. Furthermore, one can be fairly certain that, of those who
TABLE 66

A COMPARISON OF THE TWO GROUPS IN RECURSIVE TO AND PROBABLE UTILIZATION OF FANTASY

<table>
<thead>
<tr>
<th>Recourse to and Utilization of Fantasy</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Cases</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>An Extratensive experience balance with:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No present capacity for fantasy........</td>
<td>3</td>
<td>1</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>A very limited capacity, used for:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stabilization of tensions</td>
<td>1</td>
<td>3</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Personal need</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Total: with limited capacity...........</td>
<td>1</td>
<td>4</td>
<td>1.45</td>
<td>.20</td>
</tr>
<tr>
<td>Capacity for fantasy, used for:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stabilization of tensions</td>
<td>0</td>
<td>5</td>
<td>2.39</td>
<td>.05</td>
</tr>
<tr>
<td>Stabilization, some autistic, and possibly creative uses.............</td>
<td>1</td>
<td>2</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Mainly autistic and personal use.......</td>
<td>2</td>
<td>2</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Total with capacity...</td>
<td>3</td>
<td>9</td>
<td>2.09</td>
<td>.05</td>
</tr>
<tr>
<td>Total: extratensive EB</td>
<td>7</td>
<td>14</td>
<td>2.29</td>
<td>.05</td>
</tr>
<tr>
<td>An ambiequal experience balance with:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very limited capacity, used for:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stabilization of tensions</td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Autistic purposes mainly</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Total with limited capacity............</td>
<td>1</td>
<td>2</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Capacity for fantasy, used for:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stabilization of tensions</td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
### TABLE 66—Continued

<table>
<thead>
<tr>
<th>Recourse to and Utilization of Fantasy</th>
<th>Number of Cases</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stabilization and creative purposes...</td>
<td>2</td>
<td>0</td>
<td>1.46</td>
<td>.20</td>
<td>Slight trend</td>
<td></td>
</tr>
<tr>
<td>Stabilization, autistic, and possibly creative use...</td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Mainly autistic and personal use...</td>
<td>0</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Total with capacity...</td>
<td>4</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Total: ambiequal EB...</td>
<td>5</td>
<td>4</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>

An introversive experience balance with:

<table>
<thead>
<tr>
<th>Fantasy used for:</th>
<th>Number of Cases</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stabilization of tensions mainly...</td>
<td>0</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Stabilization and creation...</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Stabilization, some autistic and possibly creative uses...</td>
<td>5</td>
<td>1</td>
<td>1.78</td>
<td>.10</td>
<td>Definite trend</td>
<td></td>
</tr>
<tr>
<td>Mainly autistic use...</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Total: introversive EB...</td>
<td>7</td>
<td>1</td>
<td>2.38</td>
<td>.05</td>
<td>Significant</td>
<td></td>
</tr>
</tbody>
</table>

Recourse to fantasy without regard for experience balance:

<table>
<thead>
<tr>
<th>Recourse to fantasy without regard for experience balance:</th>
<th>Number of Cases</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>No present recourse...</td>
<td>3</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Limited recourse...</td>
<td>2</td>
<td>6</td>
<td>1.60</td>
<td>.10</td>
<td>Definite trend</td>
<td></td>
</tr>
<tr>
<td>Present recourse adequate</td>
<td>14</td>
<td>12</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>

Present recourse adequate without regard for experience balance; fantasy utilized mainly for:

<table>
<thead>
<tr>
<th>Stabilization of tensions...</th>
<th>Number of Cases</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>6</td>
<td>1.60</td>
<td>.10</td>
<td>Definite trend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stabilization and creation...</td>
<td>2</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>
TABLE 66—Continued

<table>
<thead>
<tr>
<th>Recourse to and Utilization of Fantasy</th>
<th>Number of Cases</th>
<th></th>
<th></th>
<th>P Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stabilization, some autistic, and possibly creative uses...</td>
<td>7</td>
<td>4</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Autistic and personal uses...............</td>
<td>3</td>
<td>2</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Number of cases.......................</td>
<td>19</td>
<td>19</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

are extratensive with an adequate capacity for fantasy, a larger proportion of the S group (26 per cent) than of the P group (zero per cent) has adequate recourse to fantasy as a stabilizer of tensions. In addition, a larger proportion of the S group (47 per cent) as compared to 16 per cent of the P group has recourse to fantasy as a stabilizer of tensions, for autistic living, and for some creative purposes. Since the difference between the groups is significant, one can conclude that, although a greater proportion of the S group than of the P group is extratensive, this proportion (47 per cent) is not without adequate recourse to fantasy as a defensive technic and for creative purposes.

In considering those who have adequate recourse to fantasy, irrespective of their experience balance, one finds no significant difference between the groups. There is a definite trend, however, for a larger proportion of the S group (32 per cent) to utilize fantasy mainly for stabilization of tensions.

It seems fairly certain, then, that although a greater proportion of the S group (74 per cent) than of the P group (37 per cent)
is extratensive, 47 per cent of this proportion of the group has adequate recourse to the service functions of fantasy.

When the experience balance is not considered, one can assume that 74 per cent of the P group and 63 per cent of the S group have adequate recourse to fantasy. Since the difference between the two groups is not significant, one can conclude that the two groups do not differ in access to fantasy living even though more boys in the S group than in the P group are extratensive.

In order to stabilize tensions when capacity for fantasy is inadequate, an individual may channel tensions to the outer environment. The overt behaviors which manifest this outward channeling may take many forms—some easily recognized, others heavily disguised. A few of the more easily recognized forms include crying, verbal attacks, teasing, opposing social codes, temper tantrums, and physical attacks directed towards other people, animals, and personal property.

Theoretically, an extratensive individual has a greater potential for outward channeling of tensions than the introersive individual. Unless he has learned to utilize more socially acceptable channels than the above or to employ other defensive technics in stabilizing tensions, he usually becomes a socially obnoxious individual; and, in turn, ultimately suffers from damage to self.

When an extratensive individual does not have adequate recourse to fantasy, he may employ several other technics to cope with tensions. Only one other possible defense will, however, be discussed in this research. This is retreat into emotional passivity.

Assuming then that an extratensive or an ambiequal experience
balance affords a greater potential for outward channeling of tensions than the introverted balance, one might predict that an extratensive or ambiequal individual will manifest more emotional outbursts or more overt behaviors which reflect tension than the introverted individual unless, however, he has acquired other defensive techniques.

It is not to be assumed, however, that the bottling-up of tensions within is a desirable procedure either; hence, the introverted individual, who has the potential for so-doing, may damage self even more than the extratensive individual. The most desirable modes for stabilizing tensions include their outward channeling through socially-acceptable behaviors. Since it is frequently difficult for the introverted individual to channel tensions outward through either socially unacceptable or acceptable behaviors, he is more vulnerable to the more serious forms of personality disintegration.

Table 67 affords a comparison of the two groups in potential for outward channeling of tensions as well as in the utilization of emotional passivity as a defensive technic.

Since there is a significant difference between the two groups in potential for channeling tensions outward, one might assume that a greater proportion of the S group utilizes this defensive technic and that a greater proportion of the P group stabilizes tensions through fantasy. Such, however, is not quite the picture since all the boys who are extratensive have recourse to emotional passivity, to fantasy or to both. Theoretically, those with both defenses, providing tensions are not too great, should manifest less outward channeling of tensions than the others who are extratensive. Since there is a
A comparison of the two groups in possible use of the defensive
technic: channeling tensions to the outer environment

<table>
<thead>
<tr>
<th>Potentiality for Channeling</th>
<th>Number of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P Group</td>
</tr>
<tr>
<td>Potential for channeling tensions outward: extratensive EB; with:</td>
<td></td>
</tr>
<tr>
<td>No recourse to passivity or fantasy</td>
<td>0</td>
</tr>
<tr>
<td>Recourse to passivity but not fantasy</td>
<td>3</td>
</tr>
<tr>
<td>Recourse to passivity and limited fantasy</td>
<td>1</td>
</tr>
<tr>
<td>Recourse to both passivity and fantasy</td>
<td>2</td>
</tr>
<tr>
<td>Recourse to fantasy only...</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
</tr>
<tr>
<td>Potential for channeling tensions outward or inward: ambiequal EB; with:</td>
<td></td>
</tr>
<tr>
<td>Recourse to passivity and limited fantasy</td>
<td>1</td>
</tr>
<tr>
<td>Recourse to passivity and fantasy</td>
<td>4</td>
</tr>
<tr>
<td>Recourse to fantasy only...</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
</tr>
<tr>
<td>Potential for channeling tensions inward; introversive EB; with:</td>
<td></td>
</tr>
<tr>
<td>Recourse to passivity and fantasy</td>
<td>6</td>
</tr>
<tr>
<td>Recourse to fantasy only...</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
</tr>
<tr>
<td>Total having recourse to both passivity and fantasy</td>
<td>12</td>
</tr>
</tbody>
</table>
definite trend for a greater proportion of the S group (37 per cent) who are extratensive to utilize both fantasy and passivity as compared to only 11 per cent of the P group who are extratensive, one might assume that a greater number of the extratensive members of the S group than of the P group have less recourse to the outward channeling of tensions.

On the other hand, there is a significant difference between the two groups in the possibility for less outward channeling of tensions by the P group. Thirty-two per cent of the P group not only has potential for inward channeling of tensions but also utilizes the additional defense of emotional passivity; while only 5 per cent of the S group reflects a similar potential and safeguard. One cannot assume, however, that these proportions of the P group and the S group are utilizing the more desirable modes for stabilizing tensions without considering what is happening to the whole psychologic structure of these individuals. It may be that these individual boys are suffering the consequences of bottled-up tensions. In fact, one boy (case 17) reflects rather serious personal difficulties; two boys (case 8 and 12) project latent capacity for social rapport and one (case 13) manifests limited capacity; while all seven boys are functioning at a lower level than their estimated intellectual potentials.

In light of the above data, one can be fairly certain that a greater proportion of the P group than of the S group has less recourse to the outward channeling of tensions. Of those individuals in both groups who do reflect a potential for outward channeling of tensions, a greater proportion of the S group than of the P group tends to have
less recourse to outward channeling.

The probability and frequency of occurrence of emotional outbursts, as one consequence of outward channeling of tensions, must be judged from what each individual protocol reveals concerning affective processes, the degree of resistiveness, inner attitudes, anxieties and conflicts, adaptability, social conformity, and ego efficiency as well as the defensive technics employed. Even the behavior in which these outbursts are expressed cannot be inferred. The behavior may range from the less violent forms of crying, mild temper outbursts, and verbal attacks to the more violent forms of fighting, harming others, and property destruction.

A comparison of the two groups in probability of occurrence of emotional outbursts is presented in Table 68. There is no significant difference between the two groups in occurrence of emotional outbursts. There are two definite trends, however: (1) a greater proportion of the P group (42 per cent) than of the S group (16 per cent) manifests few, if any, emotional outbursts; while (2) a greater proportion of the S group (68 per cent) than of the P group (37 per cent) manifests predictable emotional outbursts, the frequency of occurrence ranging from infrequent through uncertain frequency.

Sixteen per cent of the P group and 26 per cent of the S group are assumed to have fairly frequent or frequent emotional outbursts; the degree of violence expressed is not determined. All may express themselves by simply crying, name calling, or temper displays; or all may resort to fighting and other forms of violence.

Table 69 affords a comparison of the two groups in recourse to withdrawal into emotional passivity. Although there is no significant
difference between the two groups, there is a definite trend for a
greater proportion of the S group (84 per cent) than of the P group
(58 per cent) to manifest extensive withdrawal into emotional passivity.
Only 11 per cent of each group does not utilize this defensive technic.

**TABLE 68**

A COMPARISON OF THE TWO GROUPS IN PROBABLE OCCURRENCE OF EMOTIONAL OUTBURSTS

<table>
<thead>
<tr>
<th>Probable Occurrence</th>
<th>Number of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P Group</td>
</tr>
<tr>
<td>Few, if any, emotional outbursts...</td>
<td>8</td>
</tr>
<tr>
<td>Predictable outbursts; occurrence probably infrequent</td>
<td>1</td>
</tr>
<tr>
<td>Unpredictable outbursts; frequency and occurrence uncertain</td>
<td>3</td>
</tr>
<tr>
<td>Predictable outbursts; frequency uncertain...</td>
<td>4</td>
</tr>
<tr>
<td>Predictable outbursts; occurrence probably frequent......</td>
<td>2</td>
</tr>
<tr>
<td>Frequent emotional outbursts.</td>
<td>1</td>
</tr>
<tr>
<td>Total predictable outbursts</td>
<td>7</td>
</tr>
<tr>
<td>Number of cases...</td>
<td>19</td>
</tr>
</tbody>
</table>

A comparison of the two groups in the defensive technics most frequently utilized by individual boys is presented in Table 70. Although other defenses are used by the individual boys, this research has been limited to dealing only with four: (1) withdrawal into fantasy,
(2) withdrawal into emotional passivity, (3) outward channeling of tensions, and (4) ego tactics which reflect an over-cautious hold on reality. In judging ego tactics, two criteria are used: (1) a high $F+\%$ per cent and a typical or excessive number of $P$ responses, which are a special form of $F+$.

**TABLE 69**

A COMPARISON OF THE TWO GROUPS IN POSSIBLE USE OF THE DEFENSIVE TECHNIC: WITHDRAWAL INTO EMOTIONAL PASSIVITY

<table>
<thead>
<tr>
<th>Withdrawal into Emotional Passivity</th>
<th>Number of Cases</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very little, if any, recourse to emotional passivity...........</td>
<td>2</td>
<td>2</td>
<td>-</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Some recourse to emotional passivity..........................</td>
<td>6</td>
<td>1</td>
<td>1.91</td>
<td>.10</td>
<td>None</td>
<td>Definite trend</td>
</tr>
<tr>
<td>Extensive recourse to emotional passivity......................</td>
<td>11</td>
<td>16</td>
<td>1.79</td>
<td>.10</td>
<td>None</td>
<td>Definite trend</td>
</tr>
<tr>
<td>Number of Cases</td>
<td>19</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The data in Table 70 show that there are no significant differences nor trends toward significant differences between the two groups. Consequently, one may be fairly certain that both groups are fairly similar in the frequency of their utilization of the four defensive technics considered.
TABLE 70
A COMPARISON OF THE TWO GROUPS IN DEFENSIVE TECHNICS
MOST FREQUENTLY UTILIZED BY INDIVIDUAL BOYS

<table>
<thead>
<tr>
<th>Defensive Technics Most Frequently Utilized and Case Number of Individual Boys</th>
<th>Number of Cases</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fantasy and Ego Tactics most frequent..................................................</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Cases: 5 and 30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fantasy and Emotional Passivity most frequent........................................</td>
<td>5</td>
<td>2</td>
<td></td>
<td>1.39</td>
<td>.25</td>
<td>None</td>
</tr>
<tr>
<td>Cases: 8, 12, 13, 16, 17, 21, and 35</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional passivity most frequent........................................................</td>
<td>4</td>
<td>8</td>
<td></td>
<td>1.39</td>
<td>.25</td>
<td>None</td>
</tr>
<tr>
<td>Cases: 3, 7, 11, 19, 22, 23, 25, 27, 32, 37, 36, and 38</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional passivity and ego tactics most frequent....................................</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Cases: 2, 6, 18, 29, and 31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passivity and outward channeling of tensions most frequent.......................</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Cases: 1, 10, 24, 33, and 34</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outward channeling of tensions most frequent........................................</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Cases: 4, and 20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fantasy, emotional passivity, and ego tactics most frequent......................</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Cases: 9, 14, 15, and 28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fantasy, emotional passivity, and outward channeling of tensions most frequent</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Case: 26</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number using two or more technics....................................................</td>
<td>14</td>
<td>10</td>
<td></td>
<td>1.34</td>
<td>.25</td>
<td>None</td>
</tr>
<tr>
<td>Number of Cases.................................</td>
<td>19</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Summary

In summarizing the data presented in this section, one can be fairly certain that:

1. A greater number of boys in the S group than in the P group experience high to very high sensitivity to exciting events in the outer environment; their more uninhibited feelings and strong impulses are blended with dysphoric tones; and, although their affects tend to play a dominant role, how each boy handles his affective experiences differs from the others in the group in many respects.

2. A greater number of boys in the P group than in the S group experience tense sensitivity or a fluctuation between tense and optimal sensitivity; euphoric and dysphoric tones are both experienced; fluctuations between control by affects and intellect, between egocentric and allocentric trends are reflected; and, although emotional passivity is a common countermeasure against disturbing affects, how each boy handles his affective experiences differs from the other boys in the P group.

3. Similar proportions of both groups experience an approach to optimal sensitivity or too little sensitivity. However, the larger proportions of both groups experience partially tense to very high sensitivity to exciting stimuli.

4. Similar proportions of both groups manifest at least some capacity for social rapport; while approximately one-fourth of each group reflects no present capacity for establishing warm relationships with others.

5. Both groups reflect the functioning of similar factors
which tend to restrict utilization of capacity for social rapport, the most frequently occurring factors being intense, free anxiety and the concomitant defensive technics: withdrawal into fantasy, withdrawal into emotional passivity, and binding by ambivalent tendencies. In addition, large proportions of both groups are more self-centered than group-centered. Consequently, a large proportion of each group is limited either in capacity or in utilization of capacity by a combination of restricting agents.

6. Although a greater proportion of the S group projects a submissive attitude and manifests more difficulty in assuming a male role, both groups are experiencing difficulty in extruding submissive attitudes and in replacing them by more self-assertive, male attitudes with concomitant feelings of personal independence.

7. Even though a greater proportion of the S group is extratensive, over half of this proportion is not without capacity for fantasy living nor the resources which it affords, mainly creative and defensive. Furthermore, since large proportions of both groups have adequate capacity for fantasy, they do not differ significantly in this respect.

8. A greater proportion of the P group tends to absorb tensions within rather than channeling them to the outer environment. However, a greater proportion of the S group who have potential for outward channeling of tensions tends to curb outward channeling by withdrawal into emotional passivity and into fantasy.

9. The two groups do not differ in the occurrence of emotional outbursts although there is a trend for the P group to manifest fewer
outbursts.

10. Although 89 per cent of both groups withdraw into emotional passivity, there is a definite trend for a greater proportion of the S group to use this defensive technic more intensively.

11. Both groups are similar in the defensive technics most frequently utilized. Although the combinations vary with the individual members of both groups, neither group appears to have more recourse to one technic or to one combination of technics than the other group.

Intellectual Processes

A complete picture of personality structure includes not only an estimate of constitutional endowment in the affective sphere but also in the intellectual. The degree of intellectual potential is interpreted here as the degree of ability to predict experience whether the approach to problems be mainly practical or more conceptual and abstract. The core of intellectual functioning and personality itself is the ego. Hence, one cannot estimate intellectual potential or functioning without considering the ego's efficiency.

Since difference in intellectual activity manifests itself in several variables and since the constricting forces are reflected by other variables, one can infer not only intellectual potential but also the present level of functioning intelligence by combining the two groups of variables. The basic variables which project intellectual processes are presented in Tables 71 and 72 although one must also consider data concerning affective processes and fantasy living.
TABLE 71

THE RESPONSES OF THE P GROUP ARRANGED IN A PATTERN OF VARIABLES WHICH PROJECT INTELLECTUAL PROCESSES

<table>
<thead>
<tr>
<th>Pattern of Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
</tr>
<tr>
<td>No.</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>1...</td>
</tr>
<tr>
<td>2...</td>
</tr>
<tr>
<td>3...</td>
</tr>
<tr>
<td>4...</td>
</tr>
<tr>
<td>5...</td>
</tr>
<tr>
<td>6...</td>
</tr>
<tr>
<td>7...</td>
</tr>
<tr>
<td>8...</td>
</tr>
<tr>
<td>9...</td>
</tr>
<tr>
<td>10...</td>
</tr>
<tr>
<td>11...</td>
</tr>
<tr>
<td>12...</td>
</tr>
<tr>
<td>13...</td>
</tr>
<tr>
<td>14...</td>
</tr>
<tr>
<td>15...</td>
</tr>
<tr>
<td>16...</td>
</tr>
<tr>
<td>17...</td>
</tr>
<tr>
<td>18...</td>
</tr>
<tr>
<td>19...</td>
</tr>
</tbody>
</table>

*Between -.5 and -1.0 sigma
### TABLE 72

**THE RESPONSES OF THE S GROUP ARRANGED IN A PATTERN OF VARIABLES WHICH PROJECT INTELLECTUAL PROCESSES**

#### Pattern of Variables

<table>
<thead>
<tr>
<th>No.</th>
<th>Whole Response on Cards: W with high Z</th>
<th>Z</th>
<th>No.</th>
<th>Content Categories</th>
<th>Ratios</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20..</td>
<td>H L 0 0 0 0 0 0 0 0 0 0 L L* VH VH</td>
<td>H</td>
<td></td>
<td></td>
<td>D!</td>
</tr>
<tr>
<td>21..</td>
<td>VH L 0 0 0 0 0 0 0 x 0 L* H VH x</td>
<td>VH</td>
<td></td>
<td></td>
<td>x Dd!!</td>
</tr>
<tr>
<td>22..</td>
<td>VH 0 0 0 x 0 0 x 0 H H L VH x</td>
<td>VH</td>
<td></td>
<td></td>
<td>x Dd!!</td>
</tr>
<tr>
<td>23..</td>
<td>H VL 0 0 0 0 0 0 0 0 0 L H VH x</td>
<td>VH</td>
<td></td>
<td></td>
<td>x Dd!!</td>
</tr>
<tr>
<td>24..</td>
<td>L VH 0 0 0 0 x x 0 0 0 L VL VL</td>
<td>VH</td>
<td></td>
<td></td>
<td>W!!</td>
</tr>
<tr>
<td>25..</td>
<td>VH 0 x 0 x x x x 0 VH L L VH x</td>
<td>VH</td>
<td></td>
<td></td>
<td>W!!</td>
</tr>
<tr>
<td>26..</td>
<td>VH 0 x x x x x x 0 VH L L VH H</td>
<td>H</td>
<td></td>
<td></td>
<td>W!!</td>
</tr>
<tr>
<td>27..</td>
<td>VH 0 0 0 0 0 0 0 0 0 0 VH L H L VH x</td>
<td>VH</td>
<td></td>
<td></td>
<td>x x Dd!!</td>
</tr>
<tr>
<td>28..</td>
<td>0 0 x 0 0 x x 0 0 VH L H H W</td>
<td>H</td>
<td></td>
<td></td>
<td>W!!</td>
</tr>
<tr>
<td>29..</td>
<td>L 0 0 0 0 0 0 0 x 0 VL L VH L H</td>
<td>x</td>
<td></td>
<td></td>
<td>D!</td>
</tr>
<tr>
<td>30..</td>
<td>H 0 0 0 0 0 0 x x 0 L H H H</td>
<td>x</td>
<td></td>
<td></td>
<td>Dd!!</td>
</tr>
<tr>
<td>31..</td>
<td>H VL 0 0 0 0 0 0 0 0 VL O H H</td>
<td>x</td>
<td></td>
<td></td>
<td>D!</td>
</tr>
<tr>
<td>32..</td>
<td>VH 0 0 0 0 0 0 0 x 0 H L L H</td>
<td>x</td>
<td></td>
<td></td>
<td>D!</td>
</tr>
<tr>
<td>33..</td>
<td>VH x x x x x x 0 0 VH L L VH H</td>
<td>H</td>
<td></td>
<td></td>
<td>W!!</td>
</tr>
<tr>
<td>34..</td>
<td>0 x 0 0 0 x x 0 0 H L VL VL H</td>
<td>x</td>
<td></td>
<td></td>
<td>D!</td>
</tr>
<tr>
<td>35..</td>
<td>H 0 0 0 0 0 0 x 0 0 L</td>
<td>x</td>
<td></td>
<td></td>
<td>Dd!!</td>
</tr>
<tr>
<td>36..</td>
<td>H VL 0 0 0 0 0 0 0 0 VL L O VH H</td>
<td>x</td>
<td></td>
<td></td>
<td>x Dd!!</td>
</tr>
<tr>
<td>37..</td>
<td>L H 0 x 0 x 0 0 0 0 H VL VL H</td>
<td>x</td>
<td></td>
<td></td>
<td>W!!</td>
</tr>
<tr>
<td>38..</td>
<td>H L 0 0 0 0 0 0 x 0 VH L* VL VH</td>
<td>x</td>
<td></td>
<td></td>
<td>Dd!!</td>
</tr>
</tbody>
</table>

*Between -.5 and -1.0 sigma*
The variables projecting the most obvious factors which constrict intellectual functioning are presented in Tables 73 and 74.

Since the intellectual processes which structure somewhat similar intellectual potentials vary greatly, no attempt will be made to describe the highly individualized work of the intellect manifested by each boy. Only a comparison of the two groups in estimated intellectual potential and functioning will be made.

Since the basic meaning of most of the variables in Tables 71 and 72 has been discussed, no further discussion will be presented. A few explanations need to be added, however.

Since the W response is one index to present functioning intelligence, its appearance on Cards III, IX, and X is considered indicative of the work of high potential, the reason being that the blots on these cards are the most difficult to perceive as a unit. Cards II and VIII rank next in difficulty. Intermediate between these five more difficult cards and the four easier ones is Card VII.

Cards IV and V are easily perceived as a unit, hence these W's reflect only low or moderate intellect. However, when these two blots are broken up and recombined by a rapid analysis-synthesis process to produce a W response with a high Z score, high intellectual functioning is reflected. Just because an individual does not produce a W on any of the above mentioned cards does not automatically place him in the dull or normal category, however. It is also necessary to consider his affective process as well as other forces which might depress the production of W's before making an estimate.

An A:Ad ratio of 2:1 affords a clue to intellectual capacity.
for internalizing knowledge. As the ratio approaches 1:2, capacity is inferred to be correspondingly reduced. A blank under the $A:Ad$ ratio indicates a 2:1 or a greater than 2:1 ratio. An "x", then, infers some reduction in capacity for internalizing knowledge.

The $H:Ad$ ratio equivalent to 2:1 reflects freedom from intellectual constriction; while a ratio approaching 1:2 or greater than 1:2 reflects a corresponding increase in constriction. The "x" indicates constriction; while the blank signifies freedom from constriction as indicated by this ratio.

Although all aspects of the Approach (Ap) are considered, only the variable receiving over-emphasis is presented in the tables. Tables 73 and 74 also merit a brief explanation. Under "Presence of Anxiety" the Indicators of Anxiety, the color shock signs and the shading shock signs are those previously discussed. A blank signifies the following: (1) one to three Indicators of Anxiety, (2) the presence of anxiety in a less intense degree, or (3) a slight trend toward neurotic character structure. The zeros signify no evidence of the presence of any of the above. The "x", then, indicates only the more frequent appearance of anxiety indicators, the more intense degrees of free anxiety, or (3) a more definite neurotic structure.

The factor "Ego insufficient" is assumed from several variables: (1) over emphasis on accuracy (high $F+$ per cent), (2) departure from reality (low $F+$ per cent), and (3) self-reinforcing tactics: (A very high number of total responses, $W$, $D$, $Dd$, and $P$; a very high $Z$ score and a high $A$ per cent. A high $F+$ per cent is included separately under "Over emphasis on accuracy."
### TABLE 73
THE MOST OBVIOUS FACTORS WHICH APPEAR TO BE CONSTRICTING THE INTELLECTUAL FUNCTIONING OF THE P GROUP

<table>
<thead>
<tr>
<th>Factors</th>
<th>Case Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19.</td>
</tr>
<tr>
<td>1. Presence of anxiety</td>
<td></td>
</tr>
<tr>
<td>Four or more Indicators</td>
<td>x x x x x x x x x x x x x x x</td>
</tr>
<tr>
<td>Color shock (H or VH)x</td>
<td>x x x x x x x x x x x x x</td>
</tr>
<tr>
<td>Shading shock (H or VH)</td>
<td>x 0 x x x x x x x x x 0 x</td>
</tr>
<tr>
<td>2. Affective processes</td>
<td></td>
</tr>
<tr>
<td>Over responsive</td>
<td>x x x x</td>
</tr>
<tr>
<td>Under responsive</td>
<td>x x</td>
</tr>
<tr>
<td>3. Ego insufficient</td>
<td></td>
</tr>
<tr>
<td>Over emphasis on accuracy</td>
<td>x x x x</td>
</tr>
<tr>
<td>Departure from reality</td>
<td>x</td>
</tr>
<tr>
<td>One or more self-reinforcing tactics other than high F</td>
<td>x x x x x x x x x x x x x x</td>
</tr>
<tr>
<td>4. Intrapsychic constriction</td>
<td></td>
</tr>
<tr>
<td>Some</td>
<td>x x x x x x x x x x x x x x</td>
</tr>
<tr>
<td>Severe</td>
<td>x x x x x x x x x x x x x x</td>
</tr>
</tbody>
</table>

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TABLE 73—Continued

<table>
<thead>
<tr>
<th>Factors</th>
<th>1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Alogical thought processes</td>
<td>x                      x                      x</td>
</tr>
<tr>
<td>6. Defensive techniques</td>
<td>Marked emotional passivity........ x    x    x    x    x    x    x    x</td>
</tr>
<tr>
<td></td>
<td>Autistic fantasy........... x    x    x    x    x    x    x    x    x</td>
</tr>
<tr>
<td></td>
<td>Ambitendencies............. x                      x    x    x    x    x</td>
</tr>
<tr>
<td></td>
<td>Obsessive binding.......... x                      x    x    x    x    x</td>
</tr>
</tbody>
</table>

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## TABLE 74

**THE MOST OBVIOUS FACTORS WHICH APPEAR TO BE CONSTRUCTING THE INTELLECTUAL FUNCTIONING OF THE S GROUP**

<table>
<thead>
<tr>
<th>Factors</th>
<th>Case Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38</td>
</tr>
</tbody>
</table>

1. **Presence of anxiety**
   - Four or more Indicators
     - Color shock (H or VH)
     - Shading shock (H or VH)

2. **Affective processes**
   - Over responsive
   - Under responsive

3. **Ego insufficient**
   - Over emphasis on accuracy
   - Departure from reality
   - One or more self-reinforcing tactics other than high F

4. **Intrapsychic constriction**
   - Some
   - Severe

---

- Presence of anxiety: 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38
- Color shock (H or VH): 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38
- Shading shock (H or VH): 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38
- Over responsive: 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38
- Under responsive: 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38
- Over emphasis on accuracy: 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38
- Departure from reality: 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38
- One or more self-reinforcing tactics other than high F: 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38
- Some: 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38
- Severe: 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38
<table>
<thead>
<tr>
<th>Factors</th>
<th>20.</th>
<th>21.</th>
<th>22.</th>
<th>23.</th>
<th>24.</th>
<th>25.</th>
<th>26.</th>
<th>27.</th>
<th>28.</th>
<th>29.</th>
<th>30.</th>
<th>31.</th>
<th>32.</th>
<th>33.</th>
<th>34.</th>
<th>35.</th>
<th>36.</th>
<th>37.</th>
<th>38.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Alogical thought processes</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>6. Defensive technics</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marked emotional passivity</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Autistic fantasy</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ambitendencies</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obsessive binding</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
The factor "Intrapsychic restriction" is assumed from the H:Hz ratio and oligophrenic details.

Position responses, DdW, or Dw responses are included under "Alogical thought processes."

"Ambitendencies" as a defensive technic is assumed from an ambiequal experience balance and a high S per cent; while "obsessive binding" is reflected in an excessive number of Dd responses and a low Z score.

Tables 73 and 74 do not show any significant differences between the two groups in the most obvious factors constricting intellectual functioning. Both groups reflect the presence of the same factors in approximately the same number of boys. Almost all the boys manifest some degree of ego inefficiency either by the utilization of two or more self-reinforcing tactics (including high F+ per cent) or by a distortion of reality. Two boys in the P group (Cases 4 and 12) and one boy in the S group (Case 35) do not utilize self-reinforcing tactics to a great extent. Both Cases 12 and 35 resort to marked passivity and autistic fantasy as major defensive technics. Case 4 utilizes autistic fantasy and reflects severe intrapsychic constriction. His weakness in ego strength is reflected in his approach to low adaptibility and his inability to recognize the most common percepts in his social milieu.

Case 10 in the P group and Cases 24 and 37 in the S group are departing too far from reality, thereby projecting very weak ego strength.

Although the difference between the two groups in ego strength
and efficiency is not significant, one can be certain that 90 per cent of the S group and 95 per cent of the P group manifest sufficient ego strength to prevent too much distortion of reality. One additional boy in each group, however, is near the critical minimum; while five boys in the P group (37 per cent) are overly accurate. This indicates: (1) a wide range in ego strength within the proportions of both groups which manifest adequate contact with reality and (2) varying degrees of stability in psychologic structure.

The defensive technics used by both groups to maintain this contact with reality and, ultimately, some degree of psychologic stability suggest the operation of strong inner forces with which the ego must cope in addition to performing its major duties of evaluating, directing, and integrating. This extra expenditure of energy by the ego as well as some of defensive technics it employs theoretically account for corresponding degrees of reduction in intellectual functioning.

Table 75 affords a comparison of the two groups in intellectual potential and functioning. Although there is no significant difference between the two groups, there is a slight tendency for a greater proportion of the S group (53 per cent) than of the P group (32 per cent) to manifest a bright-normal intellectual potential with a marked reduction in intellectual functioning. Thirty-seven per cent of the P group and 32 per cent of S group were estimated to be superior. On the WISC, however, the highest estimate for any boy in general intelligence is bright-normal. It may be that the two instruments are not measuring the same aspects of intelligence or that the WISC depends
TABLE 75
A COMPARISON OF THE TWO GROUPS IN INTELLECTUAL POTENTIAL AND INTELLECTUAL FUNCTIONING

<table>
<thead>
<tr>
<th>Description and Case Numbers</th>
<th>Number of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>P Group</td>
<td>S Group</td>
</tr>
<tr>
<td>1. Superior intellectual potential with some reduction in functioning</td>
<td>2</td>
</tr>
<tr>
<td>Cases: 3, 11, 25, and 28</td>
<td></td>
</tr>
<tr>
<td>2. Superior intellectual potential with marked reduction in functioning</td>
<td>5</td>
</tr>
<tr>
<td>Cases: 1, 6, 8, 11, 13, 26, 30, 33 and 34</td>
<td></td>
</tr>
<tr>
<td>3. Bright-normal intellectual with some reduction in functioning</td>
<td>5</td>
</tr>
<tr>
<td>Cases: 5, 7, 9, 10, 16, 27, 32, and 37</td>
<td></td>
</tr>
<tr>
<td>4. Bright-normal intellectual potential with marked reduction in functioning</td>
<td>6</td>
</tr>
<tr>
<td>Cases: 2, 4, 12, 15, 18, 19, 20, 21, 22, 23, 31, 35, 36, and 38</td>
<td></td>
</tr>
<tr>
<td>5. Normal to bright-normal intellectual potential with marked reduction in intellectual functioning</td>
<td>1</td>
</tr>
<tr>
<td>Cases: 17 and 29</td>
<td></td>
</tr>
<tr>
<td>Number of cases</td>
<td>19</td>
</tr>
</tbody>
</table>
mainly on functioning for its estimate; whereas the Rorschach takes into account a possible reduction in functioning before estimating the intellectual potential. There is also a possibility that the Rorschach is less influenced by cultural expectancies than is the WISC.

From the data presented in Table 75, one might also assume that the greater proportions of both groups are bright-normal in intellectual potential. These proportions include 58 per cent of the P group and 68 per cent of the S group. Only 5 per cent of each group is estimated to be normal or almost bright-normal in potential.

Summary

From a perusal of the data presented in this section, one can conclude that:

1. There is no significant difference between the two groups in intellectual potential and intellectual functioning nor in the more obvious factors which are constricting intellectual processes.

2. The greater proportions of both groups are bright-normal in intellectual potential with some to marked reduction in intellectual functioning, the smaller proportions of both groups being superior in intellectual potential with similar reductions in functioning.

3. Although the total group is estimated to be bright-normal to superior in intellectual potential, there is much doubt as to whether or not the present level of intellectual functioning in daily living will reflect this high potential for predicting experiences.

4. There is no significant difference between the two groups in ego efficiency. Although the total group projects ego inefficiency
in some degree, only 8 per cent manifests a seriously weakened ego
and, consequently, the possibility of a highly instable psychologic
structure.

5. Although 92 per cent of the total group manifest ade-
quate contact with the reality features of the environment, the wide
range in type and in degree of ego inefficiency suggests a corres-
pondingly wide variation in psychologic structure and in the degree
of stability.

Summary

This comparative analysis of the apperceptions elicited by
the Rorschach reveals not only a significant difference in the basic
psychologic structures of the two groups but also several trends toward
a significant difference in component activities.

In addition to these differences, the two groups project many
similarities. These are evidenced in certain aspects of psychologic
structure, in current functioning, and in defensive technics.

The most crucial finding, however, involves a similarity
rather than a difference. This similarity is the presence of intense,
free anxiety in at least 60 per cent of the boys in each group and a
clearly-defined neurotic structure in at least 50 per cent of each
group.

Although anxiety in some degree is needed by social organisms
as a defense against ego-undesired behavior and although inner conflicts
are typical occurrences in daily living, it appears that large propor-
tions of both groups are experiencing an excessive amount of each.
Some of the conflicts and concomitant anxieties seem to stem from a need to maintain a submissive attitude and to cling dependently versus a need to obtain a self-assertive attitude and personal independence. The urge to remain self-centered and to gratify personal wishes versus an awakening need to become group-centered and to gratify the wishes of others affords another possible source of conflict. In addition, there is also the possibility of anxious feelings emerging from a preoccupation with sex and the need to accept one's role as a male member of society.

The varying degrees of ego inefficiency which is typically manifested by both groups suggest that much of the ego's strength is being utilized in binding anxieties and in curbing affective release. Although the ego is successful in maintaining contact with reality and in stabilizing psychologic structure, the defensive measures which it employs tend to constrict the utilization of intellectual potential and creative resources and to limit the extension of self to others in warm, friendly relations. It is in this respect, however, that a significant difference between the two groups is evidenced. The P group tends to cope with anxiety by taking flight from pleasurably-toned experiences and restricting affective energy; while the S group retreats into emotional passivity and reflects more intrapsychic constriction with a consequent reduction in intellectual functioning.

The most important difference between the two groups involves the basic psychologic structure in which these emotional forces are operating. The S group typically manifests an extratensive pattern which gives a direction and character nuance to its psychologic structure that differs significantly from the more varied psychologic
structure of the P group. The P group does not manifest a typical pattern since approximately one-third of the group reflects either an introversive or an extratensive pattern and less than one-third an ambiequal pattern.

Consequently, the S group is typically more stimulated by and concerned with the outer environment. The readily available affective energy and the high sensitivity to exciting events tend to generate strong affective pressures. Since this basic psychologic structure of the S group affords a potential for channeling these pressures to the outer environment through acceptable or non-acceptable behavior, most of the boys are more susceptible to frequent emotional outbursts. However, in outward manifestations of emotions, the two groups do not differ significantly. Although there is a definite trend for the S group to manifest more emotional outbursts than the P group, its access to fantasy and its withdrawal into passivity become typical safeguards against frequent outward displays of tensions.

Since approximately one-third of the P group manifests a basic psychologic structure that differs significantly from that of the S group, one can be certain that more boys in the P group than in the S group have a potential for inward channeling of tensions and, hence, few or no outward displays of emotions. Since these boys have recourse to bottling-up tensions, they are, as a consequence, more susceptible to serious personality difficulties. In addition, they are less likely to receive help in their personal problems; for both parents and teachers are frequently unaware of their inner conflicts and anxieties. These are carefully disguised by outward manifestations of calmness
and compliance.

It is not implied that several members of the S group do not use this same disguise, for they possibly do. The main difference lies in the mode of retreat. Although both groups have recourse to passivity and to fantasy, there is a definite trend for the S group to withdraw into passivity more frequently and to be more resigned to environmental stresses. Mainly accounting for these different psychologic activities is the difference between the two groups in basic psychologic structure, for the intensity of conflict and anxiety experienced by the two groups is similar.
CHAPTER V

A COMPARATIVE ANALYSIS OF RESPONSES ELICITED
BY THE STORY APPERCEPTION TEST

Introduction

The Story Apperception Test (SAT) is designed to reorganize phenomenal fields momentarily in order to elicit responses which will reveal apperceptions of selected components of the outer environment as well as certain personal concerns resulting from interactions with the outer environment.

Although each separate story is designed to tap different aspects of an individual's inner world, the responses which each story elicits are very closely interrelated with the responses elicited by all other stories. This is inevitable since a basic psychologic structure and its component activities shape one's apperceptions. However, in order to facilitate statistical treatment of data, the responses elicited by the stories are arbitrarily grouped into four major areas: (1) Personal Concerns, (2) Home Environment, (3) School Environment and (4) Age-mate Relationships. The responses grouped under each of these four areas are then subjected to additional classifications in order to compare the P group and the S group in apperceptions of selected components of their outer environments and in personal concerns. To determine significant differences in the apperceptions of the two groups, tests for significance of differences between proportions of the two groups are used.

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The elicited responses are generally interpreted literally. However, there are a few exceptions. One is in interpreting the responses to Story VI. In this instance, inferences are made as to what is projected by the responses.

A literal interpretation of responses affords insight into mental activities which have emerged into conscious awareness and which have been influenced by forces operating at the unconscious and preconscious levels. It does not, however, directly reveal the preconscious and unconscious forces. These can only be inferred.

In addition, one cannot assume direct relationships between an individual's apperceptions and his overt behavior. The relationships are much more subtle and are, frequently, very difficult to detect.

Furthermore, one cannot assume that one's apperceptions directly reveal what he has actually experienced since his vicarious experiences, including communication with others, also operate as powerful forces in shaping apperceptions.

The failure of an individual to respond to a stimulus is also considered to be important since it projects either a defensive technic against an invasion of one's inner world or an arresting of mental activities from an unexpected arousal of anxieties.

**Personal Concerns**

The responses which reflect personal concerns are elicited mainly by Stories I, II, and III; VI through X; XIII and XIV. The selected aspects of the inner world which these stories are designed
to tap include interests, basic needs, wishes and desires, humor, threatening events, and events which intimate dysphoric moods.

Since Stories I, II, and X have the least structured stimuli, it is assumed that some of the responses which these stories elicit reflect personal concerns of which an individual is not typically aware. To respond, he must push into the preconscious for percepts. What he brings forth may be euphoric or dysphoric in tone, may project interests or wishful thinking, or may reveal worries which have been temporarily repressed.

Tables 76 through 78 present the personal concerns which the responses to Stories I, II, and X project.

Table 76 affords a comparison of the two groups in predominant interests which generally carry a euphoric tone. Although there is no significant difference between the two groups, there is a definite trend for a greater proportion of the P group (26 per cent) than of the S group (5 per cent) to be concerned with the enjoyment of personal possessions.

The greatest interest of the combined group is in outdoor and play activities, with football being the most preferred. Fifty-eight per cent of the P group and 79 per cent of the S group manifest this interest. Consequently, one can assume that the greater proportions of both groups are concerned with participation in outdoor activities and that much of their time may be spent in wishful thinking if ample opportunities to enjoy these activities are not available.

Thirty-two per cent of the P group and 16 per cent of the S group project other interests which have dysphoric tones.
### TABLE 76

A COMPARISON OF THE TWO GROUPS IN PREDOMINANT INTERESTS

<table>
<thead>
<tr>
<th>Interests</th>
<th>Number of Cases</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outdoor activities:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swimming</td>
<td>3</td>
<td>4</td>
<td>---</td>
<td>---</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Camping</td>
<td>2</td>
<td>4</td>
<td>---</td>
<td>---</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Fishing</td>
<td>1</td>
<td>3</td>
<td>---</td>
<td>---</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Hunting</td>
<td>1</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Picnics</td>
<td>0</td>
<td>2</td>
<td>1.46</td>
<td>.20</td>
<td></td>
<td>Slight trend</td>
</tr>
<tr>
<td>Hiking</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td><strong>Play activities:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organized play</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Football</td>
<td>6</td>
<td>10</td>
<td>1.31</td>
<td>.25</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Baseball</td>
<td>3</td>
<td>3</td>
<td>---</td>
<td>---</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Unorganized play</td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td><strong>Solitary activities:</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Hobbies</td>
<td>3</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Reading</td>
<td>2</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Movies and radio</td>
<td>0</td>
<td>2</td>
<td>1.16</td>
<td>.20</td>
<td></td>
<td>Slight trend</td>
</tr>
<tr>
<td><strong>Other interests:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Going on trips</td>
<td>6</td>
<td>4</td>
<td>---</td>
<td>---</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Thinking about what he will get or possessions recently obtained</td>
<td>5</td>
<td>1</td>
<td>1.78</td>
<td>.10</td>
<td>Definite trend</td>
<td></td>
</tr>
<tr>
<td><strong>Total number of cases manifesting a major interest in:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outdoor and play activities</td>
<td>10</td>
<td>13</td>
<td>---</td>
<td>---</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Both outdoor activities and solitary activities</td>
<td>1</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Only solitary activities</td>
<td>2</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Only other concerns</td>
<td>6</td>
<td>3</td>
<td>---</td>
<td>---</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td><strong>Number of cases</strong></td>
<td>19</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 77 affords a comparison of the two groups in predominant wishes and desires. There are two significant differences between the groups in desires for material objects which afford personal amusement. Thirty-two per cent of the P group expresses a desire for an electric train; while no one in the S group expresses the same wish. Twenty-one per cent of the S group would like to possess a knife; no one in the P group expresses the same desire.

Since the desire for electric trains suggests an interest in a constructive type of indoor activity, one can be certain that more boys in the P group than in the S group manifest an interest in this type of amusement.

Other frequently desired objects that afford personal amusement are: bicycles, horses, real guns, and baseball or football equipment. There are no significant differences between the two groups in desires for these objects. The fact that all of these objects, as well as most of the others listed in Table 77, are used out-of-doors supports the previous finding that the greater proportions of both groups manifest much personal concern with outdoor activities. In addition, one might assume, from the frequency of responses, that both groups also manifest a desire for more material possessions which are designed for personal amusement.

There is one significant difference between the two groups in material desires for personal betterment. Forty-two per cent of the S group manifests a desire for improved housing conditions; while only 11 per cent of the P group expresses a similar desire.

There is also a definite trend for a greater proportion of the


<table>
<thead>
<tr>
<th>Major Wishes and Desires</th>
<th>Number of Cases</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P Group</td>
<td>S Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wishes and desires which are</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>material in nature and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pertain to:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal amusement:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bicycle</td>
<td>6</td>
<td>8</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Just anything</td>
<td>5</td>
<td>7</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Horse</td>
<td>4</td>
<td>6</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Real gun</td>
<td>2</td>
<td>4</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Electric train</td>
<td>6</td>
<td>0 2.68</td>
<td>0.02</td>
<td>Very significant</td>
</tr>
<tr>
<td>Books</td>
<td>2</td>
<td>2</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Knife</td>
<td>0</td>
<td>4 2.13</td>
<td>0.05</td>
<td>Significant</td>
</tr>
<tr>
<td>Watch</td>
<td>2</td>
<td>1</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Baseball equipment</td>
<td>3</td>
<td>0 1.80</td>
<td>0.10</td>
<td>Definite trend</td>
</tr>
<tr>
<td>Football equipment</td>
<td>0</td>
<td>3 1.80</td>
<td>0.10</td>
<td>Definite trend</td>
</tr>
<tr>
<td>Dog</td>
<td>1</td>
<td>2</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Real car</td>
<td>1</td>
<td>2</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Television</td>
<td>1</td>
<td>2</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Real boat</td>
<td>2</td>
<td>1</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Fishing equipment</td>
<td>1</td>
<td>1</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Motor scooter</td>
<td>0</td>
<td>1</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Skates</td>
<td>0</td>
<td>1</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Chemistry set</td>
<td>1</td>
<td>0</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Model airplanes</td>
<td>1</td>
<td>0</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Personal use and betterment:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Money</td>
<td>13</td>
<td>15</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Improved housing</td>
<td>2</td>
<td>8 2.21</td>
<td>0.05</td>
<td>Significant</td>
</tr>
<tr>
<td>Improved transportation</td>
<td>3</td>
<td>7 1.48</td>
<td>0.20</td>
<td>Slight trend</td>
</tr>
<tr>
<td>Improved property; more</td>
<td>1</td>
<td>5 1.78</td>
<td>0.10</td>
<td>Definite trend</td>
</tr>
<tr>
<td>conveniences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Different kind of food</td>
<td>2</td>
<td>4</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Own ranch, farm or store</td>
<td>2</td>
<td>2</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Better clothes</td>
<td>0</td>
<td>2 1.46</td>
<td>0.20</td>
<td>Slight trend</td>
</tr>
</tbody>
</table>
## TABLE 77—Continued

<table>
<thead>
<tr>
<th>Major Wishes and Desires</th>
<th>Number of Cases</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wishes and desires which are immaterial in nature and pertain to:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Personal safety and welfare:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preventing wars</td>
<td>10</td>
<td>2</td>
<td>2.79</td>
<td>.01</td>
<td>Very significant</td>
</tr>
<tr>
<td>Improved health</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Preventing accidents</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Preventing death</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td><strong>Personal betterment:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More social status and prestige.</td>
<td>6</td>
<td>3</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>More academic achievement.</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>More skill in games</td>
<td>4</td>
<td>1</td>
<td>1.45</td>
<td>.20</td>
<td>Slight trend</td>
</tr>
<tr>
<td>More acceptable behavior</td>
<td>1</td>
<td>4</td>
<td>1.45</td>
<td>.20</td>
<td>Slight trend</td>
</tr>
<tr>
<td>More friends</td>
<td>0</td>
<td>5</td>
<td>2.39</td>
<td>.05</td>
<td>Significant</td>
</tr>
<tr>
<td><strong>Personal comfort:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More fun</td>
<td>3</td>
<td>5</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Less school attendance</td>
<td>4</td>
<td>3</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Fewer chores, less work</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Less school work</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>More rest</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>More adventure and excitement</td>
<td>9</td>
<td>7</td>
<td></td>
<td></td>
<td>None</td>
</tr>
</tbody>
</table>
S group to express a desire for improvement in property and for more conveniences within the home. A tendency for a greater proportion of the S group to desire improved modes of transportation and better clothes is also evidenced. It is assumed that these differences between the two groups in material desires for personal betterment reflect a known difference which exists in the outer environments of the two groups.

Table 77 also shows that the greater proportions of both groups manifest a desire for money. This is an unexpected finding, especially since 68 per cent of the P group expresses some to a rather intense concern about money. Since the highest salary of these boys' fathers is approximately $12,000 and the lowest is approximately $5,000, the concern of this proportion of the P group may reflect parental struggles to maintain a rather high standard of living in spite of a limited income. In addition, these parents may limit their sons' spending money and remind them to be economical.

The concern about money is an expected finding in the S group since these boys experience a relatively low standard of living with all its concomitant hardships and deprivations.

Table 77 also shows two significant differences between the groups in wishes which are immaterial in nature. A greater proportion of the P group (53 per cent) wishes that there wouldn't be any more wars. Only 11 per cent of the S group expresses the same wish.

Twenty-six per cent of the S group desires more friends; while no one in the P group expresses a similar desire.

Whether the desire of the P group to prevent wars reflects
parental concern, concern about one's own personal security, or both is not known.

The desire of approximately one-fourth of the S group for more friends may project a feeling of rejection and, hence, a need for more acceptance by peers. However, since the S group is typically extratensive, it may also manifest a greater need to depend on people as well as more interest in and satisfaction from human contacts, which is typical of the extratensive individual.

There is a slight tendency for a greater number of boys in the P group (21 per cent) to desire more skill in games and for more boys in the S group (21 per cent) to be concerned with socially approved behavior. This latter desire of approximately one-fourth of the S group seems to imply a need to keep affects under control since it is evident (refer to Chapter IV) that more members of the S group than of the P group are susceptible to emotional outbursts.

Table 77 also shows that 47 per cent of the P group and 37 per cent of the S group are eager for more adventure and excitement. This need for adventure may account for large proportions of each group being intensely interested in outdoor activities and trips as well as in the daring escapades which are somewhat typical of boys CA 11.

Table 78 compares the two groups in predominant worries. Since it is difficult to distinguish between a "wish" and a "worry," the context of the response becomes crucial. If dysphoric tones or the word "worry" are expressed, the response is assumed to project intense concern and is classified as a worry.

In Table 77 the desire for money includes all the boys who
expressed this desire irrespective of emotional toning. Table 78 includes only those boys who expressed concern, or a worry, about money. Although there is no significant difference between the two groups, there is a slight tendency for a larger proportion of the S group (37 per cent) than of the P group (16 per cent) to be worried about money.

**TABLE 78**

A COMPARISON OF THE TWO GROUPS IN PREDOMINANT WORRIES

<table>
<thead>
<tr>
<th>Worries and Concerns</th>
<th>Number of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P Group</td>
</tr>
<tr>
<td>About money</td>
<td>3</td>
</tr>
<tr>
<td>More adequacy in games</td>
<td>5</td>
</tr>
<tr>
<td>About school:</td>
<td></td>
</tr>
<tr>
<td>Completing work not done</td>
<td>2</td>
</tr>
<tr>
<td>Performing satisfactorily on tests</td>
<td>3</td>
</tr>
<tr>
<td>Getting good grades</td>
<td>1</td>
</tr>
<tr>
<td>About girl friends</td>
<td>3</td>
</tr>
<tr>
<td>About bad behavior</td>
<td>0</td>
</tr>
<tr>
<td>About neglect of parental requests</td>
<td>1</td>
</tr>
<tr>
<td>About pets</td>
<td>1</td>
</tr>
<tr>
<td>About an opportunity to play games</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 78 also shows a definite tendency for a greater proportion of the S group (37 per cent) than of the P group (11 per cent) to worry about completing school work.

There is also a definite tendency for a greater proportion of
the P group (16 per cent) to worry about girls. No one in the S group expresses a similar worry.

Although there is no significant difference between the groups, approximately one-fourth of each group expresses concern about adequacy in games.

Tables 79 through 83 present personal concerns which are reflected by responses to the more structured stimuli of Stories III; VI through IX; XIII and XIV.

Table 79 compares the two groups in kinds of activities that would be selected if each boy were permitted to do whatever he wished to do for one day. Most of the boys selected two activities. Three did not know what they would do. This hesitancy to verbalize what one would do during a "free" day might imply a conflict between what one would like to do and what one knows he should not do.

Table 79 shows that a greater proportion of the S group (11 per cent) than the P group (zero per cent) would visit their friends. Since the difference is significant, it supports previous findings that the S group is more concerned with people than is the P group.

Since all the boys, except two, who said that they would go to the show also planned for an outdoor activity and since the most frequently chosen activities are outdoor activities, additional evidence is provided for assuming that this is the predominant interest of the combined group.

Tables 80 and 81 compare the two groups in apperceptions of occupations deemed interesting and desirable. All of the boys mentioned at least one occupation that seemed attractive to them.
Table 79
A Comparison of the Two Groups in Kinds of Activities That Would Be Most Chosen for a "Free" Day

<table>
<thead>
<tr>
<th>Kinds of Activities</th>
<th>Number of Cases</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go to the show...</td>
<td>6</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Go swimming...</td>
<td>6</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Play outdoor games...</td>
<td>6</td>
<td>2</td>
<td>1.60</td>
<td>.10</td>
<td></td>
<td>Definite trend</td>
</tr>
<tr>
<td>Go fishing and boating...</td>
<td>2</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Go on some trip without parents...</td>
<td>1</td>
<td>4</td>
<td>1.45</td>
<td>.20</td>
<td></td>
<td>Slight trend</td>
</tr>
<tr>
<td>Go hunting...</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Visit friends...</td>
<td>0</td>
<td>4</td>
<td>2.13</td>
<td>.05</td>
<td></td>
<td>Significant</td>
</tr>
<tr>
<td>Go down town; probably shop</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Ride in an airplane...</td>
<td>3</td>
<td>0</td>
<td>1.80</td>
<td>.10</td>
<td></td>
<td>Definite trend</td>
</tr>
<tr>
<td>Have a party...</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Ride on a train...</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Ride horses...</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Be a spectator at athletic event...</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Lie; stay in bed...</td>
<td>0</td>
<td>2</td>
<td>1.46</td>
<td>.20</td>
<td></td>
<td>Slight trend</td>
</tr>
<tr>
<td>Go camping...</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Go on a picnic...</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Visit a museum...</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Go to a circus...</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>No response...</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
</tbody>
</table>

Table 80 shows one significant difference between the two groups. Twenty-one per cent of the S group said they would like military service. No one in the P group chose this occupation. When one considers the reasons given for selecting military service, the difference in interest between the groups is not significant. Two of the boys in the S group said that they might as well choose military service since they would be drafted anyway. This reflects passive resignation rather than an interest in the occupation.
### TABLE 80

A COMPARISON OF THE TWO GROUPS IN APPERCEPTIONS OF OCCUPATIONS DEEMED INTERESTING AND DESIRABLE

<table>
<thead>
<tr>
<th>Occupation and Apperceptions of Occupation</th>
<th>Number of Cases</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Doctor</td>
<td>6</td>
<td>7</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>2. Airplane pilot</td>
<td>5</td>
<td>4</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>3. Professional athlete</td>
<td>5</td>
<td>4</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>4. Police man</td>
<td>4</td>
<td>3</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>5. Fireman</td>
<td>3</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>6. College professor</td>
<td>3</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>7. Mechanic</td>
<td>2</td>
<td>3</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>8. Scientist and explorer</td>
<td>3</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>9. Lawyer</td>
<td>3</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>10. Big business man</td>
<td>1</td>
<td>3</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>11. Military service</td>
<td>0</td>
<td>4</td>
<td>2.13</td>
<td>.05</td>
<td></td>
<td>Significant</td>
</tr>
<tr>
<td>12. Boat captain</td>
<td>0</td>
<td>3</td>
<td>1.80</td>
<td>.10</td>
<td></td>
<td>Definite trend</td>
</tr>
<tr>
<td>13. Ranch owner</td>
<td>1</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>14. Engineering</td>
<td>3</td>
<td>0</td>
<td>1.80</td>
<td>.10</td>
<td></td>
<td>Definite trend</td>
</tr>
<tr>
<td>15. Military officer</td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>16. Electrician</td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>17. Train engineer</td>
<td>0</td>
<td>2</td>
<td>1.46</td>
<td>.20</td>
<td></td>
<td>Slight trend</td>
</tr>
<tr>
<td>18. President of the United States</td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>19. Carpenter</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>20. Surveyor</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>21. Store owner</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>22. Dentist</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>23. Chef</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>24. Office work</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>25. Radio operator</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>26. Movie star</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>27. Farmer</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>28. F.B.I. agent</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>29. Missionary</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>30. Artist</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>31. Writer</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>32. Veterinarian</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>33. Forest ranger</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
</tbody>
</table>

**Apperceptions of Occupations:**

You can make money in it  
6  9  ---  ---  None

(Occupations: 1, 3, 6, 9, 10, 18, 26)
### TABLE 80—Continued

<table>
<thead>
<tr>
<th>Occupation and Apperceptions of Occupation</th>
<th>Number of Cases</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apperceptions of Occupations:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(cont.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys like that kind of work</td>
<td>4</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>(Occupations: 1, 7, 14, 16, 20, 25)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You become important and can control others</td>
<td>5</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>(Occupations: 4, 10, 15, 18)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys like action and adventure</td>
<td>6</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>(Occupations: 2, 4, 11, 28)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You can help people</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>(Occupations: 1, 4, 5, 29)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys like to travel and see the country</td>
<td>2</td>
<td>6</td>
<td>1.60</td>
<td>.10</td>
<td></td>
<td>Definite trend</td>
</tr>
<tr>
<td>(Occupations: 2, 8, 11, 12, 17)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your father or relative is in the same occupation</td>
<td>6</td>
<td>1</td>
<td>1.91</td>
<td>.10</td>
<td></td>
<td>Definite trend</td>
</tr>
<tr>
<td>(Occupations: 1, 6, 9, 14, 19)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys like sports</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>(Occupations: 3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys like animals</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>(Occupations: 13, 32)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You can discover new things</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>(Occupations: 8)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys just like fires</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>(Occupations: 5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You are smart and know lots of things</td>
<td>0</td>
<td>2</td>
<td>1.46</td>
<td>.20</td>
<td></td>
<td>Slight trend</td>
</tr>
<tr>
<td>(Occupations: 6, 8)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys are drafted and have to go</td>
<td>0</td>
<td>2</td>
<td>1.46</td>
<td>.20</td>
<td></td>
<td>Slight trend</td>
</tr>
<tr>
<td>(Occupation: 11)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys like nature</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>(Occupations: 27, 33)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You can become popular and well liked</td>
<td>0</td>
<td>2</td>
<td>1.46</td>
<td>.20</td>
<td></td>
<td>Slight trend</td>
</tr>
<tr>
<td>(Occupations: 3, 26)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You are good at the work</td>
<td>2</td>
<td>0</td>
<td>1.46</td>
<td>.20</td>
<td></td>
<td>Slight trend</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Two definite trends toward a difference are also shown in Table 80. Sixteen per cent of the S group thought being a boat captain would be interesting; while 16 per cent of the P group selected engineering as one interesting occupation.

The four occupations which appear most interesting to the combined group are doctor, airplane pilot, professional athlete, and policeman.

The apperceptions of the occupations afford more insight into personal needs than does the choice of the occupation.

There is a definite tendency for more boys in the S group (32 per cent) than in the P group (11 per cent) to want to travel. Being an airplane pilot, an explorer, a serviceman, a boat captain, and a train engineer are perceived as occupations which afford this opportunity.

Table 80 also shows a definite tendency for a greater proportion of the P group (32 per cent) than of the S group (5 per cent) to want the same professional status as their fathers or relatives. Hence, these boys perceive professional occupations as more desirable than non-professional occupations.

Occupations in which one can make money are perceived as desirable by at least one-third of the combined group. This finding tends to confirm the previous finding of a desire for money. The two boys who would like to be President of the United States perceived him as a person who is important and controls others and one who has lots of money.

From the apperceptions of the various occupations presented in
Table 80, one might assume that some of the tension states of the combined group are initiated by a desire: (1) for more money and, possibly, financial security; (2) for interesting work; (3) for prestige and power; (4) for action and adventure; (5) to become a responsible member of society; (6) to satisfy curiosity through exploration; and (7) to be accepted as a respectable member of one's family group.

Table 81 compares the two groups in choices of occupations perceived as desirable. A larger proportion of the S group (42 percent) than of the P group (11 percent) choose only non-professional occupations. This difference between the groups is significant.

**TABLE 81**

**A COMPARISON OF THE TWO GROUPS IN CHOICES OF OCCUPATIONS DEEMED INTERESTING AND DESIRABLE**

<table>
<thead>
<tr>
<th>Occupational Choices</th>
<th>Number of Cases</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choices include only professional occupations..................................................</td>
<td></td>
<td>5</td>
<td>1</td>
<td>1.78</td>
<td>.10</td>
<td>Definite trend</td>
</tr>
<tr>
<td>More than half of the choices are professional occupations..................................</td>
<td></td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Equal number of choices between professional and non-professional occupations....</td>
<td></td>
<td>5</td>
<td>4</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>More than half of the choices are non-professional occupations.........................</td>
<td></td>
<td>6</td>
<td>3</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Choices include only non-professional occupations..........................................</td>
<td></td>
<td>2</td>
<td>8</td>
<td>2.21</td>
<td>.05</td>
<td>Significant</td>
</tr>
<tr>
<td>Number of cases</td>
<td></td>
<td>19</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
There is also a definite tendency for a greater proportion of the P group (26 per cent) than of the S group (5 per cent) to choose only professional occupations.

Hence, one may assume that approximately one-fourth of the P group and almost one-half of the S group have occupational interests which are similar to those of their fathers.

Since 68 per cent of the P group is attracted by non-professional occupations, one might also assume that these boys experience some degree of conflict between personal interests and parental expectancies.

Since 42 per cent of the S group is interested in occupations that are on a higher level than that of their fathers, it is probable that these boys also experience some degree of anxiety and aggression if they perceive the attainment of higher personal status as being impossible or difficult because of their own deficiencies or environmental barriers.

Table 62 compares the two groups in the use of humor as a sanction for aggression. A greater proportion of the P group (74 per cent) than of the S group (37 per cent) uses humorous behavior of humans as a sanction for aggression directed toward self. The difference between the two groups is significant.

A greater proportion of the S group (21 per cent) than of the P group (zero per cent) uses humorous behavior of animals as a sanction for aggression directed toward others. This aggression is heavily disguised by projecting it through animal behavior. The difference between the two groups is significant.
TABLE 82

A COMPARISON OF THE TWO GROUPS IN THE USE OF HUMOR AS A SANCTION FOR AGGRESSION

<table>
<thead>
<tr>
<th>Humor as a Sanction for Aggression</th>
<th>Number of Cases</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Humor inherent in human behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Little, if any, manifestation of aggression: funny antics, giggling, silly behavior</td>
<td>0 3 1.80 .10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Definite trend</td>
</tr>
<tr>
<td>Some aggression directed toward others: harmless tricks played on others, accidents causing discomfort or inconvenience to others, attacks on others with no serious consequence</td>
<td>3 2 2.29 .05</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Significant</td>
</tr>
<tr>
<td>Aggression directed toward self: self involvement in accident or embarrassing situation, being the victim of a trick or attack</td>
<td>14 7 2.29 .05</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Significant</td>
</tr>
<tr>
<td>2. Humor inherent in animal behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Little, if any, manifestation of aggression: funny antics and tricks</td>
<td>0 1 2.13 .05</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Significant</td>
</tr>
<tr>
<td>Disguised aggression toward others: mythical figures or animals attacking other animals or play tricks on them</td>
<td>2 4 1.46 .20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Slight trend</td>
</tr>
</tbody>
</table>
TABLE 82—Continued

<table>
<thead>
<tr>
<th>Humor as a Sanction for Aggression</th>
<th>Number of Cases</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total using human behavior</td>
<td>15</td>
<td>12</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Total using animal behavior</td>
<td>2</td>
<td>7</td>
<td>1.91</td>
<td>.10</td>
<td></td>
<td>Definite trend</td>
</tr>
<tr>
<td>Total manifesting little,</td>
<td>0</td>
<td>4</td>
<td>2.13</td>
<td>.05</td>
<td></td>
<td>Significant</td>
</tr>
<tr>
<td>if any aggression</td>
<td>1</td>
<td>5</td>
<td>1.78</td>
<td>.10</td>
<td></td>
<td>Definite trend</td>
</tr>
<tr>
<td>Total directing aggression toward others</td>
<td>14</td>
<td>9</td>
<td>1.66</td>
<td>.10</td>
<td></td>
<td>Definite trend</td>
</tr>
<tr>
<td>Total directing aggression toward self</td>
<td>2</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
</tbody>
</table>

These findings are consistent with the extratensive personality structure of the S group and the more varied personality structures of the P group.

A greater proportion of the S group (21 per cent) than of the P group (zero per cent) does not typically use humor as a sanction for aggression. The difference between the two groups is also significant. Since two members of the P group could not communicate what they perceive to be humorous, one might assume that these boys are either so heavily laden with dysphoric moods that events are not perceived as humorous or that they are utilizing strong defensive techniques to cope with affect pressures.

Table 82 also shows a definite tendency for a greater proportion of the S group (37 per cent) than of the P group (11 per cent) to perceive animal behavior as humorous.

From the data presented in Table 82, one can be certain that 89 per cent of the P group and 78 per cent of the S group use humor as
<table>
<thead>
<tr>
<th>Threatening or Dysphoric Events</th>
<th>Number of Cases</th>
<th>P Group S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Involving people in general:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>People killed in car, plane or train accidents</td>
<td>7</td>
<td>3</td>
<td>1.48</td>
<td>0.20</td>
<td>Slight trend</td>
</tr>
<tr>
<td>People killed in war</td>
<td>1</td>
<td>3</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>People dying from illness</td>
<td>0</td>
<td>3</td>
<td>1.80</td>
<td>0.10</td>
<td>Definite trend</td>
</tr>
<tr>
<td>People burned to death</td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>People attacked by others</td>
<td>0</td>
<td>2</td>
<td>1.46</td>
<td>0.20</td>
<td>Slight trend</td>
</tr>
<tr>
<td>People having bad luck</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td><strong>2. Involving family members:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grandmother's death</td>
<td>3</td>
<td>3</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Death of indefinite family members</td>
<td>2</td>
<td>4</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Father's death</td>
<td>2</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Death of both parents</td>
<td>3</td>
<td>0</td>
<td>1.80</td>
<td>0.10</td>
<td>Definite trend</td>
</tr>
<tr>
<td>Sibling hurt or sick</td>
<td>0</td>
<td>3</td>
<td>1.80</td>
<td>0.10</td>
<td>Definite trend</td>
</tr>
<tr>
<td>Parents don't come home</td>
<td>0</td>
<td>3</td>
<td>1.80</td>
<td>0.10</td>
<td>Definite trend</td>
</tr>
<tr>
<td>Death of sibling</td>
<td>2</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Mother ill</td>
<td>0</td>
<td>2</td>
<td>1.46</td>
<td>0.20</td>
<td>Slight trend</td>
</tr>
<tr>
<td>Father having to go to war</td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Parents face financial stress</td>
<td>2</td>
<td>0</td>
<td>1.46</td>
<td>0.20</td>
<td>Slight trend</td>
</tr>
<tr>
<td>Father's loss of job</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Sibling lost</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Illness of indefinite family member</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Father put in jail</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Parents leaving you</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td><strong>3. Involving self:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical threats to self:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being harmed by animals or insects</td>
<td>10</td>
<td>14</td>
<td>1.34</td>
<td>0.25</td>
<td>None</td>
</tr>
<tr>
<td>Being harmed in fall from high place</td>
<td>7</td>
<td>5</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Getting sick</td>
<td>5</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Getting punished other than spanking</td>
<td>5</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
</tbody>
</table>
TABLE 83—Continued

<table>
<thead>
<tr>
<th>Threatening or Dysphoric Events</th>
<th>Number of Cases</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P Group</td>
<td>S Group</td>
<td>t</td>
<td>P</td>
<td>Significance</td>
</tr>
<tr>
<td>3. Involving self: (cont.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being in the dark</td>
<td>3</td>
<td>4</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Getting spanked</td>
<td>3</td>
<td>3</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Drowning</td>
<td>2</td>
<td>4</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Being harmed by others</td>
<td>2</td>
<td>3</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Being injured by inanimate objects</td>
<td>3</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Being hurt in car wreck</td>
<td>2</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Getting lost</td>
<td>2</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Being harmed by bombs</td>
<td>2</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Being kidnapped</td>
<td>3</td>
<td>0</td>
<td>1.80</td>
<td>.10</td>
<td>Definite trend</td>
</tr>
<tr>
<td>Being drafted into the Army</td>
<td>3</td>
<td>0</td>
<td>1.80</td>
<td>.10</td>
<td>Definite trend</td>
</tr>
<tr>
<td>Getting broken leg or arm</td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Threats to possessions:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loss of money, property</td>
<td>1</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Pets:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hurt</td>
<td>2</td>
<td>0</td>
<td>1.46</td>
<td>.20</td>
<td>Slight trend</td>
</tr>
<tr>
<td>Lost</td>
<td>3</td>
<td>4</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Die</td>
<td>8</td>
<td>5</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Barriers to completion of plans</td>
<td>3</td>
<td>6</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Threats to achievement in:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic activities</td>
<td>2</td>
<td>5</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Social relations with age-mates</td>
<td>3</td>
<td>0</td>
<td>1.80</td>
<td>.10</td>
<td>Definite trend</td>
</tr>
<tr>
<td>Participation in school programs</td>
<td>1</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Athletic activities</td>
<td>2</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Socially approved behavior</td>
<td>0</td>
<td>2</td>
<td>1.46</td>
<td>.20</td>
<td>Slight trend</td>
</tr>
<tr>
<td>4. Involving friends:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friends killed</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Friends getting in trouble</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
</tbody>
</table>
TABLE 83—Continued

<table>
<thead>
<tr>
<th>Threatening or Dysphoric Events</th>
<th>Number of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P Group S Group t P Significance</td>
</tr>
<tr>
<td>5. Involving natural forces:</td>
<td></td>
</tr>
<tr>
<td>Destruction by storms</td>
<td>2 0 1.46 .20 Slight trend</td>
</tr>
<tr>
<td>Destruction by fire</td>
<td>4 1 1.45 .20 Slight trend</td>
</tr>
<tr>
<td>Total number of cases mention-</td>
<td></td>
</tr>
<tr>
<td>ing death to human beings</td>
<td>10 15 1.71 .10 Definite trend</td>
</tr>
<tr>
<td>Total number of cases mention-</td>
<td></td>
</tr>
<tr>
<td>ing only physical harm to</td>
<td></td>
</tr>
<tr>
<td>people</td>
<td>7 4 --- --- None</td>
</tr>
<tr>
<td>Total number of cases mention-</td>
<td></td>
</tr>
<tr>
<td>ing only other kinds of threats</td>
<td>2 0 1.46 .20 Slight trend</td>
</tr>
</tbody>
</table>

A sanction for aggression. However, the two groups tend to differ significantly since more boys in the P group direct aggression toward self while more boys in the S group direct aggression toward others.

Table 83 compares the two groups in apperceptions of threatening or dysphoric events. Although the kinds of events which are perceived by both groups as dysphoric or threatening form an extensive list, there are no significant differences evidenced between the two groups.

There is a tendency, however, for more boys in the S group to perceive illness as a threat to personal security, while more boys in the P group perceive separation from parents as a threat to personal security.

Sixteen per cent of the S group also perceive a threat to personal security when their parents fail to come home. No one in the
P group experiences this threat.

Sixteen per cent of the P group feel insecure in their relations with age-mates. Since no boy in the S group expresses this insecurity, one can assume a tendency toward a significant difference in this respect.

If one considers fires and storms to be somewhat similar threats, then one can assume that 32 per cent of the P group and 5 per cent of the S group experience pervading tensions of an indefinite nature which threaten basic security. There is a tendency for the two groups to differ in this respect, a greater proportion of the P group experiencing indefinite tension states.

Although there is no significant difference between the two groups, large proportions of the P group and the S group (53 per cent and 74 per cent respectively) perceive certain animals and insects as threatening. Since these animals (e.g. snakes, spiders, wolves) symbolize anxiety in a disguised form, one might assume that more than 50 per cent of each group is experiencing above-optimal tension states which cannot be readily described as specific fears or worries.

Large proportions of the P group (53 per cent) and of the S group (79 per cent) perceive death to humans as a dysphoric and threatening event. There is, however, a definite tendency toward a significant difference between the groups since more boys in the S group than in the P group manifest anxiety in a more direct manner which involves humans and, hence, themselves.

These two findings are consistent with the assumptions made in Chapter IV—that over 50 per cent of both groups experience intense
feelings of anxiety.

A Summary of the Personal Concerns of the Two Groups

In summarizing the personal concerns of the two groups, one can be certain that there are no significant differences between the two groups in:

1. Predominant interests which carry euphoric tones: Over 55 per cent of both groups manifest interest in play and other outdoor activities, football being the most attractive organized activity.
2. A desire for more money: Over 68 per cent of both groups express a desire for more money than they now possess.
3. A need for more adventure and excitement: Over 36 per cent of each group expresses this need.
4. Wishes for more material objects for personal amusement in outdoor activities: At least one-third of each group would like to possess bicycles and one-fourth, horses.
5. Predominant worries: Approximately one-fourth of each group is greatly concerned about inadequacy in outdoor games.
6. Apperceptions of occupations which are deemed interesting and desirable: At least one-third of each group is interested in occupations that afford opportunities for making money.
7. The use of humor as a sanction for aggression: At least 75 per cent of each group uses humor as a sanction for
aggression either toward others or toward self.

8. Apperceptions of threatening or dysphoric events: At least 52 per cent of each group perceive certain animals and insects as threatening to one's physical security; and at least 52 per cent of each group perceive death of human beings as both dysphoric and threatening.

There is a definite tendency toward a significant difference between the two groups in the following personal concerns. A greater proportion of the P group than of the S group:

1. Is interested in personal possessions and would like baseball equipment for outdoor play;
2. Experiences some worry about girl friends;
3. Would choose riding in an airplane and playing outdoor games if opportunities were afforded;
4. Perceives only professional occupations as desirable; prefers to attain an occupational status similar to that of their fathers or relatives; and perceives engineering as an interesting occupation;
5. Directs aggression toward self;
6. Perceives separation from parents by death or by being kidnapped as dysphoric and threatening events;
7. Perceives being drafted into the Armed services as a personal threat;
8. Is somewhat insecure in social relations with age-mates;
9. Experiences tensions of an indefinite nature.

A greater proportion of the S group than of the P group:
1. Would like football equipment as a material possession;
2. Desires the improvement of property and more household conveniences;
3. Worries about completing school work in an adequate manner;
4. Perceives occupations which afford opportunities for travel as desirable; believes that being a boat captain would be an interesting occupation;
5. Perceives funny antics of human and giggling as humorous;
6. Uses animal behavior as a disguise for aggression;
7. Directs aggression toward others;
8. Perceives illness and death as dysphoric and threatening events;
9. Experiences insecurity when parents fail to come home.

Since the following differences between the two groups would occur by chance only one, two, or five times out of a 100, one can be fairly certain that there is a real difference between the two groups in:

1. One apperception of material objects desired for personal amusement: Although both groups desire objects which can be used in outdoor activities, more boys in the P group also express a desire for objects which can be used in constructive, indoor activities; while more boys in the S group prefer knives and guns.
2. Desire for improved housing: More boys in S group manifest a need for improving the physical aspects of the
outer environment in which they live.

3. Desire to prevent wars: More boys in the P group express this desire.

4. Desire for more friends: More boys in the S group manifest concern with and interest in human contacts.

5. Choice of activities for a "free" day: More boys in the S group than in the P group prefer to visit and to spend time with their friends.

6. Choice of occupations: Although being a doctor, an airplane pilot, or a professional athlete are perceived as interesting occupations by at least one-fourth of each group and although at least 50 per cent of the boys in each group perceive both professional and non-professional occupations as desirable, more boys in the S group than in the P group perceive only non-professional occupations as interesting and desirable.

7. Use of humor as a sanction for aggression: More boys in the P group use human behavior as a sanction for aggression directed toward self; while more boys in the S group than the P group do not use humor as a sanction for aggression. When humor is used as a sanction for aggression, more boys in the S group than in the P group direct aggression toward others under the guise of animal behavior.

Home Environment

The responses which reveal apperceptions of a few selected
components of the home environment are elicited mainly by Stories III, XI, XV, XVI, XIX, XX, and XXIII. These stories are designed to elicit apperceptions which have been predominantly shaped by the interpersonal relationships between parents and sons. The responses which pertain mainly to this area are presented in Tables 84 through 96.

Table 84 compares the two groups in the kinds of home chores which are perceived to be required by parents. Although there are no significant differences between the two groups in apperceptions of required home chores, there are a few definite trends toward a significant difference.

**TABLE 84**

**A COMPARISON OF THE TWO GROUPS IN KINDS OF HOME CHORES GENERALLY REQUIRED BY PARENTS**

<table>
<thead>
<tr>
<th>Chores Required</th>
<th>Number of Cases</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raking the yard.............................</td>
<td>7</td>
<td>12</td>
<td>1.63</td>
<td>.10</td>
<td></td>
<td>Definite trend</td>
</tr>
<tr>
<td>Mowing the yard.............................</td>
<td>9</td>
<td>4</td>
<td>1.70</td>
<td>.10</td>
<td></td>
<td>Definite trend</td>
</tr>
<tr>
<td>Washing the dishes..........................</td>
<td>4</td>
<td>3</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Emptying trash and garbage..................</td>
<td>5</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Cleaning his room...........................</td>
<td>4</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Cleaning the house.........................</td>
<td>2</td>
<td>4</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Feeding pets and other animals...............</td>
<td>1</td>
<td>4</td>
<td>1.45</td>
<td>.20</td>
<td>Slight trend</td>
<td></td>
</tr>
<tr>
<td>Making his bed................................</td>
<td>3</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Putting the dishes away.....................</td>
<td>2</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Helping his father do repair work...........</td>
<td>1</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Watering plants.............................</td>
<td>3</td>
<td>0</td>
<td>1.80</td>
<td>.10</td>
<td>Definite trend</td>
<td></td>
</tr>
<tr>
<td>Working in the garden......................</td>
<td>0</td>
<td>3</td>
<td>1.80</td>
<td>.10</td>
<td>Definite trend</td>
<td></td>
</tr>
<tr>
<td>Chopping wood..............................</td>
<td>0</td>
<td>2</td>
<td>1.46</td>
<td>.20</td>
<td>Slight trend</td>
<td></td>
</tr>
<tr>
<td>Pulling weeds in the yard...................</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Running errands............................</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Pulling up stumps...........................</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Rounding up the cattle......................</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>
More boys in the S group (63 per cent) than in the P group (37 per cent) perceive themselves as having to rake the yard; while more boys in the P group (47 per cent) than in the S group (21 per cent) perceive themselves as having to mow the lawn. This trend toward a difference reflects both a physical and a cultural difference in the environment of the two groups.

Sixteen per cent of each group believe that watering plants around the house and working in the garden are also required chores. There is a tendency for more boys in the P group to perceive themselves as being required to do the former chore and for more boys in the S group to perceive themselves as performing the latter one.

Table 84 shows that the boys in both groups perceive themselves as being required to do many different kinds of home chores; the most frequently required ones, however, are mowing and raking the yard.

Table 85 compares the two groups in apperceptions of home chores which are liked. Although there is no significant difference between the two groups, there is a definite tendency for a greater proportion of the P group (53 per cent) than of the S group (26 per cent) to manifest negative attitudes toward all home chores.

A greater proportion of the S group (16 per cent) than of the P group (zero per cent) enjoy driving tractors. Since tractors are not typically a part of the environment of the P group, it is logical to assume that this is the reason for the difference.

At least 11 per cent of each group expresses a liking for those home chores which are not too hard to do, which involve outdoor work, and which permit contact with animals.
<table>
<thead>
<tr>
<th>Appearances of Liked Chores</th>
<th>Number of Cases</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>p</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home chores which are liked:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. None</td>
<td>10</td>
<td>5</td>
<td></td>
<td>1.65</td>
<td>.10-</td>
<td>Definite trend</td>
</tr>
<tr>
<td>2. Feeding pets and other animals</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>3. Mowing the lawn</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>4. Running errands</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>5. Driving the tractor</td>
<td>0</td>
<td>3</td>
<td></td>
<td>1.80</td>
<td>.10-</td>
<td>Definite trend</td>
</tr>
<tr>
<td>6. Planting things</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>7. Cleaning the attic</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>8. Making the beds</td>
<td>2</td>
<td>0</td>
<td></td>
<td>1.46</td>
<td>.20</td>
<td>Slight trend</td>
</tr>
<tr>
<td>9. Washing dishes</td>
<td>0</td>
<td>2</td>
<td></td>
<td>1.46</td>
<td>.20</td>
<td>Slight trend</td>
</tr>
<tr>
<td>10. Cleaning desks</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>11. Cooking</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>12. Painting</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Reasons for liking the chores:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It's not too hard</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>(Chores: 2, 8, 9, 12)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The animals like you</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>(Chore: 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It's fun to be outside</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>(Chores: 3, 6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It's fun to ride your bicycle</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>(Chore: 4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You find interesting things</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>(Chores: 7, 10)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It's fun to drive the tractor</td>
<td>0</td>
<td>3</td>
<td></td>
<td>1.80</td>
<td>.10-</td>
<td>Definite trend</td>
</tr>
<tr>
<td>(Chore: 5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It's fun to use a power mower</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>(Chore: 3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You can eat things</td>
<td>0</td>
<td>2</td>
<td></td>
<td>1.46</td>
<td>.20</td>
<td>Slight trend</td>
</tr>
<tr>
<td>(Chores: 9, 11)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 86 compares the two groups in apperceptions of home chores which are the most disliked. Although there are no significant differences between the two groups in the kinds of disliked chores, there is a significant difference in the reasons given for disliking the chores. Twenty-one per cent of the P group dislike chores that are perceived as monotonous. No one in the S group gives this reason.

There is also a definite tendency for a greater proportion of the P group (32 per cent) than of the S group (11 per cent) to perceive home chores as interfering with other activities.

Table 86 also shows that at least 26 per cent of each group dislike washing dishes and raking the yard and that at least 21 per cent of each group perceive washing dishes, mowing and raking the yard, and pulling weeds as chores that involve hard work and take too long.

Table 87 compares the two groups in apperceptions of the privilege of being without parental control for one day. There is no significant difference between the two groups, except in failure to give a reason for feeling happy about having this privilege. Twenty-one per cent of the P group was unable to give a reason; while no one in the S group failed to offer some explanation. Since there is also a definite tendency for more boys in the S group than in the P group to be unable to express how they would feel about having no parental control, there is actually no significant difference between the two group. These two types of failure to respond imply a tendency for at least 16 per cent of both groups to avoid pleasurably-toned feelings for fear that impulses might get out of hand.

Table 87 also shows that approximately 68 per cent of each
TABLE 86
A COMPARISON OF THE TWO GROUPS IN APPERCEPTIONS
OF HOME CHOSES WHICH ARE THE MOST DISLIKED

<table>
<thead>
<tr>
<th>Apperceptions of the Most Disliked Chores</th>
<th>Number of Cases</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home chores which are most disliked:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Washing dishes</td>
<td>6</td>
<td>8</td>
<td></td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>2. Raking the yard</td>
<td>5</td>
<td>7</td>
<td></td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>3. Cleaning the house</td>
<td>4</td>
<td>2</td>
<td></td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>4. Mowing the lawn</td>
<td>4</td>
<td>2</td>
<td></td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>5. Cleaning his room</td>
<td>2</td>
<td>2</td>
<td></td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>6. Pulling weeds</td>
<td>2</td>
<td>1</td>
<td></td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>7. Emptying trash and garbage</td>
<td>1</td>
<td>1</td>
<td></td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Reasons for disliking the chores:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It takes too long</td>
<td>4</td>
<td>6</td>
<td></td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>(Chores: 1, 2, 6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It's hard work</td>
<td>5</td>
<td>5</td>
<td></td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>(Chores: 2, 4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You can't do other things you want to do</td>
<td>6</td>
<td>2</td>
<td></td>
<td>1.60</td>
<td>.10</td>
<td>Definite trend</td>
</tr>
<tr>
<td>(Chores: 2, 4, 5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It's a woman's job</td>
<td>2</td>
<td>4</td>
<td></td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>(Chores: 1, 3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You get dirty and hot</td>
<td>2</td>
<td>3</td>
<td></td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>(Chores: 2, 6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It gets monotonous</td>
<td>4</td>
<td>0</td>
<td></td>
<td>2.13</td>
<td>.05</td>
<td>Significant</td>
</tr>
<tr>
<td>(Chores: 1, 7)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It's not fun to be inside</td>
<td>1</td>
<td>2</td>
<td></td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>(Chores: 3, 5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No reason</td>
<td>0</td>
<td>1</td>
<td></td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
</tbody>
</table>
### TABLE 37

A COMPARISON OF THE TWO GROUPS IN APPERCEPTIONS OF THE PRIVILEGE OF BEING WITHOUT PARENTAL CONTROL FOR A DAY

<table>
<thead>
<tr>
<th>Apperceptions of the Privilege</th>
<th>P Group</th>
<th>S Group</th>
<th>$t$</th>
<th>$P$</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Cases</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reaction to the privilege:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surprised at having the</td>
<td>14</td>
<td>13</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>privilege</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Probable surprise</td>
<td>4</td>
<td>5</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>No surprise</td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td><strong>Reasons for being surprised:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your mother doesn't do it.</td>
<td>10</td>
<td>9</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>There wouldn't be anyone</td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>to do the chores</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You shouldn't ever think</td>
<td>2</td>
<td>0</td>
<td>1.46</td>
<td>.20</td>
<td>Slight trend</td>
</tr>
<tr>
<td>of such a privilege</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your mother doesn't</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>trust you</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No reason</td>
<td>1</td>
<td>3</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td><strong>Reasons for probable surprise:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your mother doesn't do it</td>
<td>3</td>
<td>4</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>often</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You wouldn't have any</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>chores to do</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No reason</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td><strong>Reasons for no surprise:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There isn't much you can do</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Your mother does it often.</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td><strong>Feelings about having the privilege:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Happy</td>
<td>15</td>
<td>13</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Doubtful</td>
<td>4</td>
<td>3</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>No response</td>
<td>0</td>
<td>3</td>
<td>1.80</td>
<td>.10</td>
<td>Definite trend</td>
</tr>
</tbody>
</table>
TABLE 87--Continued

<table>
<thead>
<tr>
<th>Number of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apperceptions of the Privilege</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
</tbody>
</table>

Feelings about having the privilege: (cont.)

Reasons for feeling happy:

- You could be on your own and do what you wanted to do: 10 11 —— —— None
- You wouldn’t have to work: 1 2 —— —— None
- No response: 4 0 2.13 .05 Significant

Reasons for feeling doubtful:

- You wouldn’t know what to do: 2 1 —— —— None
- You might want the privilege all the time: 2 0 1.46 .20 Slight trend
- You might get into trouble: 0 1 —— —— None
- No response: 0 1 —— —— None

group would not only be surprised if parents withdrew their control but would also be happy about being able to do what they wanted to do for one day. Approximately 50 per cent of each group perceive their mothers as just not doing such a thing and, consequently, would be quite surprised if she did relinquish all control for just one day.

Table 88 compares the two groups in apperceptions of parental authority. Although there are no significant differences between the two groups, there is a definite tendency for a greater proportion of the P group (32 per cent) than of the S group (11 per cent) to accept
TABLE 88
A COMPARISON OF THE TWO GROUPS IN APPERCEPTIONS CONCERNING PARENTAL AUTHORITY AND FAIRNESS IN PARENTAL AUTHORITY

<table>
<thead>
<tr>
<th>Apperceptions Concerning Parental Authority and Fairness of Parental Authority</th>
<th>Number of Cases</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P Group</td>
<td>S Group</td>
<td>t</td>
<td>P</td>
<td>Significance</td>
</tr>
<tr>
<td>Compliance with parent's request:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would go home</td>
<td>14</td>
<td>16</td>
<td></td>
<td>——</td>
<td>——</td>
</tr>
<tr>
<td>Would probably go home</td>
<td>4</td>
<td>3</td>
<td>——</td>
<td>——</td>
<td>——</td>
</tr>
<tr>
<td>Would not go home</td>
<td>1</td>
<td>0</td>
<td>——</td>
<td>——</td>
<td>——</td>
</tr>
<tr>
<td>Reasons for compliance:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You should always obey your parents</td>
<td>10</td>
<td>12</td>
<td>——</td>
<td>——</td>
<td>——</td>
</tr>
<tr>
<td>You would get punished if you did not go</td>
<td>2</td>
<td>3</td>
<td>——</td>
<td>——</td>
<td>——</td>
</tr>
<tr>
<td>You would worry if you did not go</td>
<td>1</td>
<td>0</td>
<td>——</td>
<td>——</td>
<td>——</td>
</tr>
<tr>
<td>No reason</td>
<td>1</td>
<td>3</td>
<td>——</td>
<td>——</td>
<td>——</td>
</tr>
<tr>
<td>Reasons for probable compliance:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You just know you should go</td>
<td>2</td>
<td>0</td>
<td>1.46</td>
<td>.20</td>
<td>Slight trend</td>
</tr>
<tr>
<td>Your parents might be sick</td>
<td>0</td>
<td>1</td>
<td>——</td>
<td>——</td>
<td>None</td>
</tr>
<tr>
<td>No reason</td>
<td>2</td>
<td>0</td>
<td>1.46</td>
<td>.20</td>
<td>Slight trend</td>
</tr>
<tr>
<td>Reasons for not complying:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your team might lose and blame you</td>
<td>1</td>
<td>0</td>
<td>——</td>
<td>——</td>
<td>None</td>
</tr>
<tr>
<td>Fairness of parental request:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It would be fair if parents had a good reason</td>
<td>10</td>
<td>11</td>
<td></td>
<td>——</td>
<td>——</td>
</tr>
<tr>
<td>It would be fair regardless of the reason</td>
<td>6</td>
<td>2</td>
<td>1.60</td>
<td>.10</td>
<td>Definite trend</td>
</tr>
<tr>
<td>It wouldn't be fair under any circumstances</td>
<td>2</td>
<td>3</td>
<td>——</td>
<td>——</td>
<td>None</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>3</td>
<td>——</td>
<td>——</td>
<td>None</td>
</tr>
</tbody>
</table>
parental authority as absolute. This implies a developmental lag for this proportion of the P group in moving toward self control and more mature concepts of justice.

Table 88 also shows that, although over 50 per cent of each group perceives parental authority as somewhat absolute, there is also an emerging awareness of justice and a tendency to question absolute authority. Consequently, one might assume that approximately one-half of the boys in the two groups perceive parents as authority figures who must be obeyed, but that they are also beginning to question the justice of this authority unless a good reason is evidenced. One might also hypothesize that the over-persistence and aggressiveness manifested by large proportions of both groups (Refer to Chapter IV) is partially generated by a reluctance to continue to accept authority which is perceived as unjust and unreasonable.

Table 89 compares the two groups in apperceptions of parents' concepts of boys and their behavior.

More boys in the P group (74 per cent) than in the S group (37 per cent) believe that their parents think of them as sometimes bad and sometimes good. The two groups differ significantly in this respect.

There is also a definite tendency for more boys in the S group (47 per cent) than in the P group (21 per cent) to believe that their parents generally think of them as bad.

Table 89 also shows the behavior which parents consider bad. Thirty-two per cent of the boys in the S group feel that parents disapprove of their staying away from home too long. Since no boy in the P group mentions this, one can be certain that the two groups differ
<table>
<thead>
<tr>
<th>Parents' Concept of Boys and Their Behavior</th>
<th>Number of Cases</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents think that boys are bad</td>
<td>4</td>
<td>9</td>
<td>1.70</td>
<td>.10</td>
<td></td>
<td>Definite trend</td>
</tr>
<tr>
<td>Parents think that boys are sometimes bad and sometimes good</td>
<td>14</td>
<td>7</td>
<td>2.29</td>
<td>.05</td>
<td></td>
<td>Significant</td>
</tr>
<tr>
<td>Parents think that boys are good</td>
<td>1</td>
<td>3</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>None</td>
</tr>
</tbody>
</table>

**Behavior which parents consider bad:**

<table>
<thead>
<tr>
<th>Behavior</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Destroying or damaging property</td>
<td>8</td>
<td>10</td>
<td>—</td>
<td>—</td>
<td>None</td>
</tr>
<tr>
<td>Fighting with other boys</td>
<td>10</td>
<td>5</td>
<td>1.65</td>
<td>.10</td>
<td>Definite trend</td>
</tr>
<tr>
<td>Not obeying them</td>
<td>6</td>
<td>2</td>
<td>1.60</td>
<td>.10</td>
<td>Definite trend</td>
</tr>
<tr>
<td>Stealing</td>
<td>4</td>
<td>2</td>
<td>—</td>
<td>—</td>
<td>None</td>
</tr>
<tr>
<td>Talking back to them</td>
<td>3</td>
<td>3</td>
<td>—</td>
<td>—</td>
<td>None</td>
</tr>
<tr>
<td>Staying away from home too long</td>
<td>0</td>
<td>6</td>
<td>2.68</td>
<td>.02</td>
<td>Very significant</td>
</tr>
<tr>
<td>Leaving home without permission</td>
<td>2</td>
<td>3</td>
<td>—</td>
<td>—</td>
<td>None</td>
</tr>
<tr>
<td>Not doing chores around</td>
<td>2</td>
<td>2</td>
<td>—</td>
<td>—</td>
<td>None</td>
</tr>
<tr>
<td>Teasing siblings</td>
<td>2</td>
<td>1</td>
<td>—</td>
<td>—</td>
<td>None</td>
</tr>
<tr>
<td>Getting dirty or wet</td>
<td>0</td>
<td>3</td>
<td>1.80</td>
<td>.10</td>
<td>Definite trend</td>
</tr>
<tr>
<td>Not using caution in riding bicycle</td>
<td>1</td>
<td>1</td>
<td>—</td>
<td>—</td>
<td>None</td>
</tr>
<tr>
<td>Playing with matches and fire</td>
<td>1</td>
<td>1</td>
<td>—</td>
<td>—</td>
<td>None</td>
</tr>
<tr>
<td>Showing bad manners in public</td>
<td>1</td>
<td>1</td>
<td>—</td>
<td>—</td>
<td>None</td>
</tr>
<tr>
<td>Teasing smaller children</td>
<td>1</td>
<td>1</td>
<td>—</td>
<td>—</td>
<td>None</td>
</tr>
<tr>
<td>Teasing or hurting girls</td>
<td>2</td>
<td>0</td>
<td>1.46</td>
<td>.20</td>
<td>Slight trend</td>
</tr>
<tr>
<td>Messing up the house</td>
<td>2</td>
<td>0</td>
<td>1.46</td>
<td>.20</td>
<td>Slight trend</td>
</tr>
<tr>
<td>Making bad grades at school</td>
<td>0</td>
<td>2</td>
<td>1.46</td>
<td>.20</td>
<td>Slight trend</td>
</tr>
<tr>
<td>Wasting or losing money</td>
<td>0</td>
<td>2</td>
<td>1.46</td>
<td>.20</td>
<td>Slight trend</td>
</tr>
<tr>
<td>Running away from home</td>
<td>0</td>
<td>2</td>
<td>1.46</td>
<td>.20</td>
<td>Slight trend</td>
</tr>
</tbody>
</table>
TABLE 89—Continued

<table>
<thead>
<tr>
<th>Parents' Concepts of Boys and Their Behavior</th>
<th>Number of Cases</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior which parents consider bad: (cont.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telling lies..........................</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Going off with strangers.</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Chewing tobacco.........................</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Bothering parents' personal things.........</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Killing animals.........................</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Killing someone........................</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Misbehaving at school.....................</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
</tbody>
</table>

significantly in this apperception of one kind of bad behavior.

There is also a definite tendency for the two groups to differ in apperceptions of three other kinds of bad behavior: More boys in the P group than in the S group perceive (1) fighting with other boys and (2) not obeying parents as bad, while more boys in the S group perceive (3) getting wet and dirty as bad.

Over 40 per cent of the boys in each group believe that destroying or damaging property is also bad behavior.

Table 90 compares the two groups in apperceptions of modes of punishment most commonly used by parents.

Thirty-seven per cent of the S group and zero per cent of the P group perceive standing or sitting in a corner for long periods of time to be a commonly used mode of punishment. The two groups differ significantly in this respect.

There is also a definite tendency for more boys in the S group...
than in the P group to perceive being sent to bed as a common mode of punishment.

Although there is no significant difference between the two groups, large proportions of both groups (over 57 per cent) perceive spanking to be a commonly used mode of punishment; and at least 20 per cent of each group mentions confinement in the house or in a room.

### TABLE 90

A COMPARISON OF THE TWO GROUPS IN APPERCEPTIONS OF MODES OF PUNISHMENT MOST COMMONLY USED BY PARENTS

<table>
<thead>
<tr>
<th>Most Commonly Used Modes of Punishment</th>
<th>Number of Cases</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanking</td>
<td></td>
<td>11</td>
<td>12</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Keeping you in the house...</td>
<td></td>
<td>5</td>
<td>4</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Making you stay in your room</td>
<td></td>
<td>4</td>
<td>4</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Sending you to bed without supper</td>
<td></td>
<td>3</td>
<td>4</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Taking away privileges...</td>
<td></td>
<td>4</td>
<td>3</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Standing or sitting in a corner for very long periods</td>
<td></td>
<td>0</td>
<td>7</td>
<td>5.02</td>
<td>.01</td>
<td>Very Significant</td>
</tr>
<tr>
<td>Taking away allowance...</td>
<td></td>
<td>2</td>
<td>3</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Assigning extra chores...</td>
<td></td>
<td>2</td>
<td>3</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Making you pay for the damage...</td>
<td></td>
<td>1</td>
<td>3</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Sending you to bed...</td>
<td></td>
<td>0</td>
<td>3</td>
<td>1.80</td>
<td>.10</td>
<td>Definite trend</td>
</tr>
<tr>
<td>Making you apologize...</td>
<td></td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Making you eat alone...</td>
<td></td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Just talking to you...</td>
<td></td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Threatening to send you to reform school</td>
<td></td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Slapping</td>
<td></td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Keeping you from going to school</td>
<td></td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Sending you away from home</td>
<td></td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
</tbody>
</table>

Table 91 compares the two groups in apperceptions of the worst
modes of punishment. There is a significant difference between the two
groups in apperceptions of two modes of punishment that are the worst.
Fifty-eight per cent of the S group believes that spanking is the worst;
a smaller proportion of the P group (21 per cent) has the same opinion.
The most frequent reason given is that a belt or a strap hurts.

Forty-two per cent of the P group think that being kept in the
house or a room is the worst; only 5 per cent of the S group manifest
the same apperception. The reason for perceiving this to be the worst
punishment is that it is monotonous and prevents participation in out-
door activities.

From these two differences, one can assume that larger
proportions of the S group than of the P group perceive physical pain
to be the worst punishment; while larger proportions of the P group
believe physical restriction to be the worst.

At least twenty per cent of each group also dislikes punish-
ment that prevents participation in interesting activities.

Table 92 compares the two groups in apperceptions of desired
and undesired parental rewards for good behavior. There is no signifi-
cant difference between the two groups in apperceptions of rewards.

Over 50 per cent of each group believe that a desirable reward
is for parents to give them something that they really want. At least
20 per cent of each group believe that money, taking interesting trips,
and being permitted to do things they like are also desirable rewards.

From a perusal of Table 92, it becomes evident that the greater
proportions of both groups desire material rewards rather than those
which are immaterial. This finding is not consistent with some of the
### TABLE 91

A COMPARISON OF THE TWO GROUPS IN APPERCEPTIONS OF THE
WORST MODES OF PUNISHMENT USED BY PARENTS

<table>
<thead>
<tr>
<th>Apperceptions of the Worst Modes of Punishment</th>
<th>Number of Cases</th>
<th>( t )</th>
<th>( P )</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worst modes of punishment:</td>
<td>P Group</td>
<td>S Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Spanking</td>
<td>4</td>
<td>11</td>
<td>2.31</td>
<td>.05</td>
</tr>
<tr>
<td>2. Taking away privileges...</td>
<td>6</td>
<td>3</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>3. Keeping you in the house or your room.....</td>
<td>8</td>
<td>1</td>
<td>2.67</td>
<td>.02</td>
</tr>
<tr>
<td>4. Sending you to bed without supper..........</td>
<td>1</td>
<td>2</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>5. Sending you to bed...</td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>6. Taking away your allowance</td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>7. Telling other people about your bad behavior...</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>8. Assigning extra chores...</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>9. Making you stand in the corner............</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>10. Scolding you and talking to you...........</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>11. Looking at you like you are bad...........</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Reasons for being the worst mode:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Belts and straps hurt.........................</td>
<td>3</td>
<td>9</td>
<td>2.09</td>
<td>.05</td>
</tr>
<tr>
<td>(Mode: 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You can’t do things you like to do............</td>
<td>7</td>
<td>4</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>(Modes: 2, 5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You can’t go outside...........................</td>
<td>4</td>
<td>1</td>
<td>1.45</td>
<td>.20</td>
</tr>
<tr>
<td>(Mode: 3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It hurts your feelings..........................</td>
<td>2</td>
<td>3</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>(Modes: 1, 7, 11)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It’s monotonous to be penned up................</td>
<td>4</td>
<td>0</td>
<td>2.13</td>
<td>.05</td>
</tr>
<tr>
<td>(Mode: 3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You get hungry..................................</td>
<td>1</td>
<td>2</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>(Mode: 4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You don’t have any money to spend................</td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>(Mode: 6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It’s tiresome and boring.......................</td>
<td>0</td>
<td>2</td>
<td>1.46</td>
<td>.20</td>
</tr>
<tr>
<td>(Modes: 9, 10)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You have more work to do.......................</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>(Mode: 8)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
current literature on rewards.

TABLE 92

A COMPARISON OF THE TWO GROUPS IN APPERCEPTIONS OF DESIRED AND UNDESIRMED PARENTAL REWARDS FOR GOOD BEHAVIOR

<table>
<thead>
<tr>
<th>Desired and Undesired Rewards</th>
<th>Number of Cases</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desired rewards:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Give you something you want.</td>
<td>10</td>
<td>11</td>
<td>---</td>
<td>--</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Take you on an interesting trip.</td>
<td>7</td>
<td>4</td>
<td>---</td>
<td>--</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Let you do what you want to do.</td>
<td>4</td>
<td>7</td>
<td>---</td>
<td>--</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Give you extra money.</td>
<td>4</td>
<td>5</td>
<td>---</td>
<td>--</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Let you visit your friends.</td>
<td>1</td>
<td>3</td>
<td>---</td>
<td>--</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Excuse you from chores.</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>--</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Praise you for being good.</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>--</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Undesired rewards:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take you on an uninteresting trip or someplace you didn't like.</td>
<td>7</td>
<td>9</td>
<td>---</td>
<td>--</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Give you something you had or didn't like.</td>
<td>5</td>
<td>6</td>
<td>---</td>
<td>--</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Fail to keep a promise to do something.</td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>--</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Keep you from school.</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>--</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Don't do or say anything about your good behavior.</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>--</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>No response.</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 93 compares the two groups in emotional acceptance or rejection by parents. There are no significant differences between the two groups in acceptance of parents.

Over 58 per cent of each group manifests definite emotional acceptance of parents; while smaller proportions of each group
(42 per cent or less) manifest ambivalent emotions.

**TABLE 93**

A COMPARISON OF THE TWO GROUPS IN EMOTIONAL ACCEPTANCE OR REJECTION OF PARENTS

<table>
<thead>
<tr>
<th>Acceptance or Rejection of Parents and Preferred Parent</th>
<th>Number of Cases</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional acceptance or rejection of both parents:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Definite emotional acceptance..........................</td>
<td>12</td>
<td>11</td>
<td>-</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Ambivalent emotions.................................</td>
<td>7</td>
<td>8</td>
<td>-</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Definite emotional rejection...........................</td>
<td>0</td>
<td>0</td>
<td>-</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Preferred parent:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No marked difference in preference.....................</td>
<td>9</td>
<td>11</td>
<td>-</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Mother preferred......................................</td>
<td>3</td>
<td>4</td>
<td>-</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Father preferred......................................</td>
<td>3</td>
<td>2</td>
<td>-</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>No definite response.................................</td>
<td>4</td>
<td>2</td>
<td>-</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Number of cases</td>
<td>19</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Forty-seven per cent of the P group and 58 per cent of the S group project no marked differences in parental preference.

Twenty-one per cent of the P group and 11 per cent of the S group are unable to verbalize parent preference in a definite manner. This tendency to avoid responding suggests the possibility of guilt feelings about apperceptions of parents.

Table 94 shows one significant difference between the two groups in apperceptions of desired changes in parental behavior. Twenty-one per cent of the P group and zero per cent of the S group would like
parents to be nicer and not get angry with them so often.

**TABLE 94**

**A COMPARISON OF THE TWO GROUPS IN APPEARCEPTIONS OF DESIRED CHANGES IN PARENTAL BEHAVIOR**

<table>
<thead>
<tr>
<th>Appearceptions of Desired Changes in Parental Behavior</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give you more things you really want</td>
<td>3</td>
<td>7</td>
<td>1.48</td>
<td>.20</td>
<td>Slight trend</td>
</tr>
<tr>
<td>Take you on more trips and go more places</td>
<td>3</td>
<td>5</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Ask you to do less work around the house</td>
<td>5</td>
<td>3</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Let you do more things that you want to do</td>
<td>3</td>
<td>4</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Take you with them when they go somewhere</td>
<td>2</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Be nicer to you and not get mad so often</td>
<td>4</td>
<td>0</td>
<td>2.13</td>
<td>.05</td>
<td>Significant</td>
</tr>
<tr>
<td>Stop drinking and smoking</td>
<td>1</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Keep their promises to you</td>
<td>2</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Come to see you participate in school activities</td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Move to a different house</td>
<td>0</td>
<td>2</td>
<td>1.46</td>
<td>.20</td>
<td>Slight trend</td>
</tr>
<tr>
<td>Give you more money for things</td>
<td>0</td>
<td>2</td>
<td>1.46</td>
<td>.20</td>
<td>Slight trend</td>
</tr>
<tr>
<td>No response</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
</tbody>
</table>

The most frequently desired changes in parental behavior expressed by the boys in both groups are for parents to give them more things that they want, to take more trips, to assign fewer home chores, and to let them do more things that they want to do.

Table 95 shows two significant differences between the groups in the behavior of fathers that is liked. Twenty-one per cent of the S group like for their fathers to take them to work with them. No one in the P group expresses this desire. Twenty-one per cent of the
### TABLE 95

**A COMPARISON OF THE TWO GROUPS IN APPERCEPTIONS OF LIKED AND DISLIKED BEHAVIOR IN FATHERS**

<table>
<thead>
<tr>
<th>Apperceptions of Liked and Disliked Behavior in Fathers</th>
<th>Number of Cases</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Behavior in fathers that is liked:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Takes you on business and pleasure trips</td>
<td>9</td>
<td>7</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Plays games with you</td>
<td>2</td>
<td>3</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Buys you things that you want</td>
<td>3</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Lets you do more dangerous things</td>
<td>1</td>
<td>3</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Takes you with him to his work</td>
<td>0</td>
<td>4</td>
<td>2.13</td>
<td>.05</td>
<td>Significant</td>
<td></td>
</tr>
<tr>
<td>Makes or does things for you</td>
<td>4</td>
<td>0</td>
<td>2.13</td>
<td>.05</td>
<td>Significant</td>
<td></td>
</tr>
<tr>
<td>Takes you places; e.g. sports events</td>
<td>1</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Gives you an allowance</td>
<td>1</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Makes the money for the family</td>
<td>0</td>
<td>2</td>
<td>1.46</td>
<td>.20</td>
<td>Slight trend</td>
<td></td>
</tr>
<tr>
<td>Helps you with the yard work</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Is an important person</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Wins the family arguments</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>No response</td>
<td>4</td>
<td>0</td>
<td>2.13</td>
<td>.05</td>
<td>Significant</td>
<td></td>
</tr>
<tr>
<td><strong>Behavior in fathers that is disliked:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Won't let you do things that you want to do; is too strict</td>
<td>8</td>
<td>4</td>
<td>1.39</td>
<td>.25</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Makes you stay home and work around the house</td>
<td>3</td>
<td>7</td>
<td>1.48</td>
<td>.20</td>
<td>Slight trend</td>
<td></td>
</tr>
<tr>
<td>Spanks you</td>
<td>4</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Gets mad and fusses at you too much</td>
<td>3</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Doesn't take you on trips with him</td>
<td>1</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Doesn't pay any attention to you</td>
<td>0</td>
<td>3</td>
<td>1.80</td>
<td>.10</td>
<td>Definite trend</td>
<td></td>
</tr>
</tbody>
</table>
Table 95—Continued

<table>
<thead>
<tr>
<th>Behavior in fathers that is disliked: (cont.)</th>
<th>Number of Cases</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does all the punishing in the family........</td>
<td>2</td>
<td>0</td>
<td>1.46</td>
<td>.20</td>
<td>None</td>
<td>Slight trend</td>
</tr>
<tr>
<td>Doesn't buy you things you want.............</td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Blames you for things you didn't do.........</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Slaps you too much...........</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Makes bad remarks about other people.......</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>No response...............................</td>
<td>2</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

P group like for their fathers to make or do things for them. No one in the S group expresses this desire.

One might assume that the former difference occurs because of the difference in occupations of the fathers. It would be much more feasible and interesting for a boy to accompany his father to work when the occupation is semi-skilled than when it is professional. The latter difference stems basically from the behavior of the father although professional occupations may afford fathers more free time to spend with their sons than those which are semi-skilled.

It is evident that at least one-third of the boys in each group like for their fathers to take them along on both business and pleasure trips.

There is also a significant difference between the two groups in failure to verbalize apperceptions of desirable behavior of fathers. It is assumed that the anxiety aroused by this stimulus inhibits the
ability of these boys to communicate and that the present apperceptions of fathers arouse guilt feelings which the ego tends to handle by avoidance or withdrawal.

Table 95 also shows a definite tendency for more boys in the S group to dislike being ignored by their fathers. No one in the P group expresses this dislike. 

Forty-two per cent of the P group and 21 per cent of the S group do not like for their fathers to be too strict. Although more boys in the P group than in the S group express this dislike, there is no significant difference between the two groups.

Table 96 compares the two groups in apperceptions of liked and disliked behavior in mothers. There is no difference between the two groups in apperceptions of liked behavior.

Over 37 per cent of each group perceive their mothers as less strict than their fathers. Over 16 per cent of each group like for their mothers to be good cooks and to take care of their personal needs.

There is a definite trend for a greater proportion of the P group (26 per cent) than the S group (5 per cent) to be unable to verbalize what is best liked about mothers. Again, one may assume some difficulties in mother-son relationship with concomitant feelings of anxiety.

Table 96 shows a significant difference between the two groups in behaviors that are disliked. Twenty-one per cent of the P group and zero per cent of the S group perceive their mothers as disagreeable when they get mad and fuss too much.

There is also a definite tendency for more boys in the S group
TABLE 96
A COMPARISON OF THE TWO GROUPS IN APPERCEPTIONS
OF LIKED AND DISLIKED BEHAVIOR IN MOTHERS

<table>
<thead>
<tr>
<th>Apperceptions of Liked and Disliked Behavior in Mothers</th>
<th>Number of Cases</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior in mothers that is liked:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lets you do more things than your father; isn’t as strict</td>
<td>8</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Is a good cook</td>
<td>4</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Takes care of you</td>
<td>4</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Is kinder and more understanding than your father</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Gives you things your father won’t let you have</td>
<td>0</td>
<td>2</td>
<td>1.46</td>
<td>.20</td>
<td></td>
<td>Slight trend</td>
</tr>
<tr>
<td>Helps you with your school work</td>
<td>0</td>
<td>2</td>
<td>1.46</td>
<td>.20</td>
<td></td>
<td>Slight trend</td>
</tr>
<tr>
<td>Takes you with her when she goes places and lets you <em>help</em></td>
<td>2</td>
<td>0</td>
<td>1.46</td>
<td>.20</td>
<td></td>
<td>Slight trend</td>
</tr>
<tr>
<td>Is talented and belongs to clubs</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>No response</td>
<td>5</td>
<td>1</td>
<td>1.78</td>
<td>.10</td>
<td></td>
<td>Definite trend</td>
</tr>
<tr>
<td>Behavior in mothers that is disliked:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes you do chores around the house</td>
<td>7</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Makes you eat things you don’t like</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Gets mad and fusses at you too much</td>
<td>4</td>
<td>0</td>
<td>2.13</td>
<td>.05</td>
<td></td>
<td>Significant</td>
</tr>
<tr>
<td>Won’t let you do things; is too strict</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Makes you go to bed too early</td>
<td>0</td>
<td>3</td>
<td>1.80</td>
<td>.10</td>
<td></td>
<td>Definite trend</td>
</tr>
<tr>
<td>Spans you too much</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Won’t let you play football</td>
<td>2</td>
<td>0</td>
<td>1.46</td>
<td>.20</td>
<td></td>
<td>Slight trend</td>
</tr>
<tr>
<td>Asks your father to spank you</td>
<td>2</td>
<td>0</td>
<td>1.46</td>
<td>.20</td>
<td></td>
<td>Slight trend</td>
</tr>
<tr>
<td>Interrupts interesting things that you are doing</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Stays home too much; won’t go any place</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Makes you get up too early</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Works in a “jock joint”</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Makes you do your homework</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>No response</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
</tbody>
</table>
than in the P group to dislike for their mothers to make them go to bed early.

Thirty-six per cent of the P group and 26 per cent of the S group do not like for their mothers to make them do chores around the house.

From a comparison of Tables 95 and 96, one gets the impression that most of the boys in the combined group are striving for closer relationships with their fathers. Although fathers are perceived as more strict than mothers and as doing most of the punishing, most of the boys manifest a need to identify themselves with their fathers and to break away from close identification with mothers. Consequently, some of the present apperceptions of fathers may actually be retarding this process and, hence, producing conflicts.

A Summary of the Apperceptions of Selected Components of the Home Environment

From a perusal of the apperceptions of selected components of the home environment, one can be fairly certain that no significant differences exist between the two groups in:

1. Kinds of home chores generally required by parents: Over one-third of both groups perceive themselves as having to rake the yard and over 20 per cent, as having to mow the lawn. Smaller portions of both groups perceive washing dishes, emptying trash, cleaning the house, and feeding animals to be commonly required chores.

2. Types of home chores which are liked: Feeding animals, mowing the lawn, and running errands are the chores which
are liked mainly because they are not too hard and require outside work.

3. Types of home chores which are disliked: Washing dishes, raking the yard, cleaning the house, and mowing the lawn are the most disliked chores mainly because they take too long, are hard to do, and interfere with other activities.

4. Apperceptions of the privilege of being without parental control for a day: Over 68 per cent of both groups would be surprised but happy if such a privilege was given; at least 47 per cent of both groups perceive their mothers as not relinquishing control for one day. However, at least 52 per cent would like to be able to do what they wanted to do for one day; while at least 16 per cent of both groups manifest conflict in control of pleasurably-toned impulses.

5. Apperceptions of parental authority and justice: Over 52 per cent of both groups concede to parental authority. However, there is also an emerging awareness of justice and a tendency to question the fairness of authority.

6. Most of the apperceptions of behaviors which are perceived to be bad: Over 42 per cent of both groups believe that it is wrong to damage or destroy property.

7. Most of the apperceptions of modes of punishment commonly used by parents: Over 57 per cent of both groups perceive spankings to be commonly used modes; at least 16 per cent of both groups perceive keeping one in the house, sending
one to bed without supper, and limiting one's privileges as other commonly used modes.

8. Most of the apperceptions of the worst modes of punishment: At least 16 per cent of both groups feel that taking away privileges is the worst punishment because it keeps one from doing things that are liked.

9. Apperceptions of desired and undesired rewards: At least 52 per cent of both groups prefer material rewards; while at least 21 per cent believe that going on interesting trips and being permitted to do things that one wants to do would also be desirable rewards.

10. Emotional acceptance or rejection of parents: Sixty per cent of the combined group emotionally accept parents; while 40 per cent experience ambivalent emotions; 52 per cent of the combined group do not manifest any marked difference in parental preference; 16 per cent of the combined group manifest difficulties in parent-son relations with concomitant feelings of anxiety.

11. Most of the apperceptions of desired changes in parental behavior: At least 16 per cent of each group would like for their parents to give them more things, take them on more trips, make them do fewer home chores, and let them do more things that they want to do.

12. Most of the apperceptions of liked and disliked behavior in fathers: At least 11 per cent of each group like for their fathers to take them along on trips, to play games
with them, and to buy them things that they want; at least 11 per cent of each group do not like for their fathers to be too strict, to make them stay home and work, and to spank them.

13. Most of the apperceptions of liked and disliked behavior in mothers: At least 16 per cent of each group perceived their mothers as being less strict than fathers, as being good cooks, and as one who takes care of their personal needs; at least 26 per cent of each group dislike for their mothers to make them do chores around the house.

There is a definite tendency toward a significant difference between the two groups in apperceptions of the following components of the home environment. A greater proportion of the P group than of the S group:

1. Perceive themselves as having to mow the lawn and water plants;

2. Perceive all home chores as disagreeable with 31 per cent disliking chores because they interfere with other activities;

3. Accept parental authority as fair and just and, hence, reveal some immaturity in development of moral judgment;

4. Perceive fighting with other boys and not obeying parents as bad behavior;

5. Manifest difficulty in mother-son relationships with concomitant feelings of anxiety.

A greater proportion of the S group than of the P group:
1. Perceive themselves as having to rake the yard and work in the garden;

2. Like driving tractors because it is lots of fun;

3. Believe that their parents think they are bad and that getting dirty and wet is one of their bad behaviors;

4. Believe that being sent to bed is a commonly used mode of punishment;

5. Feel that their fathers do not pay any attention to them and that their mothers send them to bed much too early.

Since the following differences between the two groups would occur by chance only five or less than five times out of a 100, one can be assured that there is a real difference between the two groups in:

1. Some of the apperceptions of home chores which are most disliked: More boys in the P group than in the S group dislike washing dishes and emptying trash because they are monotonous and boring chores.

2. Apperceptions of parental concepts of them and some of their behaviors: More boys in the P group than in the S group believe that their parents think they are sometimes bad and sometimes good; while more boys in the S group perceive themselves as typically bad or typically good. More boys in the S group perceive themselves as bad because they stay away from home too long.

3. One apperception of a mode of punishment commonly used by parents: More boys in the S group than in the P group believe that having to stand or sit in the corner for long
periods is a commonly used mode of punishment.

4. Two apperceptions of the worst modes of punishment: More boys in the S group perceive spanking to be the worst because belts and straps hurt; while more boys in the P group believe that being kept in the house is the worst because confinement is monotonous.

5. One desired change in parental behavior: More boys in the P group than in the S group wish that their parents would be nicer and not get mad at them so often.

6. A few apperceptions of liked and disliked behavior in fathers and mothers: More boys in the S group than in the P group like to accompany their fathers to work; while more boys in the P group like for their fathers to make or do things for them. More boys in the P group than in the S group perceive their mothers as getting mad at them and fussing too much.

7. Father-son relationships: More boys in the P group than in the S group are experiencing guilt feelings from apperceptions of their fathers. Consequently, these boys may also be experiencing difficulty in identifying themselves with their fathers and in introjecting male attitudes.

School Environment

The responses which reveal apperceptions of a few selected components of the school environment are elicited mainly by Stories XII, XVII, XVIII, XXI, and XXII. These stories are designed to elicit
apperceptions which are predominantly shaped by interpersonal relationships with teachers and by experiences in various school activities. The responses which pertain mainly to this area are presented in Tables 97 through 105.

Tables 97 and 98 compare the two groups in apperceptions of school activities.

Table 97 shows no significant difference between the two groups in school activities which are liked best. There is a definite tendency, however, for more boys in the S group (42 per cent) than in the P group (16 per cent) to like art and industrial arts.

There is a significant difference between the two groups in reasons for liking school activities. More boys in the S group (42 per cent) than in the P group (11 per cent) like art activities because they are fun and because they involve making things.

There is also a definite tendency for more boys in the S group (47 per cent) than in the P group (21 per cent) to like activities in which they perceive themselves capable of achievement.

Table 97 also shows that at least 21 per cent of each group like play activities, art activities, and spelling better than other school activities.

At least 21 per cent of each group like school activities in which they experience feelings of success and enjoyment and those which permit them to engage in outdoor activities.

Table 98 shows no significant differences between the groups in apperceptions of school activities which are least liked. More boys in the P group (79 per cent) than in the S group (42 per cent) dislike
### TABLE 97
A COMPARISON OF THE TWO GROUPS IN APPERCEPTIONS OF SCHOOL ACTIVITIES WHICH ARE LIKED BEST

<table>
<thead>
<tr>
<th>Apperceptions of School Activities Which Are Best Liked</th>
<th>Number of Cases</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities liked best:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Play periods</td>
<td>8</td>
<td>6</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>2. Art and industrial arts.</td>
<td>3</td>
<td>8</td>
<td>1.79</td>
<td>.10</td>
<td>Definite trend</td>
<td></td>
</tr>
<tr>
<td>3. Spelling</td>
<td>4</td>
<td>6</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>4. Helping the teacher</td>
<td>4</td>
<td>3</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>5. Social studies</td>
<td>4</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>6. Reading</td>
<td>3</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>7. Arithmetic</td>
<td>1</td>
<td>3</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>8. Science</td>
<td>1</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>9. Lunch periods</td>
<td>2</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>10. Folk dancing</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>11. Writing lessons</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>12. Movies</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Reasons for liking the activities:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It's fun; you can play and be outside</td>
<td>9</td>
<td>6</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>(Activity: 1, 9, 10)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You are good at doing it</td>
<td>4</td>
<td>9</td>
<td>1.70</td>
<td>.10</td>
<td>Definite trend</td>
<td></td>
</tr>
<tr>
<td>(Activity: 3, 7, 11)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It's fun to do; you can make things</td>
<td>2</td>
<td>8</td>
<td>2.21</td>
<td>.05</td>
<td>Significant</td>
<td></td>
</tr>
<tr>
<td>(Activity: 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You can find out about things</td>
<td>5</td>
<td>3</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>(Activity: 5, 6, 8)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You can get out of other work</td>
<td>3</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>(Activity: 1, 2, 4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You do different things; have committee work</td>
<td>2</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>(Activity: 5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It's just fun</td>
<td>1</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>(Activity: 6, 12)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You have privileges and feel important</td>
<td>1</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>(Activity: 4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You don't have to write so much</td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>(Activity: 3, 7)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys like to eat</td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>(Activity: 9)</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
### TABLE 98

A COMPARISON OF THE TWO GROUPS IN APPERCEPTIONS OF SCHOOL ACTIVITIES WHICH ARE LEAST LIKED

<table>
<thead>
<tr>
<th>Apperceptions of School Activities Which Are Least Liked</th>
<th>Number of Cases</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities which are least liked:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Arithmetic</td>
<td>15</td>
<td>8</td>
<td>2</td>
<td>.31</td>
<td>.05</td>
<td>Significant</td>
</tr>
<tr>
<td>2. Spelling</td>
<td>4</td>
<td>5</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>3. Language</td>
<td>4</td>
<td>3</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>4. Geography</td>
<td>5</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>5. History</td>
<td>0</td>
<td>6</td>
<td>2</td>
<td>.68</td>
<td>.02</td>
<td>Very significant</td>
</tr>
<tr>
<td>6. Any school work</td>
<td>2</td>
<td>3</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>7. Helping the teacher</td>
<td>4</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>8. Social studies</td>
<td>2</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>9. Health</td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>10. Reading</td>
<td>1</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>11. Writing lessons</td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>12. Singing</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>13. Physical education</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>14. Folk dancing</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>15. Science</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
</tbody>
</table>

Reasons for disliking the activity:

- It's too hard to do............ 9 7 --- --- None
  (Activity: 1,2,3,4,5,6)
- It takes too long to get it done............ 3 7 1,48 .20 Slight trend
  (Activity: 1, 6)
- You aren't good at it and can't do it............ 5 3 --- --- None
  (Activity: 1,2,3,4,5,10)
- It's sissy; girls should do it............ 4 3 --- --- None
  (Activity: 7,14)
- You have too many questions to write............ 3 0 1,80 .10 Definite trend
  (Activity: 4)
- You already know most of the things............ 1 1 --- --- None
  (Activity: 8, 9)
- You have to memorize things............ 1 2 --- --- None
  (Activity: 4, 5)
TABLE 98—Continued

<table>
<thead>
<tr>
<th>Apperceptions of School Activities Which Are Least Liked</th>
<th>Number of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P Group S Group t P Significance</td>
</tr>
<tr>
<td>Reasons for disliking the activity: (cont.)</td>
<td></td>
</tr>
<tr>
<td>You have to read too much... (Activity: 5)</td>
<td>0 2 1.46 .20 Slight trend</td>
</tr>
<tr>
<td>It's dull and boring....... (Activity: 3, 4)</td>
<td>0 2 1.46 .20 Slight trend</td>
</tr>
<tr>
<td>It's not fun; can't do what you want............... (Activity: 13)</td>
<td>0 1 --- --- None</td>
</tr>
<tr>
<td>You have to make oral reports (Activity: 8)</td>
<td>0 1 --- --- None</td>
</tr>
<tr>
<td>It's hard to find the words for the blanks............... (Activity: 15)</td>
<td>0 1 --- --- None</td>
</tr>
<tr>
<td>The workbooks are hard..... (Activity: 10)</td>
<td>1 0 --- --- None</td>
</tr>
</tbody>
</table>

arithmetic; while more boys in the S group (32 per cent) than in the P group (zero per cent) dislike history.

There is also a definite tendency for more boys in the P group (16 per cent) than in the S group to dislike geography because there are too many questions to write out.

Table 98 also shows that arithmetic is the most disliked school activity. At least 42 per cent of each group perceives arithmetic as too hard, requiring too much time, and as an activity in which one cannot experience success.

Activities which are perceived as being difficult, requiring too long a time to complete, threatening to self concepts of adequacy, and as being a girl's activity are disliked by at least 16 per cent of
Table 99 compares the two groups in apperceptions of teachers’ evaluation of boys and their behavior.

More boys in the P group (26 per cent) than in the S group (zero per cent) believe that teachers think boys are typically good. This difference between the two groups is significant.

There is also a definite tendency for more boys in the S group (53 per cent) than in the P group (26 per cent) to believe that they are typically perceived as bad by teachers.

Table 99 also shows that a greater proportion of the P group (53 per cent) than of the S group (21 per cent) perceives talking in school and being noisy as bad behavior. The two groups differ significantly in perceiving spanking as a mode of punishment which is commonly used by teachers.

More boys in the P group (21 per cent) than in the S group believe that being sent into the teacher's office is a common mode of punishment. The two groups differ significantly in this respect, the predominant reason being a known physical difference in the school environment of certain members of the P group.

Table 100 also shows that the most commonly perceived modes of punishment are being kept after school and being sent to the principal’s office. At least 42 per cent of each group manifests these apperceptions.

At least 21 per cent of each group perceives being assigned extra school work as another commonly used mode of punishment.

Table 101 compares the two groups in apperceptions of desired
## TABLE 99

A COMPARISON OF THE TWO GROUPS IN APPERCEPTIONS OF TEACHER EVALUATION OF BOYS AND THEIR BEHAVIOR

<table>
<thead>
<tr>
<th>Apperceptions of Teacher Evaluation of Boys and Their Behavior</th>
<th>Number of Cases</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher evaluation of boys:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers think boys are bad</td>
<td>5</td>
<td>10</td>
<td></td>
<td>1.65</td>
<td>.10</td>
<td>Definite trend</td>
</tr>
<tr>
<td>Teachers think boys are sometimes bad and sometimes good</td>
<td>9</td>
<td>9</td>
<td></td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Teachers think boys are good</td>
<td>5</td>
<td>0</td>
<td></td>
<td>2.39</td>
<td>.05</td>
<td>Significant</td>
</tr>
<tr>
<td>Behavior which teachers think is bad:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking in school; being noisy</td>
<td>10</td>
<td>4</td>
<td></td>
<td>2.01</td>
<td>.05</td>
<td>Significant</td>
</tr>
<tr>
<td>Fighting with other boys</td>
<td>7</td>
<td>7</td>
<td></td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Talking back to the teacher</td>
<td>4</td>
<td>7</td>
<td></td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Wasting time and not doing the work</td>
<td>4</td>
<td>7</td>
<td></td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Teasing, teasing and hitting others</td>
<td>7</td>
<td>4</td>
<td></td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Cheating in games</td>
<td>1</td>
<td>3</td>
<td></td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Teasing the girls</td>
<td>2</td>
<td>2</td>
<td></td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Interrupting the teacher</td>
<td>2</td>
<td>1</td>
<td></td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Hurting a girl</td>
<td>1</td>
<td>2</td>
<td></td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Shooting spit balls</td>
<td>1</td>
<td>2</td>
<td></td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Leaving the room without permission</td>
<td>1</td>
<td>2</td>
<td></td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Using bad language</td>
<td>2</td>
<td>1</td>
<td></td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Not minding the teacher</td>
<td>1</td>
<td>2</td>
<td></td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Bothering property of classmates</td>
<td>3</td>
<td>0</td>
<td></td>
<td>1.80</td>
<td>.10</td>
<td>Definite trend</td>
</tr>
<tr>
<td>Playing games that are forbidden</td>
<td>1</td>
<td>1</td>
<td></td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Cheating in school work</td>
<td>2</td>
<td>0</td>
<td></td>
<td>1.46</td>
<td>.20</td>
<td>Slight trend</td>
</tr>
<tr>
<td>Breaking or destroying school property</td>
<td>2</td>
<td>0</td>
<td></td>
<td>1.46</td>
<td>.20</td>
<td>Slight trend</td>
</tr>
<tr>
<td>Playing hookey</td>
<td>0</td>
<td>2</td>
<td></td>
<td>1.46</td>
<td>.20</td>
<td>Slight trend</td>
</tr>
<tr>
<td>Breaking something that belongs to the teacher</td>
<td>0</td>
<td>2</td>
<td></td>
<td>1.46</td>
<td>.20</td>
<td>Slight trend</td>
</tr>
<tr>
<td>Picking on little boys</td>
<td>0</td>
<td>2</td>
<td></td>
<td>1.46</td>
<td>.20</td>
<td>Slight trend</td>
</tr>
<tr>
<td>Hitting the teacher</td>
<td>0</td>
<td>1</td>
<td></td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Not being able to recite a lesson</td>
<td>0</td>
<td>1</td>
<td></td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Not playing with other boys</td>
<td>0</td>
<td>1</td>
<td></td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Chewing gum in school</td>
<td>1</td>
<td>0</td>
<td></td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
</tbody>
</table>
TABLE 100

A COMPARISON OF THE TWO GROUPS IN APPEARCEPTIONS OF THE
MODES OF PUNISHMENT MOST FREQUENTLY USED BY TEACHERS

<table>
<thead>
<tr>
<th>Apperceptions of the Modes of Punishment Most Frequently Used</th>
<th>Number of Cases</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P Group</td>
<td>S Group</td>
<td>t</td>
<td>P</td>
<td>Significance</td>
</tr>
<tr>
<td>Keeping you in after school</td>
<td>8</td>
<td>12</td>
<td>1.31</td>
<td>.25</td>
<td>None</td>
</tr>
<tr>
<td>Sending you to the principal's office</td>
<td>8</td>
<td>8</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Keeping you from play period</td>
<td>4</td>
<td>8</td>
<td>1.39</td>
<td>.25</td>
<td>None</td>
</tr>
<tr>
<td>Spanking</td>
<td>3</td>
<td>9</td>
<td>2.09</td>
<td>.05</td>
<td>Significant</td>
</tr>
<tr>
<td>Giving extra school work</td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Sending you to her office</td>
<td>4</td>
<td>0</td>
<td>2.13</td>
<td>.05</td>
<td>Significant</td>
</tr>
<tr>
<td>Making you miss something</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Making you stand in front of the room</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Giving you sentences to write</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Just talking to you about your behavior</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Suspending you from school</td>
<td>2</td>
<td>0</td>
<td>1.46</td>
<td>.20</td>
<td>Slight trend</td>
</tr>
<tr>
<td>Sending you out in the hall</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Delaying your lunch period</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Writing a note to your mother</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Sending you to stay in the kindergarten</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Telling the principal about you</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Grabbing your hair and pulling it</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Slapping you</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Making you pull the weeds in the garden</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td>None</td>
</tr>
</tbody>
</table>

Rewards for good work or good behavior in school. More boys in the S group (21 per cent) than in the P group (zero per cent) believe that knives would be good rewards; while more boys in the P group (16 per cent) than in the S group (zero per cent) believe that interesting trips would be good rewards. The former difference is significant; the latter represents a definite tendency toward a difference.
**TABLE 101**

**A COMPARISON OF THE TWO GROUPS IN APPRECIATIONS OF DESIRED REWARDS FOR GOOD WORK OR BEHAVIOR IN SCHOOL**

<table>
<thead>
<tr>
<th>Appreception of Desired Rewards</th>
<th>Number of Cases</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watch, baseball, or games........</td>
<td>3</td>
<td>2</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Candy, gum, or Coca-cola..........</td>
<td>3</td>
<td>2</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Long play periods................</td>
<td>3</td>
<td>1</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Good grades...........</td>
<td>2</td>
<td>2</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Knife..........................</td>
<td>0</td>
<td>4</td>
<td>2.13</td>
<td>.05</td>
</tr>
<tr>
<td>Interesting books................</td>
<td>3</td>
<td>1</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Less school work................</td>
<td>2</td>
<td>1</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Interesting trips...............</td>
<td>3</td>
<td>0</td>
<td>1.80</td>
<td>.10</td>
</tr>
<tr>
<td>Money..................</td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Merit badges...................</td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Tickets to the show.............</td>
<td>0</td>
<td>2</td>
<td>1.6</td>
<td>.20</td>
</tr>
<tr>
<td>Parties.......................</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Special privileges...............</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Praise from the teacher:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would like.....................</td>
<td>9</td>
<td>10</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Doubtful.......................</td>
<td>8</td>
<td>6</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Would dislike...................</td>
<td>1</td>
<td>3</td>
<td>---</td>
<td>None</td>
</tr>
</tbody>
</table>

Table 101 also shows that over one-half of the rewards are material in nature. No boy in either group spontaneously mentioned praise from the teacher or from parents as being desired reward. However, when a structured stimulus regarding praise from the teacher was presented, at least 42 per cent of each group thought it would be a desirable reward; the remainder of each group were either doubtful or negative in attitude. From these findings one might assume that although adult approval is perceived as desirable by a large percentage of the boys, it is not as self-satisfying as possessing material objects or being permitted to engage in interesting activities.

Table 102 compares the two groups in effect of failure on persistence in striving for academic achievement. There is no significant
difference between the two groups. At least 37 per cent of each group perceive themselves as sufficiently adequate to achieve if they continue to try long enough; while 21 per cent of the P group and 32 per cent of the S group perceive themselves as somewhat inadequate academically and, consequently, manifest little persistence when confronted with threats of failure.

**TABLE 102**

A COMPARISON OF THE TWO GROUPS IN THE EFFECT OF FAILURE ON PERSISTENCE IN STRIVING FOR ACADEMIC ACHIEVEMENT

<table>
<thead>
<tr>
<th>Effect of Several Failures</th>
<th>Number of Cases</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would continue to try anyway.</td>
<td>9</td>
<td>7</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Would probably not continue to try.</td>
<td>6</td>
<td>6</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Would not continue to try.</td>
<td>4</td>
<td>6</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>

Number of cases 19 19

Table 103 compares the two groups in emotional acceptance and rejection of teachers. There is a definite tendency for more boys in the P group (63 per cent) than in the S group (37 per cent) to emotionally accept some teachers and to reject others.

Table 103 also shows that 79 per cent of the combined group accept at least some of the teachers whom they have had.

Table 104 compares the two groups in apperceptions of behavior which is desirable in teachers. More boys in the P group (21 per cent) than in the S group (zero per cent) like teachers who are not too strict. This represents a significant difference between the two groups.

Table 104 also shows that at least 42 per cent of each group
like teachers who do not give too much work and who also allow enough
time for doing it.

TABLE 103
A COMPARISON OF THE TWO GROUPS IN EMOTIONAL
ACCEPTANCE AND REJECTION OF TEACHERS

<table>
<thead>
<tr>
<th>Emotional Acceptance or Rejection</th>
<th>Number of Cases</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional acceptance of all teachers..........................</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Emotional acceptance of most teachers..........................</td>
<td>3</td>
<td>7</td>
<td>1.48</td>
<td>.20</td>
<td>Slight trend</td>
<td></td>
</tr>
<tr>
<td>Emotional acceptance of some teachers; rejection of others........</td>
<td>12</td>
<td>7</td>
<td>1.63</td>
<td>.10-</td>
<td>Definite trend</td>
<td></td>
</tr>
<tr>
<td>Emotional rejection of most teachers..........................</td>
<td>3</td>
<td>3</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Emotional rejection of all teachers..........................</td>
<td>0</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>No response..........................</td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Number of cases</td>
<td>19</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

At least 32 per cent of each group also like teachers who do
not get mad and fuss all the time, who are friendly and manifest a sin-
cere liking for boys, and who let boys do some of the things they like
to do.

Table 105 compares the two groups in apperceptions of male
teachers. There are no significant differences in apperceptions of male
teachers. At least 32 per cent of each group prefer a male teacher.
The remainder of each group manifests either doubtful or negative atti-
tudes.

Of those boys who do not like male teachers, more boys in the
# TABLE 104

A COMPARISON OF THE TWO GROUPS IN APPERCEPTIONS OF BEHAVIOR WHICH IS DESIRABLE IN TEACHERS

<table>
<thead>
<tr>
<th>Apperceptions of Desirable Behavior</th>
<th>Number of Cases</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doesn’t give too much work;</td>
<td></td>
<td>8</td>
<td>10</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>gives enough time to do it...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doesn’t fuss all the time</td>
<td></td>
<td>8</td>
<td>6</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>and doesn’t get mad...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is friendly, nice and likes you</td>
<td></td>
<td>6</td>
<td>7</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Lets you do some of the</td>
<td></td>
<td>6</td>
<td>6</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>things you like...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doesn’t give you hard work...</td>
<td></td>
<td>5</td>
<td>3</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Doesn’t keep you from play period</td>
<td></td>
<td>2</td>
<td>4</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Helps you in your school work</td>
<td></td>
<td>2</td>
<td>3</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Is fair; is not partial to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>girls</td>
<td></td>
<td>1</td>
<td>4</td>
<td>1.45</td>
<td>.20</td>
<td>Slight trend</td>
</tr>
<tr>
<td>Gives you long play periods...</td>
<td></td>
<td>3</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Doesn’t make you stay after school</td>
<td></td>
<td>3</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Isn’t too strict</td>
<td></td>
<td>4</td>
<td>0</td>
<td>2.13</td>
<td>.05</td>
<td>Significant</td>
</tr>
<tr>
<td>Takes you on trips</td>
<td></td>
<td>1</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Doesn’t send you to the principal</td>
<td></td>
<td>2</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Lets you play games in the room</td>
<td></td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Teaches you something</td>
<td></td>
<td>2</td>
<td>0</td>
<td>1.46</td>
<td>.20</td>
<td>Slight trend</td>
</tr>
<tr>
<td>Is strict with you</td>
<td></td>
<td>2</td>
<td>0</td>
<td>1.46</td>
<td>.20</td>
<td>Slight trend</td>
</tr>
<tr>
<td>Doesn’t spank you</td>
<td></td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Gives you good grades</td>
<td></td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Doesn’t punish the group for the</td>
<td></td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>bad behavior of a few...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Praises you</td>
<td></td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Talks nicely to you for</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>misbehavior</td>
<td></td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Gives parties</td>
<td></td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
</tbody>
</table>
## TABLE 105
A COMPARISON OF THE TWO GROUPS IN APPERCEPTIONS OF MALE TEACHERS

<table>
<thead>
<tr>
<th>Male teacher preferred:</th>
<th>Number of Cases</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>6</td>
<td>8</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Doubtful</td>
<td>9</td>
<td>5</td>
<td>1.34</td>
<td>.25</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>6</td>
<td>---</td>
<td>---</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>

Reasons for preferring a male teacher:

- Men play games and help you more with them than women do.
  - 4

- Men like boys better than girls.
  - 2

- Men understand boys better.
  - 2

- They give more attention to boys than women do.
  - 1

- It would be a change from so many women teachers.
  - 1

Reasons for being doubtful:

- Men might be stricter.
  - 6

- They might be fairer to boys.
  - 1

- They might not teach as well.
  - 1

- Men might not give much work.
  - 0

- Men might not take you on trips.
  - 0

- Men joke too much.
  - 1

Reasons for not preferring a male teacher:

- Men give work that's too hard.
  - 2

- They punish you more than women do.
  - 0

- Men aren't as strict and don't make you study.
  - 2

- Men yell at you too much.
  - 1
S group (21 per cent) than in the P group (zero per cent) perceive male teachers as using more punishment than female teachers. The two groups differ significantly in this respect.

Table 105 also shows that 21 per cent of each group perceive male teachers as playing more games with boys and as helping more with games than female teachers.

At least one-fourth of each group manifest doubt. These apperceptions reflect the feeling that men might be stricter than women; consequently, there is hesitancy about wanting them as teachers.

A Summary of the Apperceptions of Selected Components of the School Environment

From a perusal of the apperceptions of selected components of the school environment, one can be fairly certain that no significant differences exist between the two groups in:

1. Most of the apperceptions of school activities which are liked best: At least 21 per cent of each group prefer spelling and play periods; at least 31 per cent of each group prefer activities which they perceive as fun and as involving outdoor play.

2. Most of the apperceptions of school activities which are least liked: At least 16 per cent of each group dislike language and spelling; and at least 16 per cent of each group dislike school activities which are perceived as difficult, as requiring a long time to complete, and as threatening to feelings of adequacy.

3. Most of the apperceptions of behavior which are perceived
by teachers as bad: At least 21 per cent of each group believe that teachers dislike for boys to fight, to talk back to them, to waste time and not complete assignments, and to tease and push others.

4. Most of the apperceptions of modes of punishment commonly used by teachers: At least 21 per cent of each group believe that teachers keep boys after school, send them to the principal's office, and keep them from play periods for bad behavior.

5. Most of the apperceptions of desired rewards: The larger proportions of each group prefer material rewards or activities that are perceived as interesting. No one in either group mentions praise as a reward; however, when directly questioned about it, at least 42 per cent of each group believes that it would be a desirable reward.

6. The effect of failure on persistence in striving for academic achievement: At least 37 per cent of each group manifest persistence in pursuing academic goals.

7. The emotional acceptance or rejection of teachers: Seventy-nine per cent of each group like at least some of their teachers.

8. Most of the apperceptions of behavior which are desirable in teachers: At least 32 per cent of each group like for teachers to not overload them with work, to allow enough time to do the work, to refrain from getting mad and fussing, to be friendly and to manifest a sincere liking for boys, and to
permit them to do some of the things they like to do.

9. Preference for male teachers: At least 32 per cent of each group prefer to have a male teacher; at least 21 per cent of each group like men because they will play games and can help with games better than women can; however, at least 26 per cent of each group believe that men might be stricter teachers than women.

There is a definite tendency toward a significant difference between the two groups in apperceptions of the following components of the school environment. A greater proportion of the P group than of the S group:

1. Dislike geography because there are too many questions to be answered in writing;

2. Perceive teachers as disapproving of boys who bother their classmates' property;

3. Perceive interesting trips as desirable rewards;

4. Manifest emotional acceptance of some teachers and rejection of others.

A greater proportion of the S group than of the P group:

1. Perceive art activities as a preferred school activity and also like activities which foster self-concepts of adequacy;

2. Believe that teachers think they are bad;

3. Either emotionally accept all or most of their teachers or reject most of them.

Since the following differences between the two groups are significant at the two or five per cent levels of confidence, one can be
fairly certain that there is a real difference between the two groups in:

1. One reason for liking school activities: More boys in the S group than in the P group perceive art activities as fun because they can make lots of different things.

2. Two of the school activities which are least liked: More boys in the P group than in the S group dislike arithmetic; while more boys in the S group dislike history.

3. Apperceptions of teachers' evaluations of boys: More boys in the P group than in the S group believe that teachers think they are consistently good. The P group manifests more variety in apperceptions of teacher evaluations of boys; while the S group believes that teachers either evaluate boys as sometimes good and sometimes bad or as consistently bad.

4. One kind of behavior which teachers think is bad: More boys in the P group than in the S group perceive talking in school and being noisy as bad behavior.

5. Apperceptions of one mode of punishment frequently used by teachers: More boys in the S group than in the P group believe that teachers use spanking as a punishment for bad behavior.

6. Apperception of one desired reward: More boys in the S group than in the P group believe that knives would be the best reward for good behavior.

7. Apperception of one kind of behavior which is desirable in
teachers: More boys in the P group than in the S group like a teacher who isn't too strict and does not limit their activities too much.

8. One reason for not wanting a male teacher: More boys in the S group than in the P group believe that men resort to more punishment than women do.

Age-mate Relationships

Stories XXIV, XXV, and XXVI are designed to elicit apperceptions which are shaped by interpersonal relations with age-mates of both sexes. The responses which pertain mainly to this area are presented in Tables 106 through 111.

Table 106 compares the two groups in apperceptions of rules and treatment of offenders. There are two significant differences between the two groups. More boys in the S group (26 per cent) than in the P group (zero per cent) accept all rules for games as fair. According to the writings of Piaget (70:56), this absolute acceptance of rules and belief in their intrinsic value suggests less maturity in moral judgment than is expected for CA 11.

More boys in the P group (32 per cent) than in the S group (zero per cent) believe that the team should be penalized if one of its members breaks the rules. This apperception of justice manifests group solidarity and movement toward collective responsibility; not only does each group member contribute to the group but the group also shares in the punishment of its members.

Four definite trends toward a significant difference are also
### TABLE 106

**A COMPARISON OF THE TWO GROUPS IN APPERCEPTIONS OF RULES AND TREATMENT OF OFFENDERS**

<table>
<thead>
<tr>
<th>Apperceptions of Rules</th>
<th>Number of Cases</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Need for rules in games:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rules always needed...</td>
<td>10</td>
<td>11</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Rules not always needed...</td>
<td>7</td>
<td>6</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Rules very seldom needed...</td>
<td>2</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td><strong>Reasons for needing rules:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prevent arguments and fights</td>
<td>6</td>
<td>6</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Help you understand games.</td>
<td>1</td>
<td>4</td>
<td>1.45</td>
<td>.20</td>
<td></td>
<td>Slight trend</td>
</tr>
<tr>
<td>Make games fairer to all...</td>
<td>0</td>
<td>3</td>
<td>1.80</td>
<td>.10</td>
<td></td>
<td>Definite trend</td>
</tr>
<tr>
<td><strong>Reasons for not needing rules:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some aren't fair........</td>
<td>3</td>
<td>4</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Aren't followed very much.</td>
<td>2</td>
<td>4</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>No reason...........</td>
<td>3</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td><strong>2. Those who should make the rules:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coach or teacher........</td>
<td>11</td>
<td>12</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>The boys, by a majority vote........</td>
<td>4</td>
<td>3</td>
<td>1.78</td>
<td>.10</td>
<td></td>
<td>Definite trend</td>
</tr>
<tr>
<td>The leader or team captain</td>
<td>1</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Those who make up the game</td>
<td>4</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td><strong>3. Fairness of rules:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some rules are fair; others are unfair........</td>
<td>13</td>
<td>8</td>
<td>1.63</td>
<td>.10</td>
<td></td>
<td>Definite trend</td>
</tr>
<tr>
<td>Most rules are unfair....</td>
<td>6</td>
<td>6</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>All rules are fair........</td>
<td>0</td>
<td>5</td>
<td>2.39</td>
<td>.05</td>
<td></td>
<td>Significant</td>
</tr>
<tr>
<td><strong>4. Fair treatment of an offender:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The boys should put the offender out of the game.</td>
<td>9</td>
<td>14</td>
<td>1.66</td>
<td>.10</td>
<td></td>
<td>Definite trend</td>
</tr>
<tr>
<td>Let the coach or teacher decide what should be done</td>
<td>3</td>
<td>5</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>The offender's team should be penalized........</td>
<td>6</td>
<td>0</td>
<td>2.68</td>
<td>.02</td>
<td></td>
<td>Very significant</td>
</tr>
<tr>
<td>No suggestion...........</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
</tbody>
</table>
evidenced. More boys in the S group (74 per cent) than in the P group (47 per cent) manifest fewer feelings of collective responsibility. Although these boys manifest concepts of justice by reciprocity in delegating authority to age-mates rather than to adults, they also sanction the group's punishing an offender as an individual and exclude the group as being partly responsible for his behavior and, hence, sharing in his punishment.

More boys in the S group (26 per cent) than in the P group (5 per cent) delegate authority for formulating rules to the group leader or team captain. This represents a transitional stage in moving from adult to peer authority.

More boys in the P group (68 per cent) than in the S group (42 per cent) question the fairness of certain rules, thus manifesting maturity in this respect of moral judgment (70:56).

More boys in the S group (16 per cent) than in the P group (zero per cent) perceive rules as contributing to fair play in games.

Table 106 also shows that at least 53 per cent of each group feel that rules of some kind are always necessary for games, and at least 32 per cent perceive them as necessary in order to prevent fights and arguments. From this finding and from the writings of Piaget (70:16-18) one might assume that the greater proportion of each group is codifying rules and recognizing their value in all group activities and, hence, reflecting maturity typical for this developmental level in one aspect of moral judgment.

However, at least 53 per cent of each group are still delegating authority to adults for the formulation of rules. Since team games which
have standard regulations are referred to by most of the boys, one cannot assume immaturity in concepts of justice from these data.

Sixteen per cent of the P group and 26 per cent of the S group manifest a very immature level in concepts of peer justice. These boys are still delegating authority to adults in the administration of justice.

Table 107 compares the two groups in the influence of friends on desire for academic success. Although there is no significant difference between the two groups, there is a definite tendency for more boys in the P group (58 per cent) than in the S group (32 per cent) to be doubtful about desiring more academic achievement than that of their friends. These boys are manifesting more allocentric behavior than those in each group who desire to achieve more success than their friends.

Rather strong egocentric tendencies are manifested by 16 per cent of the P group and 26 per cent of the S group who want to achieve solely for personal satisfaction.

Thirty-six per cent of the P group and 16 per cent of the S group manifest allocentric tendencies by saying that they want to do what their friends do.

Table 108 compares the two groups in apperceptions of qualities that are liked in other boys. There are four significant differences between the two groups in apperceptions of liked qualities.

Greater proportions of the S group than of the P group like other boys who are friendly, courteous and nice; who don't brag and think they are better than others; and who help everyone, especially their friends.
<table>
<thead>
<tr>
<th>Influence of Friends on Desire for Academic Success</th>
<th>Number of Cases</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desire to be better than friends..................</td>
<td>6</td>
<td>10</td>
<td>1.31</td>
<td>.25</td>
</tr>
<tr>
<td>Doubtful about being better than friends.........</td>
<td>11</td>
<td>6</td>
<td>1.63</td>
<td>.10-</td>
</tr>
<tr>
<td>No desire to be better than friends...............</td>
<td>2</td>
<td>3</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Reasons for wanting to be better than friends:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Just want to be the best...</td>
<td>3</td>
<td>5</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>You can help your friends...</td>
<td>1</td>
<td>3</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Your friends would praise you....................</td>
<td>0</td>
<td>2</td>
<td>1.46</td>
<td>.20</td>
</tr>
<tr>
<td>Your parents would like it.</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>It would make your friends want to keep up with you.</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>No reason........................................</td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Reasons for not wanting to be better than friends:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You would want to do what your friends did; it would depend on your friends...............</td>
<td>7</td>
<td>3</td>
<td>1.48</td>
<td>.20</td>
</tr>
<tr>
<td>Your friends would be jealous....................</td>
<td>2</td>
<td>1</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>It wouldn't be modest............................</td>
<td>2</td>
<td>0</td>
<td>1.46</td>
<td>.20</td>
</tr>
<tr>
<td>You might be a sissy.............................</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>No reason........................................</td>
<td>4</td>
<td>3</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
TABLE 108
A COMPARISON OF THE TWO GROUPS IN APPERCEPTIONS
OF QUALITIES THAT ARE LIKE IN OTHER BOYS

<table>
<thead>
<tr>
<th>Qualities Liked in Other Boys</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is friendly, courteous, and</td>
<td>7</td>
<td>16</td>
<td>2.98</td>
<td>.01</td>
<td>Very significant</td>
</tr>
<tr>
<td>nice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is good in sports</td>
<td>6</td>
<td>6</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Doesn’t start fights and</td>
<td>5</td>
<td>5</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>pick on you</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doesn’t brag about himself</td>
<td>2</td>
<td>8</td>
<td>2.21</td>
<td>.05</td>
<td>Significant</td>
</tr>
<tr>
<td>and think he’s better than</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is good at doing things;</td>
<td>5</td>
<td>4</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>makes good grades</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doesn’t get mad when he</td>
<td>3</td>
<td>6</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>loses: is a good sport</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shares his possessions</td>
<td>3</td>
<td>3</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Helps others as well as you</td>
<td>0</td>
<td>6</td>
<td>2.68</td>
<td>.02</td>
<td>Very significant</td>
</tr>
<tr>
<td>Doesn’t argue, fuss, or</td>
<td>2</td>
<td>3</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>grumble</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will play games; isn’t a</td>
<td>1</td>
<td>4</td>
<td>1.45</td>
<td>.20</td>
<td>Slight trend</td>
</tr>
<tr>
<td>sissy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doesn’t cheat in games</td>
<td>1</td>
<td>3</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Doesn’t fight</td>
<td>4</td>
<td>0</td>
<td>2.13</td>
<td>.05</td>
<td>Significant</td>
</tr>
<tr>
<td>Doesn’t pick on small boys</td>
<td>1</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Gives you things</td>
<td>1</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Doesn’t tattle; keeps pro-</td>
<td>1</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>misses and secrets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likes the same things you</td>
<td>1</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>like</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is nice looking, has good</td>
<td>3</td>
<td>0</td>
<td>1.80</td>
<td>.10</td>
<td>Definite trend</td>
</tr>
<tr>
<td>physique and good clothes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doesn’t tease you and play</td>
<td>3</td>
<td>0</td>
<td>1.80</td>
<td>.10</td>
<td>Definite trend</td>
</tr>
<tr>
<td>tricks on you</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doesn’t call you names</td>
<td>3</td>
<td>0</td>
<td>1.80</td>
<td>.10</td>
<td>Definite trend</td>
</tr>
<tr>
<td>Doesn’t boss you around</td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Lives near you</td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Has a sense of humor</td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Doesn’t get others to turn</td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>against you</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doesn’t get into trouble</td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
</tbody>
</table>
A greater proportion of the P group than of the S group likes boys who do not fight.

There are also three definite trends toward a significant difference between the two groups. More boys in the P group (16 per cent) than in the S group (zero per cent) like boys who are nice looking and have good clothes; who don't tease and play tricks; and who don't call others ugly names.

From the above findings one might assume that more boys in the S group than in the P group manifest a need to depend on others as well as a need for more warm, friendly contacts with age-sex-mates. In addition, there is some indication that many of them feel inferior to their age-mates and, consequently, experience more insecurity and anxiety in the presence of those who brag or manifest superior qualities in behavior or dress.

One might also assume that more boys in the P group than in the S group perceive many of their age-sex-mates as hostile and aggressive, which may be a projection of their own hostility toward others. Although they do not feel inferior to age-mates in general appearance, they are probably experiencing difficulties in social relationships. They may feel incapable of holding their own in tests of physical strength or are reluctant to oppose ego judgments in order to prove their merits to others by fighting.

At least 21 per cent of each group also like boys who are good in sports, who don't start fights, and who are good at doing things both in and out of school.

Table 109 shows no significant difference between the two groups.
<table>
<thead>
<tr>
<th>Apperceptions of Girls' Participation in Team Games</th>
<th>Number of Cases</th>
<th>P Group S Group</th>
<th>t</th>
<th>P</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Boys want girls to play in all team games.......</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>2. Boys want girls to play in team games if they are good..................</td>
<td>3</td>
<td>3</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>3. Boys want girls to play with them in some team games but not in others..</td>
<td>9</td>
<td>13</td>
<td>1.63</td>
<td>.10-</td>
<td>Definite trend</td>
</tr>
<tr>
<td>4. Boys want girls to play on the opposing team.........</td>
<td>9</td>
<td>6</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>5. Girls are not wanted by boys in any team game, not even on the opposing team</td>
<td>3</td>
<td>2</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
</tbody>
</table>

Reasons for wanting girls to participate:
- Boys like their girl friends 1 0 --- --- None
- Boys like to beat the girls 7 5 --- --- None
- Girls can play kick soccer, tennis, softball, dodge ball.................. 6 10 1.31 .25 None

Reasons for not wanting girls to participate:
- Girls are not good in all games; would make the team lose.................. 7 8 --- --- None
- Girls can't play football, baseball, and basketball. 7 5 --- --- None
- Girls don't like the same games.................. 2 4 --- --- None
- Teachers think girls will get hurt; they blame the boys.................. 1 4 1.45 .20 Slight trend
- Teachers make the rules too easy when girls play....... 1 1 --- --- None
- Boys have more fun by themselves.................. 1 0 --- --- None
- Boys would be called "sissy" 2 0 1.46 .20 Slight trend
- Boys don't like girls....... 1 1 --- --- None
in apperceptions of girls' participation in team games with boys. There is a definite tendency, however, for more boys in the S group (68 per cent) than in the P group (42 per cent) to want girls to participate in some team games such as kick soccer, softball, and dodge ball but not in other team games such as football, baseball, and basketball. Most of these boys perceive girls as not being good in the latter group of games, thereby causing their team to lose.

Table 109 also shows that 47 per cent of the P group and 32 per cent of the S group do not want girls to participate at all unless they form an opposing team, the main reason being that these boys perceive themselves as better players than girls and, consequently, enjoy winning the games.

Only a small percentage of the combined group (13 per cent) do not want the girls to participate at all, their reasons being that they have more fun by themselves, do not like girls, and do not want to be called "sissies."

Table 110 does not reveal a significant difference between the two groups in emotional acceptance of girls. However, here is a definite trend for more boys in the P group (32 per cent) than in the S group (11 per cent) to perceive themselves as having "girl friends."

At least 21 per cent of each group manifests consistent emotional acceptance of girls; only 5 per cent of each group manifests definite emotional rejection; while approximately 40 per cent of the combined group fluctuates between emotional acceptance and emotional rejection.

Since 47 per cent of the combined group manifests emotional acceptance of girls and since only 5 per cent manifests definite
<table>
<thead>
<tr>
<th>Emotional Acceptance and Rejection</th>
<th>Number of Cases</th>
<th>P Group</th>
<th>S Group</th>
<th>t</th>
<th>P Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional acceptance............</td>
<td>4</td>
<td>5</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Emotional acceptance of most girls; some rejected........</td>
<td>4</td>
<td>5</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Ambivalent emotions...............</td>
<td>8</td>
<td>7</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Emotional rejection...............</td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>No definite response.............</td>
<td>2</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>None</td>
</tr>
<tr>
<td>Number having &quot;girl friends&quot;...</td>
<td>6</td>
<td>2</td>
<td>1.60</td>
<td>.10</td>
<td>Definite trend</td>
</tr>
</tbody>
</table>

TABLE 110
A COMPARISON OF THE TWO GROUPS IN EMOTIONAL ACCEPTANCE AND REJECTION OF GIRLS
rejection, it is evident that approximately one-half of the combined group does not experience intense sex antagonism or sex aversion. This finding differs from some of the current authors of texts in child development—Hurlock (47:484), Reynolds (78:188), and Blair (13:3-4)—who state that sex antagonism is typical of this age level.

Table III shows two significant differences between the two groups in apperceptions of desirable qualities in girls. More boys in the P group (53 per cent) than in the S group (21 per cent) like girls when they are attractive and pretty; while more boys in the S group (21 per cent) than in the P group (zero per cent) like girls who will help them with their school work. This latter finding is consistent with the previous finding that many members of the S group manifest a need to depend on others for basic security.

There is also a definite tendency for more boys in the P group (16 per cent) than in the S group (zero per cent) to like girls who are polite and lady-like.

More boys in the P group (42 per cent) than in the S group (zero per cent) dislike girls who show off, act smart, and "pries" around. Since this difference is significant, one might assume that more boys in the P group than in the S group feel somewhat inferior to girls in school activities and, consequently, project these feelings of dislike to preserve self concepts of adequacy.

There is also a definite tendency for more boys in the S group (16 per cent) than in the P group (zero per cent) to feel that teachers favor girls and, consequently, treat them better. This apperception suggests the defense of rationalization as a safeguard against feelings
### TABLE III

A COMPARISON OF THE TWO GROUPS IN APPERCEPTIONS OF DESIRABLE AND UNDESIRABLE QUALITIES AND BEHAVIOR MANIFESTED BY GIRLS

<table>
<thead>
<tr>
<th>Desirable and Undesirable Qualities and Behavior</th>
<th>Number of Cases</th>
<th></th>
<th></th>
<th>P Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>P Group</td>
<td>S Group</td>
<td>t</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>------------------------------</td>
<td>-----------------</td>
<td>---</td>
<td>---</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>Boys think girls manifest desirable qualities and behavior when they:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are skillful in games........</td>
<td>7</td>
<td>8</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Are attractive and pretty...</td>
<td>10</td>
<td>4</td>
<td>2.01</td>
<td>.05-</td>
</tr>
<tr>
<td>Like the same games and are willing to play them...</td>
<td>5</td>
<td>6</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Help boys with their school work.................</td>
<td>0</td>
<td>4</td>
<td>2.13</td>
<td>.05</td>
</tr>
<tr>
<td>Are polite and lady-like........</td>
<td>3</td>
<td>0</td>
<td>1.80</td>
<td>.10</td>
</tr>
<tr>
<td>Play fair........................</td>
<td>1</td>
<td>1</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Are good in school work.......</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Are willing to chase boys...</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Are neat and tidy...............</td>
<td>0</td>
<td>1</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Boys think girls manifest undesirable qualities and behavior when they:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show off, act smart, and &quot;priss&quot; around........</td>
<td>8</td>
<td>0</td>
<td>4.39</td>
<td>.01</td>
</tr>
<tr>
<td>Make boys get teased about them..................</td>
<td>3</td>
<td>3</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Get hurt easily and cry...........</td>
<td>4</td>
<td>1</td>
<td>1.45</td>
<td>.20</td>
</tr>
<tr>
<td>Tease and pick fights..............</td>
<td>4</td>
<td>1</td>
<td>1.45</td>
<td>.20</td>
</tr>
<tr>
<td>Do better school work.............</td>
<td>1</td>
<td>2</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Try to make boys like them and tag them around all the time.............</td>
<td>1</td>
<td>2</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Interfere with boys' games.........</td>
<td>2</td>
<td>1</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Are favored by the teacher and treated better....</td>
<td>0</td>
<td>3</td>
<td>1.80</td>
<td>.10</td>
</tr>
<tr>
<td>Act silly and giggle at boys........</td>
<td>0</td>
<td>2</td>
<td>1.46</td>
<td>.20</td>
</tr>
<tr>
<td>Want their own way all the time............</td>
<td>2</td>
<td>0</td>
<td>1.46</td>
<td>.20</td>
</tr>
<tr>
<td>Don't have to work for their allowance........</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Tattle on everybody...............</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Are too fat and big..............</td>
<td>1</td>
<td>0</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
of self inadequacy.

Table III also shows that at least 26 per cent of each group prefer girls who like the same games, who are willing to play these games, and who are skillful in them. This finding suggests that many of the so-called "difficulties" in boy-girl relationships at this age level stem from (1) different interests and skills in play activities rather than from a basic dislike of the opposite sex and (2) differences in physical and mental development of boys and girls, thus making it possible for girls to succeed more easily in some of the activities upon which adult society places its approval. The data in Table III also suggest that the behavior of adults in interacting with boys and girls is another important factor. Teasing boys about girls, protecting and favoring, and comparing the two sexes are apparently rather common adult practices.

A Summary of the Apperceptions of Age-mate Relationships

From the data pertaining to age-mate relationships, one can be certain that no significant differences exist between the two groups in:

1. Several apperceptions which reflect moral judgment and concepts of justice: Although 32 per cent of each group manifest difficulty in accepting rules and, consequently, is immature in this aspect of moral judgment, at least 53 per cent of each group feel that rules of some kind are necessary in games and play activities and that the coach or teacher should clarify the rules which are standard for several team games. This suggests that the greater proportions of both groups are codifying rules and manifesting
one aspect of moral judgment which is typical of this age level.

2. The influence of friends on desire for academic success:
Forty-two per cent of the combined group reflect egocentric tendencies in their desire to be better than their friends; while 58 per cent reflect more allocentric tendencies in desiring to be similar to their friends in academic achievement.

3. Several apperceptions of qualities that are liked in other boys: At least 16 per cent of each group like boys who are good in sports, don't start fights, are good at doing various things, don't get mad when they lose, and who share their possessions.

4. Apperceptions of girls' participation in team games: At least 32 per cent of each group want girls to play only on the opposing team so that the boys can win; 16 per cent of the combined group believe that girls should participate in all games if they are good; while 13 per cent do not want girls to participate in any team game.

5. Emotional acceptance and rejection of girls: Forty-seven of the combined group emotionally accept most or all girls; 40 per cent manifest ambivalent emotions; five per cent express definite rejection; while 8 per cent are unable to verbalize their apperceptions of girls.

6. Several apperceptions of desirable qualities in girls: At least 26 per cent of each group like girls who have similar
interests in games, who will play these games, and who are skillful in playing them.

There is a definite tendency toward a significant difference between the two groups in apperceptions of the following aspects in age-mate relationships. A greater proportion of the P group than of the S group:

1. Question the absolute acceptance and intrinsic value of rules, thus manifesting maturity in this aspect of moral judgment;

2. Express doubt about desiring to attain more academic success than their friends;

3. Like boys who have a good appearance, who do not tease, play tricks on others, and call others names;

4. Express an interest in "girl friends";

5. Like girls who are polite and lady-like.

A greater proportion of the S group than of the P group:

1. Manifest concepts of justice by reciprocity with fewer feelings of collective responsibility;

2. Delegate authority for formulating rules to a leader or team captain, thus reflecting a transitional stage in concepts of justice.

3. Want girls to participate in some team games but not in others mainly because girls are not skillful in games, such as football, and cause the team to lose.

4. Perceive teachers as favoring girls and treating them better.
Since the following differences between the two groups are significant at the one, two, or five percent level of confidence, one can be fairly certain that there is a real difference between the two groups in:

1. Two concepts of moral judgment and justice: More boys in the S group than in the P group adhere to an absolute acceptance of rules and a belief in their intrinsic value; while more boys in the P group manifest group solidarity and collective responsibility. These findings, which are consistent with the definite trends toward a significant difference previously presented, suggest that the S group is less mature than the P group in the development of moral judgment and justice.

2. Four apperceptions of qualities that are liked in other boys: More boys in the S group than in the P group like boys who are friendly, courteous, and nice; who don't brag about themselves and think they are better than others; and who help everyone, especially their friends. More boys in the P group like boys who don't fight. These findings are consistent with the definite trends previously mentioned and suggest that more boys in the S group have a greater need to depend on their age-mates, to establish more warm, friendly relations with them, and to overcome feelings of inferiority in the social sphere; while more boys in the P group feel adequate in personal appearance but perceive their age-mates as somewhat hostile and aggressive; consequently, they also
experience some difficulty in social relations.

3. Three apperceptions of desirable and undesirable qualities in girls: More boys in the P group than in the S group like girls who are attractive and pretty but dislike those who show off, act smart, and "priss" around. More boys in the S group than in the P group like girls who help them with their school work. These findings, supported by the definite trends toward a difference previously mentioned, suggest that more boys in the P group are beginning to perceive girls as distinctly feminine and in terms of stereotyped qualities which adult males consider desirable. However, they are also experiencing some feelings of inferiority in competing with girls and tend to use projection as a defensive technique. The dependency needs of the S group are further emphasized in their apperceptions of girls, but they also experience some feelings of inferiority in competing with girls, which they tend to combat by rationalization.

Summary

A comparative analysis of the responses elicited by the SAT reveals that the P group and the S group manifest certain common characteristics in their phenomenal fields and hence, are similar in many apperceptions of selected components in the outer environment and of personal concerns. However, one can also be fairly certain that the two groups do differ significantly in other characteristics in their phenomenal
fields. Consequently, their apperceptions of personal concerns as well as apperceptions of certain components of the outer environment also differ.

Both groups are similar in their predominant interest in play and other outdoor activities and in their desire to obtain more material possessions which can be utilized in these activities. Their similar desires for more opportunities to explore and for more excitement, action, and adventure not only influence their choices of activities but also some of their choices of occupations which are deemed interesting. However, at least one-half of each group manifest interest in both professional and non-professional occupations.

Both groups also manifest a desire for more money. This need is reflected in wishes for more material possessions, in types of desired rewards, in desired changes in parental behavior, as well as in feelings of financial insecurity.

Desires for (1) more prestige and power, (2) for interesting activities, and (3) for acceptance as a worthy member of social and family groups are also manifested by both groups.

Over one-half of the boys in both groups are experiencing intense conflicts and anxieties which stem mainly from physical and emotional insecurity as well as from feelings of personal inadequacy. Both groups manifest hostile and aggressive feelings and use humor as a sanction for release of these feelings.

Both groups are similar in many apperceptions of the home environment. Both groups perceive themselves as having to do many home chores, as disliking many of these chores, as being subjected to strong
parental control which they are beginning to question, and as being subjected to spankings and other forms of punishment for behavior which parents perceive as bad. Over one-half of the boys in each group also manifest similarities by emotionally accepting their parents and by not reflecting preference for one parent. Both groups prefer material rewards for good behavior, desire somewhat similar changes in parental behavior, and perceive many similar behaviors in parents as either liked or disliked.

Many similarities are also evidenced in apperceptions of the school environment. The boys in both groups manifest several similar reasons for liking or disliking school activities, perceive some of their behaviors as being disliked by teachers, believe that they might be punished for bad behavior in similar ways, and emotionally accept at least some of their teachers. Approximately one-third of each group likes similar qualities in teachers and expresses preference for a male teacher.

The greater proportions of each group are interested in codifying rules and are influenced by their friends in setting goals for academic achievement. Both groups perceive several similar liked and disliked qualities in age-mates of both sexes. Smaller proportions of each group hold the same views regarding girls' participation in team games; and approximately one-half of the boys in each group manifest emotional acceptance of girls.

In addition to this array of similarities between the two groups one can be certain that there are also real differences. More boys in the P group manifest an interest in constructive, indoor activities, are concerned about wars and their prevention, and use human behavior as a
sanction for intense aggression which is directed toward self.

They perceive dish washing and emptying trash as monotonous and boring home chores, tend to dislike all chores, and believe that confinement in the house is the worst form of punishment because it also represents a boring and monotonous situation. More boys in the P group believe that their parents view them as sometimes good and sometimes bad. Many of these boys also believe that their parents, especially their mothers, frequently get mad at them and fuss too much.

Although boys in the P group perceive their fathers as making or doing things for them, there are also more boys who are experiencing guilt feelings from apperceptions of their fathers and who may, as a result, find it more difficult to identify with a male role.

More boys in the P group dislike arithmetic and believe that talking in school and being noisy are bad behaviors. Although the P group manifests a variety of apperceptions as to how teachers evaluate them, more boys believe that teachers think they are good. In turn, they like teachers who are not too strict and who do not limit their activities too much.

In general, the boys in the P group manifest more maturity in the development of moral judgment by their progress toward group solidarity and collective responsibility.

They like other boys who do not fight and girls who are attractive and pretty. They also dislike girls who show off, act smart, and "priss" around.

In contrast to the above sketch of the greater proportion of the P group is a different sketch of the S group. More boys in the S
group manifest an interest in knives and guns which are mainly used in unorganized outdoor activities and are symbolic of aggression. They are greatly concerned about the physical aspects of their environment and desire to improve the conditions in which they live. An intense interest in and concern with friends is evidenced by more boys in the S group. More boys perceive the antics of their friends as humorous. Many of these perceptions of humorous behaviors carry little, if any, aggression. Although more boys in the S group direct aggression toward others, much of it is heavily disguised by both humor and the use of animal behavior.

Although many boys in the S group perceive professional occupations as desirable, more of them prefer only non-professional occupations.

More boys in the S group believe that parents view them as typically good or typically bad. There is a tendency, however, for more of them to perceive themselves as bad. More boys in the S group are tempted to stay away from home too long and perceive standing in the corner for long periods to be a common mode of punishment. To them the worst punishment is spanking because of its severe form in the use of straps and belts.

More boys in the S group manifest less guilt feelings from apperceptions of their fathers. Although many of the desired behaviors in fathers are similar to those expressed by the P group, more boys in the S group like to accompany their fathers to work and enjoy helping in devious ways.

In school, more boys prefer art activities because they are fun and afford opportunities for making things. The most disliked school activity is history. Although many of the boys believe that teachers
think they are sometimes good and sometimes bad, there is a tendency for more of them to perceive themselves as consistently bad in school. They also believe that teachers use spanking as a common mode of punishment and that male teachers resort to more punishment than women.

In general, more boys in the S group manifest less maturity in the development of moral judgment. They adhere to an absolute acceptance of rules and a belief in their intrinsic values. Although they believe in justice by reciprocity, they show less evidence than the P group of collective responsibility.

More boys in the S group manifest a need to depend on age-mates of both sexes. They like other boys who are friendly, courteous, and nice and those who do not brag and think they are better than others.

From the data presented in this chapter and from these two different sketches, one can conclude that most of the significant differences in apperceptions of both inner and outer worlds, which are manifest by the two groups, are produced by a major variation in the outer environment; namely, differences in the occupational status, education, and income of the fathers.
CHAPTER VI

SUMMARY AND CONCLUSIONS

The ultimate purpose of this research is to augment the relatively meager literature on eleven-year-old boys by contributing data on subtle inner processes which are shaped partly by developmental forces and partly by continuous interaction with environmental forces.

The design permits a dynamic and molar approach to the study of this age-sex group by a comparative analysis of the apperceptions of two groups of boys drawn from two different universes and influenced by a major variation in the outer environment.

The two groups, designated as the P group and the S group, are each composed of 19 boys whose fathers engage in professional or in semiskilled occupations respectively. The two groups are similar in chronological age, general intelligence, physical status, race and nationality. The boys in both groups live with real parents, have at least one sibling, and have resided in the Gainesville area for at least four years.

The two groups differ markedly in occupational status of fathers, in education of both parents, and in income of fathers.

The three instruments utilized in data collection—the Wechsler Intelligence Scale for Children, the Rorschach, and the Story Apperception Test—are appropriate to the theoretical foundations of this research as are the five assumptions which structure the major problem—an analysis of the apperceptions of the P group and the S group to determine basic similarities and differences in inner processes.
From these similarities and differences in the apperceptions of the two groups, it is assumed that one may infer similarities as well as differences in personality structure and its component processes, in the intensity of anxiety and aggression, in defensive techniques, in personal concerns and in each group's view of its outer world.

The Similarities in Apperceptions

From the similarities reflected by the two groups, one can be fairly certain that the P group and the S group are similar in the following:

1. The intensities of anxiety and the degrees of conflict

Most of the boys in both groups reflect the presence of mild to intense feelings of anxiety and all of them project varying degrees of neurotic shock. Intense, free anxiety and concomitant dysphoric moods are evidenced by at least 60 per cent of the boys in each group, while 47 per cent of the P group and 37 per cent of the S group manifest more intense degrees of unresolved conflict than that which appears to be typical of the combined group. Although anxiety in some degree is needed by social organisms as a defense against behavior of which the ego disapproves and although inner conflicts are typical occurrences in daily living, it appears that large proportions of both groups are experiencing intense unresolved conflicts and concomitant anxieties.

2. Some of the sources which give rise to conflicts and anxieties

Some of conflicts seem to stem from: (1) a need to cling dependently and to maintain submissive attitudes versus a need to become independent and to introject self-assertive, male attitudes; (2) an urge
to remain self-centered and to gratify personal desires versus an awaken-
ing need to become group-centered and to gratify the wishes of others; and (3) an urge to engage in activities perceived as pleasurable versus a need to conform to parental expectancies. Some of the anxieties also appear to have their origins in: (1) preoccupation with sex, (2) struggles to accept one's role as a male member of society, (3) perceptions of threats to physical and emotional security, and (4) feelings of inferiority and self-inadequacy in social and academic situations.

Anxious feelings may also be associated with a desire for more prestige and power, for more financial security, for more opportunities to engage in activities perceived as interesting, and for acceptance as a worthy, responsible member of social and family groups.

3. The degree of aggressiveness and persistence in holding to a course

Both groups project more aggressiveness and resistiveness than is typical for this age level. Some of the struggles mentioned above may also give rise to these aggressive feelings and to the consequent use of opposition as a type of defense. These feelings of aggression are also projected in the types of behavior which both groups perceive as humorous.

4. The degrees of ego strength and efficiency and most of the defensive technics employed to handle strong inner forces

At least 90 per cent of each group manifests sufficient ego strength to maintain adequate contact with reality and to prevent too much distortion from personal needs. However, over one-half of each
group is suffering a definite to a severe loss in general efficiency be-
cause of intense anxiety. Consequently, much of the ego's strength is
being utilized in binding these anxieties and in curbing affective re-
lease; hence, much of the energy which the ego could expend for its
major duties of evaluating, directing, and integrating is utilized in
coping with these strong inner forces. The defensive technics which the
ego commonly employs are ego-reinforcing tactics, retreats into fantasy,
and withdrawal into emotional passivity. The combined group manifests
more emotional passivity than is typical for CA 10 to 13.

5. Intellectual potential and reduction of intellectual
functioning

Although the intellectual potential of both groups is estimated
to be bright-normal to superior, both groups are experiencing some to
marked reduction in intellectual functioning. This reduction is attrib-
uted to the dissipation of the ego's energy and the defensive technics
which are constrictive in nature.

6. Capacity for social rapport and the utilization of
this capacity

Although approximately one-fourth of each group manifests no
present capacity for establishing warm, friendly relationships with
others, similar proportions of both groups manifest at least some capac-
ity for social rapport. However, both groups reflect the functioning
of similar factors which tend to restrict the utilization of this capac-
ity. The most frequently occurring factors being intense, free anxiety
and the concomitant defensive technics employed to handle it. In addi-
tion, large proportions of both groups are more self-centered than
group centered.

7. Capacity to respond to exciting events in the outer environment

Although the greater proportions of each group (68 per cent) manifest varying degrees of responsiveness within a range typical of this age level. The median for the combined group suggests the presence of more affective energy than is typical for CA 10 to 13. Smaller proportions of each group project either under-responsiveness or over-responsiveness to the outer environment.

8. Capacity for adaptive thinking and originality in thought processes

Most of the boys in both groups reflect ability to recognize the common, mundane stimuli of the environment as well as freedom to explore its more novel elements.

9. Ability to participate in the common, or popular, thinking of the social group

At least one-third of each group is able to engage in the popular thinking of the social group; while similar proportions of each group are either overconventional or underconventional in their thinking.

10. Capacity to evaluate self

At least one-fourth of each group manifests capacity to evaluate self without excessive depreciation. However, at least one-fourth manifests no present capacity for self-evaluation, and at least 40 per cent of each group tends to project feelings of inferiority.
11. Capacity for fantasy living

Although the basic psychologic structure of the two groups differs significantly, large proportions of both groups have adequate capacity for fantasy living and the resources which it affords—creative and defensive.

12. The wide range of personality structures manifest within each group

In addition to the similarities between the two groups in certain components of personality structure, the two groups are also similar in the projection of a wide range of personality structures and idiosyncratic personality patterns within each group.

13. Predominant interests which carry euphoric tones

Both groups manifest a predominant interest in play and in other outdoor activities.

14. Predominant desires which carry euphoric tones

Both groups manifest a desire for: (1) more opportunities to explore new things (2) more physical activity, action, adventure, fun, and excitement, (3) more personal freedom, (4) more money than they now possess, (5) more material objects for personal amusement, especially those which are used in outdoor activities, and (6) rewards which are material in nature or which permit freedom to engage in activities which are perceived as interesting.

15. Predominant personal concerns which carry varying degrees of dysphoric tones

Similar proportions of both groups perceive animals and insects
as threatening to personal security and view death of human beings as both dysphoric and threatening. Smaller proportions of each group are personally concerned about their adequacy in organized games and about financial security. Both groups manifest aggressive and anxious feelings when confronted with tasks that are perceived as difficult, as requiring a great deal of time to complete, and as interfering with participation in desired activities.

16. Choice of occupations perceived as interesting and desirable

At least 50 per cent of each group choose both professional and non-professional occupations, the most frequent choices being doctor, airplane pilot, and professional athlete.

17. Some of their apperceptions regarding home chores required by parents

Similar proportions of both groups perceive themselves as being required to rake the yard, mow the lawn, wash dishes, empty trash, clean the house, and feed animals or pets. The chores which some of the boys perceive as the least obnoxious are feeding animals, mowing the lawn, and running errands. Those which are highly disliked are washing dishes, raking the yard, cleaning the house, and mowing the lawn.

18. Some of their apperceptions regarding behavior which is deemed bad by parents

Over 42 per cent of each group believes that damaging or destroying property is bad behavior.
19. Some of their apperceptions regarding modes of punishment commonly used by parents

Over 57 per cent of each group perceives spanking as a common mode of punishment, while smaller proportions of each group perceive being kept in the house, being sent to bed without supper, and being deprived of privileges as being common modes. A small proportion of each group views the last mode as the worst.

20. Some of their apperceptions of parents

The larger proportions of each group emotionally accept their parents and show no marked difference in parental preference. Smaller proportions of both groups experience ambivalent emotions in relationships with parents. Both groups perceive their parents as authority figures. Although most of the boys concede to parental authority, they are also beginning to question authority, especially that which is not perceived as being reasonable and just. Similar proportions of each group like for their parents to give them more things, to take them on more trips, to allow them more personal freedom, and to request their doing fewer home chores. Small proportions of each group like for their fathers to take them on trips, to play games with them, and to buy them things that they want. They dislike their fathers when they are too strict, when they spank them, and when they make them stay home to work. Small proportions of each group perceive their mothers as being less strict than their fathers, as being good cooks, as taking care of their personal needs, and as making them do chores around the house.
21. Some of their apperceptions regarding school activities

The school activities which are liked by similar proportions of each group are spelling and play activities. Those which are disliked by similar proportions of each group are language and spelling.

22. Some of their apperceptions of bad behavior in school

Approximately one-fourth of each group perceives fighting with others, talking back to the teacher, wasting time, not completing assignments, and teasing and pushing as bad behavior.

23. Some of their apperceptions of modes of punishment commonly used by teachers

Approximately one-fourth of each group believes that teachers keep boys after school, send them to the principal's office, or keep them from play periods for bad behavior.

24. Some of their apperceptions of teachers

Approximately three-fourths of each group manifest emotional acceptance of at least some of their teachers. At least one-third of each group like teachers who do not overload them with work, who give them enough time to do the work, who refrain from getting mad and fussing, who are friendly and manifest a sincere liking for boys, and who permit boys to do some of the things they like to do. Approximately one-third of each group prefer male teachers because they can play games. However, approximately one-fourth perceive male teachers as strict, and consequently, do not prefer them over women teachers.
25. Some aspects of moral judgment

The greater proportions of each are codifying their own rules and are also interested in having standard rules for team games clarified in order that these games may be played correctly.

26. Some of the qualities desired in age-sex mates

Similar proportions of each group like other boys who are good in sports, who don’t start fights, who don’t get mad when they lose, who are capable of good performance in various kinds of activities, and who share their possessions.

27. Some of their apperceptions of girls

Approximately one-half of each group manifest emotional acceptance of girls; 40 per cent manifest ambivalent emotions and only 5 per cent express definite rejection. Similar proportions of each group like girls who have similar interests in games, who will play these games, and who demonstrate skill in playing. Although most of the boys emotionally accept girls, they express some doubt about wanting them to participate in team games. One-third of each group want the girls to play on opposing teams so that the boys can win; while smaller proportions either want girls to play in all games with the boys if they are skillful or do not want the girls to participate at all.

The Differences in Apperceptions

From the significant differences between the two groups, one can be fairly certain that the P group and the S group differ in the following:
1. The basic structure of the whole personality

The most important difference between the two groups involves the basic psychologic structure. The S group typically manifests an extratensive pattern which gives direction and character nuance to personality processes that differ significantly from the more varied patterns of the P group. The P group does not manifest a typical pattern since approximately one-third of this group reflects either an introversive or an extratensive pattern and less than one-third an ambiequal pattern. This significant difference between the two groups in basic psychologic structure accounts for many of the other differences which are presented below.

2. Stimulation from the outer environment

The S group is typically more stimulated by the outer environment. Their readily available affective energy and high to very high sensitivity to exciting events in the outer environment tends to generate strong affective pressure within. Consequently, they experience more uninhibited feelings, stronger impulses, more domination by affects, and more egocentric urges.

The P group manifests tense sensitivity to exciting events in the outer environment. Their affective pressures are somewhat less, thus enabling the intellect to exert more control than affects.

3. Concern with the outer environment

The S group manifests more interest in the outer environment. This is evidenced by a desire for more friends, a need to establish warm friendly relations with age-mates, and a need to depend on age-mates of
both sexes for help and security.

The P group is more concerned with the inner environment. Hence, the boys in this group are more independent in their relationships with age-mates and manifest more interest in constructive, solitary activities.

4. Potential for inward and outward channeling of tensions

The S group has more potential for channeling tensions to the outer environment through acceptable or non-acceptable behaviors. Consequently, most of the boys are susceptible to frequent emotional outbursts. Since many of the boys perceive themselves as bad in the eyes of parents and teachers, it might be assumed that they do express some of their tensions in non-acceptable behaviors. Many of their aggressive feelings are also projected toward others under the guise of humorous animal behavior.

The P group has more potential for absorbing tensions within. Consequently, they are less susceptible to emotional outbursts. Since many of the boys perceive themselves as good or sometimes good in the eyes of parents and teachers, it might be assumed that they disguise their tensions under outward manifestations of calmness and compliance. Many of the boys in this group direct their aggressive feelings toward self under the sanction of humorous human behaviors.

5. The utilization of a defense for controlling tensions

Although both groups utilize withdrawal into emotional passivity as a defense, there is a definite tendency for the S group to manifest more emotional passivity, submissiveness, and resignation in coping with environmental stresses.
6. Reduction in intellectual functioning

Although both groups experience reduction in intellectual functioning, the S group experiences a greater reduction.

7. A desire to improve the physical aspects of the outer environment

The S group manifests a desire to improve the physical aspects of the home environment and to possess more conveniences within the home. The P group does not manifest concern about the physical aspects of the home environment.

8. A defining of threats to personal security

The S group is more aware of definite threats to personal security, while the P group experiences more diffused anxieties. These are manifested in more concern about wars and about destruction from natural forces.

9. Choice of occupations perceived as desirable

More boys in the S group choose only non-professional occupations. Although there is a definite tendency for more boys in the P group to choose only professional occupations, there are many boys who also choose non-professional occupations.

10. A desire to avoid situations which are perceived as monotonous and boring

The P group manifests a desire to avoid monotonous and boring situations. Consequently, they tend to dislike all home chores, especially washing dishes and emptying trash; they perceive confinement in the house to be the worst form of punishment and dislike school activities that are
uninteresting.

In contrast, the S group manifests a desire to avoid situations which produce physical discomfort; hence, they perceive being spanked with a belt or strap as the worst form of punishment.

11. Some of their apperceptions of parents

The S group believes that their parents view them as typically good or typically bad with a definite tendency for many of the boys to perceive themselves as bad because they stay away from home too long. They also believe that a common mode of punishment used by parents is making boys stand in the corner for long periods of time. More boys in the S group also like to accompany their fathers to work.

The P group believes that their parents view them as sometimes bad and sometimes good and that parents use confinement in the house as a common mode of punishment. The boys in the P group wish that their parents, especially their mothers, would be nicer to them and not get mad so often. They would also like for their fathers to make or do more things for them. More boys in the P group than in the S group are experiencing guilt feelings from their apperceptions of parents, especially their fathers. This may be due, in part, to the fact that they tend to bottle-up tensions and to direct more aggression toward self than do members of the S group.

12. Some of their apperceptions regarding school activities

The S group likes art and art activities because these activities are perceived as being fun and permitting one to make things. The school activity which they dislike most is history, which is perceived
as being difficult.

The P group dislikes arithmetic mainly because it is perceived as difficult and as requiring too long a time to do.

13. Some of their apperceptions of teachers

The S group believes that teachers evaluate them as sometimes good and sometimes bad or as consistently bad and that teachers use spanking as a common mode of punishment for bad behavior. They also perceive male teachers as resorting to more punishment than women teachers.

The P group manifests more variety in their apperceptions of teacher evaluation of them; however, they believe that most teachers evaluate them as being consistently good. They perceive talking in school and being noisy as bad behavior. The teachers that they like are those who aren't too strict and who do not limit their activities too much.

14. The development of moral judgment

The S group tends to adhere to an absolute acceptance of rules and a belief in their intrinsic value. Although they manifest concepts of justice by reciprocity, they have fewer feelings of collective responsibility.

The P group manifests less adherence to an absolute acceptance of rules, more group solidarity and collective responsibility. Consequently, they reflect a more mature level in the development of moral judgment.

15. Relationships with age-mates

The S group manifests dependency in relationship with age-mates
of both sexes and desires the assurance of warm, friendly contacts with others. They experience some difficulty in establishing these relationships, however, because of more intense feelings of personal inferiority. They like girls who offer them support in their endeavors and dislike those who are favored by teachers.

The P group manifests little need to depend on age-mates. They tend to perceive some of their age-mates of both sexes as somewhat hostile and aggressive toward them and as threats to concepts of self-adequacy in academic and play activities. Consequently, they select their friends of both sexes on a basis of equality—those who manifest similar qualities and levels of accomplishment. They prefer girls who manifest feminine traits and who are perceived as attractive. They dislike girls who show off and act smart.

A Comparison of Similarities and Differences in Apperceptions

From a comparison of the similarities and differences in the apperceptions of the P group and the S group, it is evident that:

1. The predominant difference is the difference in basic psychologic structure which gives direction and character nuance to all concomitant processes. Although the major variation in the outer environment partially accounts for this difference, one cannot exclude the influence of constitutional endowment;

2. Other differences between the two groups in apperceptions of inner and outer worlds reflect more directly the differing physical and cultural components in the outer
3. The most important similarities are the intense, unresolved conflicts and concomitant anxieties which are manifest by large proportions of each group. Since the varying intensities of conflict and anxiety experienced by the two groups are similar, many of the differences in the apperceptions of inner and outer worlds can be attributed to the differences in psychologic structure and, hence, to the manner in which these tensions are handled;

4. A few of the similarities in the apperceptions of the two groups which might be considered typical of similar groups of eleven-year-old boys in this geographical area refute some of the findings of previous research; other similarities either substantiate previous research or enhance it by providing additional insights into the private worlds of similar groups of eleven-year-old boys.
BIBLIOGRAPHY


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54. Leme, Lopes, J. "Das Interpretacoes Claroescuro no psicodiagnostice de Rorschach e os estados de ansiedade," Psychological Abstracts, XIX (1945), Number 1267.


APPENDIXES

APPENDIX I. CASE DATA FORM

Boy's Name ____________________________

I. General Information

Grade _______ Teacher _____________________

School _____________________________

Original Date of School Entrance _____________

Number of Consecutive Years of Residence in Gainesville ______

Birth Date _____________________________

Birth Place ___________________________

Present Address __________________________

II. Information Concerning Parents

A. Does this boy live with real parents? Yes ____ No ____

(If he does not, please check "no" and disregard the rest of this form.)

Does he live with both parents? Yes ______ No ____

(If not, please check "no" and disregard the rest of this form.)

B. Father

Father's Occupation ____________________________

Please give as many details as possible which describe his occupation:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Father's Education
(Give the last grade of schooling completed or the last degree received.)

Father's Birth Place
(Check)

United States Southern States
Outside United States

Father's Ancestry
North European: Yes No

Father's Health
Adequate Poor Invalid

Father's Religion

G. Mother

Does mother work? Yes No
If so, please indicate type of work:

Mother's Education
(Give the last grade of schooling completed or the last degree received.)

Mother's Birth Place
(Check)

United States Southern States
Outside United States

Mother's Ancestry
North European: Yes No
Mother's Health

Adequate ______  Poor ______  Invalid ______

Mother's Religion

D. Economic Status of Parents

Father's Income
Please estimate and check:
Above $10,000 ______
$5,000 to $10,000 ______
$2,500 to $5,000 ______
Below $2,500 ______
Unknown _____, but low _____, adequate _____, high _____

Do parents receive any type of welfare aid? Yes ____  No _____

III. Information Concerning Siblings

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<th>Number in</th>
<th>Number</th>
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<td>Older</td>
<td>School</td>
<td>Employed</td>
</tr>
<tr>
<td>Brothers</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Sisters</td>
<td>______</td>
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IV. Information Concerning Physical Status

Physique

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<th>Isodevelopmental-Age Equivalent</th>
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<td>_____</td>
<td>______</td>
<td>____________________________</td>
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<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>______</td>
<td>____________________________</td>
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</table>

Present State of Health

Good ____  Adequate ____  Fair ____  Poor ____

Evidence of Physical Defects
None

<table>
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<tr>
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<th>Severity</th>
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<tr>
<td>Speech</td>
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<td>Motor</td>
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<tr>
<td>Organ inadequacy</td>
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<tr>
<td>Physical malformation</td>
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<tr>
<td>Others</td>
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</table>
APPENDIX II. STORY APPERCEPTION TEST

Introduction

Today, I am going to tell you some stories about a group of boys you don’t really know. We'll pretend they are about your age; and that they all live in Gainesville. They might even go to the same school.

As we go along, I want you to tell me how the different boys in the stories think, feel and act. Remember they can do, think, and say anything they want to. Be sure you tell me what each boy really thinks—the first thing that comes to your mind. You see, you are just talking for each boy since he can’t be here to talk for himself. Remember you are not telling me about yourself. You are telling me about many other boys your age.

Stories

I. Now let’s pretend that it is night time and that one of the boys has just gone to bed. He can’t go to sleep, though, because he has lots of things on his mind.

1. What are some of the things that he is thinking about? 

2. Is there anything else? 

3. Why is he thinking about (each of the things named)? 

II. Suppose this boy is thinking about how nice it would be if he could make just three wishes and they would really come true. Suddenly, he realized that if he had a chance to make three wishes, he wouldn’t know what to wish for. He thought and thought about what three wishes he would make because he didn’t want to waste a single one.

1. What three wishes did he finally decide he wanted most? 

2. Why did he wish for (each of the three named)? 

3. Did he think that any of the three wishes would ever come true?
III. Just before the boy we were talking about fell asleep, his mother came in and said, "You know your birthday is tomorrow and I've decided that, for a present, I will let you do anything you want all day long. So think what you would like to do more than anything else." Then she told him goodnight and left.

1. Was he surprised at what his mother had said? __________
2. Why? __________
3. Was he happy about being able to do anything he wanted to on his birthday? __________
4. Why? __________
5. Since he could do anything he wanted to on his birthday, what would he finally decide to do? ______________

IV. The day after his birthday he met several boys in the school yard. They were telling stories. After several boys had told stories, they asked him to tell one.

1. Tell me the story that he told his friends. __________

V. Another boy then told a story about a boy and his family.

1. What story did he tell about them? ______________
2. Did the other boys like his story? ______________

VI. After telling other stories, the boys started talking about things they thought were funny—the funniest things that ever happened to them or to other people. One boy told them what he thought was funny.

1. What did he tell? __________
2. Why did he think that was funny? __________
3. Did the other boys think what he told was funny? __________
4. Why? __________

(If boy cannot tell what was funny, ask him to make up funny story.)
VII. One of the other boys then told about the worst thing that ever happened.

1. What did this boy tell? __________
2. Was there anything else that he thought might be worse? __________

VIII. Another boy told about what he thought was the saddest thing that ever happened.

1. What did he tell? __________
2. Was there anything else that he thought was sad? __________

IX. One afternoon one of the boys was thinking about what he would like to be when he grew up. He thought of several things.

1. What were some of the things he thought about? __________
2. Why did he think he would like to be (each thing named)? __________
3. Would he ever be any of these things? __________

X. One day two of the boys were talking about some of the things in the world that they would like to change from the way they are now.

1. What things would they like to change? __________
2. Is there anything else? __________
3. Why did they want to change (each of things named)? __________

XI. Sometimes there are many things that boys have to do around the house. One of the boys was thinking about what he would do when he got home.

1. Did he think he would have to do anything around the house? __________
2. If "yes", what? __________. If "no", why not? __________
3. What would he dislike doing around the house? __________
4. What are the things that he would dislike the most? __________
5. Is there anything else? __________
6. Why did he dislike doing (each thing named)? 

7. Were there any of these things which he had to do that he liked to do? 

8. Why did he like (each thing named)? 

XII. Sometimes there are things that boys have to do at school. One boy was thinking about these things on his way to school.

1. Did his teacher have to make him do any of these things? 

2. If "yes", what? If "no", why not? 

3. What things would he dislike doing at school? 

4. What are the things that he disliked the most? 

5. Is there anything else? 

6. Why did he dislike (each of things named)? 

7. Were there any of these things which he had to do that he liked to do? 

8. Why did he like (each of things named)? 

XIII. Sometimes grown-ups and children seem to worry about themselves, others, and the future.

1. Did any of these boys ever worry about anything? 

2. If "yes", what? If "no", why not? 

3. What were some (other) things they might worry about? 

4. Why did they worry about (each thing named)? 

XIV. Sometimes children and grown-ups are afraid of various things.

1. Were any of the boys afraid of anything? 

2. If "yes", what? If "no", why not? 

3. What are some (other) things they might be afraid of? 

4. Why were they afraid of (each of things named)?
XV. Sometimes parents think that their boys misbehave and are bad.

1. Did any of these boys' parents ever think that they misbehaved or were bad? __________
2. If "yes": Why? __________ What did they do? __________
3. What might boys do that their parents think is bad? ______
4. Would their parents punish them when they did these things? ______
5. How would they punish them? __________

XVI. One of the boys had done something that his parents thought was very wrong.

1. What did he do? __________
2. Would his parents punish him? __________
3. If "yes": How? __________
4. What kind of punishment did he think was the worst or most unfair? __________
5. Why? __________

XVII. Teachers sometimes think that their pupils misbehave and are bad.

1. Did any of the boys' teachers ever think that they misbehaved or were bad? __________
2. If "yes": Why? __________
3. What else did their teachers think was bad? __________
4. Would they punish the boys when they did these things? ______

XVIII. One of the boys did something the teacher didn't like at all.

1. What did he do? __________
2. Would his teacher punish him? __________
3. If "yes": How? __________
XIX. One day one of the boys and his friends were playing an important game after school. This boy was a good player and his side might lose if he were not there to play. That same afternoon his parents had asked him to come right home.

1. Should he stay at school and help his friends win or should he go home? 

2. Why? 

3. How did he feel about (give choice made)? 

4. Were his parents fair in asking him to come home? 

5. Why? 

6. Would there be any other time that he would do what his friends wanted instead of what his parents wanted? 

7. A. If "Yes", When? Why? B. If "No", Why not? 

XX. One of the boys had been good for a long time and his parents wanted to do something nice to show their appreciation. So they thought and thought about what would be a good reward for him.

1. What could his parents do that would please him the most? 

2. Is there anything else? 

3. What could his parents do that would not please him or that he wouldn't care about as a reward? 

XXI. Teachers usually want everyone to do well in school. They often give rewards to the students who do the best work.

1. Did any of the boys ever win any rewards? 

2. What kind of rewards would boy's work the hardest for? 

3. What kind of rewards would they not work hard for or care about? 

4. Would praise from the teacher be a reward that the boys would work hard for? 

5. If they had tried hard but never won a reward, would they continue to try?
6. If none of their best friends had ever won a reward, would they want to win? 

7. Why? 

XXII. One day one of the boys was going home from school, he kept thinking about the teachers he had had.

1. How did he feel about his teachers? 

2. What did he like best about them? 

3. What did he dislike about them? 

4. Would the boys like a man teacher better than a woman teacher? 

5. Why? 

XXIII. One evening while one of the boys was sitting on his porch, he started thinking about his parents.

1. What were some of the things he wished his parents would do that they didn't do? 

2. What were some of the other things he wished his parents would do? 

3. Did this boy like his parents? 

4. Which one did he like better? 

5. What were some of the things about his mother that this boy liked best? 

6. What were some of the things about her he disliked? 

7. What were some of the things he liked best about his father? 

8. What did he dislike about his father? 

XXIV. One morning one of the boys and his friends were talking about why some boys in their room were better liked than other boys. One boy asked why some boys were better liked than others.

1. What did his friends say?
2. What other reasons did they give? 

3. What are some of the things that would make another boy disliked? 

4. What are some other reasons they gave? 

XXV. Several boys were starting to play a game. One of them said that they needed some new rules. The others didn't think they needed any. Then they all started to argue.

1. What did most of the boys think? 

2. Why? 

3. Did they think that rules were (ever) (always) necessary when games were played? 

4. Why? 

5. Whom did they think should make the rules for games? 

6. After rules had been made did they feel that they could be broken? 

7. If someone broke the rules, what did they think should be done? 

8. Did they ever feel that rules were unfair? 

9. Why? 

10. What would be some examples of unfair rules? 

XXVI. One afternoon some girls wanted to play a team game with the boys.

1. Did the boys want the girls to play with them? 

2. Why? 

3. Would there be any games in which the boys (would want) (would not) girls to play? 

4. Why? 

5. Did any of the boys ever play with girls? 

6. A. If "yes", When?  Why?
B. If "no", Why not? 

7. How do boys usually feel about girls? 

8. What do the boys like about girls? 

9. What do they dislike about girls?
BIOGRAPHICAL SKETCH

Although the writer was born in Cape Girardeau, Missouri, on February 2, 1914, she has lived most of her life in West Palm Beach, Florida. All of her pre-college education was obtained in the public schools of this city.

She was graduated from Palm Beach High School in 1930 as valedictorian. At this time, she also received the Scholarship Cup for the highest four-year academic average and was elected to the National Honor Society and to Quill and Scroll. She was selected by the student body, the faculty, and the County School Board as the most outstanding Senior girl in Palm Beach County, and was, hence, awarded a trip to Washington, D.C., with Congresswoman Ruth Bryan Owen.

Her undergraduate work was taken at Florida Southern College, Florida State College for Women, and the University of Kentucky. She received her A.B. degree from the University of Kentucky, graduating from this institution with high honors. During her senior year at the University of Kentucky, she won the Southeastern Regional Scholarship in Art.

Her teaching experience began in the Palm Beach Public School in 1935 and included teaching in grades four, five, and six as well as teaching English and Art in grades seven, eight, and nine.

While working on her M.A.E. degree at the University of Florida, she had the opportunity to serve as substitute teacher in the P.K. Yonge Laboratory School.
After receiving her master's degree, she was appointed to a position in the Palm Beach Junior College as an instructor in English, Journalism, and Psychology. During the 1946 and 1947 Summer Sessions, she was employed as a demonstration teacher in the P. K. Yonge Laboratory School.

In addition to her graduate work at the University of Florida, the writer has also studied at the University of Texas, the University of Miami, and the University of Maryland.

She is a member of Kappa Alpha Theta, social fraternity, and Phi Kappa Phi, Kappa Delta Pi, Pi Lambda Theta, and Delta Kappa Gamma, honorary fraternities. She is also a member of the American Association of University Professors and several other professional organizations.

For her publications sponsored by the Sloan Project in Applied Economics, she was elected to honorary membership in the International Mark Twain Society. She has also written several articles for various periodicals.

At the present time, the writer is an assistant professor in the Department of Foundations, College of Education, University of Florida. She is married and has two sons.
This dissertation was prepared under the direction of the chairman of the candidate's supervisory committee and has been approved by all members of the committee. It was submitted to the Dean of the College of Education and to the Graduate Council and was approved as partial fulfillment of the requirements for the degree of Doctor of Education.

January, 1955

[Signatures of Dean, Dean, Graduate School, and Supervisory Committee members]