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# Parental relationships of theological students in reference to dominance-submission

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BOSTON UNIVERSITY  
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Dissertation

PARENTAL RELATIONSHIPS OF THEOLOGICAL STUDENTS  
IN REFERENCE TO DOMINANCE-SUBMISSION

by

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## CHAPTER I.

### INTRODUCTION

It is the minister's vocation to be concerned about the interpersonal adjustments of persons. Every candidate for the ministry knows in varying degrees that he will deal with the adjustments of man to man, man to himself, and man to God. Whatever reasons he may give for having chosen this vocation, it is well recognized today that such choices are influenced by conscious and unconscious psychological needs. This is so because the life work one chooses is related to his sense of personal destiny and the direction of his personality development as they are formed by past experiences and identifications.<sup>1</sup> Vocational choice is a process of personality adjustment.

It is increasingly recognized that such assistance as the minister renders to others depends largely upon his relationships with them. He is being trained to enlarge his pastoral skills, increase his understanding of interpersonal psychodynamics and to apply his skills toward the prevention of individual maladjustments. The effectiveness of his assistance depends upon the quality of his relationships with others as it is affected by his particular

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1. Karl Menninger, Love Against Hate (New York: Harcourt, Brace and Company, 1942), Chapter 6, discusses work as the sublimation of energy serving unconscious urges. Eli Ginzberg and others, "The Problem of Occupational Choice," American Journal of Orthopsychiatry, 20(January, 1950), pp. 166-201, observes the influence of needs and past experiences upon the choice process of a group of adolescents and young adults.

psychological needs to work with persons and factors which influence his adjustments to them. It is emphasized again and again by various disciplines of therapy that psychological blind spots in self-understanding reduce the therapeutic effectiveness of the interpersonal relationship. It is therefore logical that the minister should investigate and analyze factors in his relationships with others if he is to enlarge his social skills, increase his understanding of psychodynamics and utilize the therapeutic potential of such relationships effectively. The problem with which the present study is concerned focuses upon some of these factors to contribute to these needs.

#### 1. THE PROBLEM

The problem of this study is to investigate descriptions of parental relationships by theological students to ascertain the attitudes of their parents as causal factors for the traits of dominance and submission in these students.

The importance of early parental relationships for their influence upon the development of personality and learned modes of adjustment cannot be denied. What the child receives and responds to in these day to day relationships will guide his individual processes of differentiation and integration. As Kluckhohn and Murray define them, differentiation is the process of perceiving differences between self and others, interpreting these and acting upon the interpretations or conceptualizations arrived at; and, integration is the process of perceiving similarities and relationships with the organization of these into conceptual frames of reference for the future resolution of con-

licts, the maintenance of loyalties, and the ultimate evolution of a philosophy of life around which can be organized the dynamic systems of the personality into a unified whole.<sup>2</sup> Obviously parental figures are the first persons with whom the child finds differentiations occurring and integrations necessary in order to maintain harmony and promote cooperation. These relationships are his first psychological laboratory from which he carries the results of his learning how to react to others as criteria for further relationships with others. Jersild,<sup>3</sup> Shirley,<sup>4</sup> Neilon,<sup>5</sup> Anderson,<sup>6</sup> and others have shown how the personal pattern of tendencies learned through various interactions in these early relationships, persist and remain somewhat consistent within the individual personality. Evidence that

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2. Henry A. Murray and Clyde Kluckhohn, "Outline of a Conception of Personality" (Clyde Kluckhohn and Henry A. Murray, Personality in Nature, Society, and Culture, New York: Alfred A. Knopf, 1949, p. 30.

3. Arthur W. Jersild, Child Psychology (Third edition; New York: Prentice-Hall, Inc., 1949), pp. 580ff.

4. Mary M. Shirley, "The Impact of the Mother's Personality on the Young Child," Smith College Studies in Social Work, 12 (September-June, 1941) pp. 15-64.

5. Patricia Neilon, "Shirley's Babies After Fifteen Years" (Wayne Dennis, editor, Readings in Child Psychology, New York: Prentice-Hall, Inc., 1951) pp. 461-472, located, tested and interviewed fifteen of Mary Shirley's original nineteen subjects after they had reached adolescence. Neilon found high agreement between the subjects' traits in adolescence with those found by Shirley during their childhood when descriptions by both investigators were compared statistically.

6. John E. Anderson, "Personality Organization in Children" (Wayne Dennis, editor, Readings in Child Psychology), pp. 476-490.

these relationships affect relationships with others throughout the years can be found in case material of maladjustments in sibling, school, work or marital relationships.

Rooted in biologic, psychic and cultural forces that operate in the parents' own development from their birth to the birth of their children these attitudes impinge upon the new infant's earliest explorations. There is some reason to believe that parental attitudes may affect the infant before birth.<sup>7</sup> After birth it is well known that parents treat their children in ways that satisfy such prior needs and attitudes.<sup>8</sup> They may compensate for or project their own failures and fears by demands upon the child and by withholding praise.

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7. Phyllis Greenacre, "The Predisposition to Anxiety" (Silvan S. Tomkins, editor, Contemporary Psychopathology: A Source Book, Cambridge, Massachusetts: Harvard University Press, 1947) pp. 16-35, indicates intrauterine responses to danger, such as sound, may be reflex antecedents of later anxiety responses. Flanders Dunbar, Mind and Body: Psychosomatic Medicine (New York: Random House, 1947), p.4, points out intrauterine responses also may be affected by emotional strains endured by the mother. For a discussion of psychological responses to pregnancy by the mother see Edward Weiss and O. Spurgeon English, Psychosomatic Medicine: The Clinical Application of Psychopathology to General Medical Problems (Second edition; Philadelphia: W.B. Saunders Company, 1949), pp. 184-185.

8. Louis . Thorpe, Child Psychology and Development (New York: The Ronald Press Company, 1946) pp. 236-239, presents a general summary of the etiology of parental attitudes. Percival M. Symonds, The Dynamics of Parent-Child Relationships (New York: Bureau of Publications Teachers College, Columbia University, 1949), 186 pp. discusses the sources of particular parental attitudes which he described in each chapter. His detailed bibliography is useful as a convenient summary of the contents of various literature on parent-child relationships and parental attitudes. David M. Levy, Maternal Overprotection (New York: Columbia University Press, 1943) pp. 156-160, presents empirical evidence on the sources of maternal attitudes.

They may seek the extension of their successes by channelling his learning. Even before the symbols of language become meaningful the child reacts to parental attitudes through the medium of empathic communication. Later, by trial and error he learns to select from possible responses those which will reduce threatening conflict and enhance his security. The anxiety that is aroused by the repetition of threatening aspects in the interplay between parents and child forms the basis from which future neurotic strivings develop. White indicates the effects of a specific traumatic event are survived with less emotional difficulty than are the effects of persistent pressure of threatening parental attitudes.<sup>9</sup>

Parental attitudes which so affect the child can be classified as acceptance and rejection.<sup>10</sup> Studies indicate the accepted

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9. Robert W. White, The Abnormal Personality: A Textbook (New York: The Ronald Press Company, 1948), pp. 216-217.

10. Some of the studies made of accepted and rejected children over the years are cited for general reference. Marian J. Fitzsimons, Some Parent-Child Relationships as Shown in Clinical Case Studies (Teachers College, Columbia University Contributions to Education, No. 643, New York: Bureau of Publications Teachers College, Columbia University, 1935), 162 pp. Eva I. Grant, "The Effects of Certain Factors in the Home Environment," University of Iowa Studies in Child Welfare, 17(December, 1939), pp. 63-94. Percival M. Symonds, The Psychology of Parent-Child Relationships (New York: Appleton-Century-Crofts, Inc., 1939), 218 pp. David M. Levy, Maternal Overprotection, pp. 107 and 156-160. Alfred L. Baldwin, Joan Malhorn, and Fay Ruffman Breece, "Patterns of Parent Behavior," Psychological Monographs, Volume 58, Number 3, 1945, 75 pp. Marian J. Radke, The Relation of Parental Authority to Children's Behavior and Attitudes (Minneapolis, Minnesota: The University of Minnesota Press, 1946), pp. 76-77, 89 and on pp. 11-12 she presents a summary of many other studies in chart form. Anneliese Friedsam Korner, Some Aspects of Hostility in Young Children (New York: Grune and Stratton, 1949), Chapter II.

manifest socially acceptable behavior, self-confidence, self-reliance, stability, security, compliance, popularity among their peers, and a minimum of problems of withdrawal. On the other hand, rejected children were generally opposite in their behavior and attitudes. More sexual maladjustment, difficulties in making friendships with peers, infantilism, hostile and aggressive behavior appeared within this group of children. These indications appeared to hold irrespective of socioeconomic status, since these studies are representative of homes ranging from professional groups to unskilled groups, and from rural to urban populations. Deviations which appear within either group were noted by the investigators who generally agree with the explanation of Baldwin, Kalhorn and Breesse that "the children in any one group react in many different ways, dependent on their own individuality and other features of their environment."<sup>11</sup> Among other features of their environment which might influence apparently accepted children to behave as rejected children are the varying qualities of the parental attitude of acceptance. Levy's study indicates the accepting parent may be characterized by indulgent or dominating behavior which can be just as devastating to the child's individuality and adjustment as outright rejection. Psychoanalytic studies have shown that such indulgence is often a mask for an underlying attitude of rejection in the parent. Rejection in any degree becomes a source for

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11. Alfred L. Baldwin, Joan Kalhorn, and Fay Huffman Breesse, "Patterns of Parent Behavior," Psychological Monographs, Volume 58, Number 3, 1945, p. 69.

problem behavior; as Horney says, "the basic evil is invariably a lack of genuine warmth and affection."<sup>12</sup> Thus the attitude of acceptance must be genuine. Otherwise the effect will be to deny the child freedom of expression and freedom of individuality. Such denial may fixate his learning at dependent and infantile levels of adjustment.

## 2. IMPORTANCE OF THE STUDY

The empirical evidence referred to above amply illustrates the influence of parental attitudes, in particular the attitudes of acceptance and rejection, on the development of personality and modes of adjustment to others which the child learns as necessary for security and approval. Among these modes of adjustment which appear to be universal, identifiable, and related to social goals are dominance and submission. These will be discussed in the following chapter.

This evidence also illustrates that an investigation of parental attitudes is essential for an adequate understanding of such factors which influence the quality of the minister's interpersonal relations. The way in which his relationships with his parents will influence further relationships can be explained by the psychological processes of perception and reintegration.<sup>13</sup> As Hilgard notes, the

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12. Karen Horney, The Neurotic Personality of Our Time (New York: W. W. Norton and Company, Inc., 1937), p. 80.

13. Ernest H. Hilgard, Theories of Learning (New York: Appleton-Century-Crofts, Inc., 1948), pp. 331-350. See also Jerome S. Bruner, "Personality Dynamics and the Process of Perceiving" (Robert H. Blake and Glenn V. Ramsey, editors, Perception: An Approach to Personality, New York: The Ronald Press Company, 1951), Chapter 5.

process of perceptual discrimination is central to learning to differentiate between self and others during childhood and to integrate appropriate responses learned from these differentiations into modes of behavior. As these and similar responses are perceived to be appropriate repeatedly, the thresholds are lowered for equivalent responses in new situations which present signs that are identified with original stimuli. This process of experiencing elements in new situations as similar to elements in previous situations and rendering them equivalent responses is the process of readaptation. Thus the modes of adjustment learned as necessary in response to a specific parent's attitudes can persist in relationships with that parent's substitutes, concomitant with attitudes and emotions which the person learned during his childhood. Obviously some modifications of these original experiences occur.

Readaptation is not limited to interactions with parental substitutes but occurs in many relationships of life wherever the new situations remind one of previous experiences. But for the purposes of this study the concept is pertinent to explain the importance of parental attitudes for the relationships of the minister. It should be noted that it is as pertinent to his relationships as a parental substitute for others, as it is for his relationships as a parent. Parents frequently respond to their children on the basis of responses experienced with their own parents, as studies such as those by Symonds and Levy show.

The minister's interpersonal relations are particularly susceptible to such transfers of influences which arise from his early parental

relationships because every aspect of his work is carried out within a familial atmosphere. As a priest, pastor or counselor the minister is a parental substitute for each parishioner in varying degrees. Every parishioner older than he is becomes a potential parental substitute for him. With the increasing number of aged persons in our culture today this potential is increasing as the age level of congregations are correspondingly raised, and ministers are having added responsibility for the guidance and welfare of these persons. Furthermore, the language of ordination commits the minister to care for his brethren as a representative of the Heavenly Father upholding the beliefs of the mother church. The minister is doctrinally, traditionally and psychologically set within a familial relationship to others. It appears inescapable, therefore, in the light of modern psychological knowledge that he should investigate his own parental relationships for greater understanding of their effects on his responses to others.

This problem needs further investigation as can be seen by an exploration of current indices to publications.<sup>14</sup> This was evident when

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14. See Doctoral Dissertations Accepted by American Universities, 1933-1950 (New York: The E. W. Wilson Company, 1933-1950), Numbers 1-17; International Index to Periodicals, July 1934-June 1951 (New York: The E. W. Wilson Company, 1937-1951), Volumes 7-unbound numbers for 1949, 1950, and 1951; Psychological Abstracts, 1931-1950 (Lancaster, Pennsylvania: The American Psychological Association, Inc., 1931-1950), Volumes 5-24; and, Reader's Guide to Periodical Literature, July 1932-January 1951 (New York: The E. W. Wilson Company, 1935-1951), Volumes 9-unbound numbers for March 1950-January 1951.

the cumulative record of twenty years was examined under index headings of ascendance, attitudes, child, clergy, dominance, family, father, ministers, mother, personality, psychology of religion, religion, religious, theological students, and theology. No study of ministers in terms of the present problem appears to have been published. The prevailing subjects for study have been in terms of the call to the ministry, factors influencing the selection of this vocation and professional techniques and training.

The present study aims to contribute new data which may lead to new insights applicable in the recruitment, training and counseling of ministers. In a report on the recruitment needs of The Methodist Church, Leiffer indicated that only wise planning and leadership on the part of annual conferences would fill the minimum replacement needs for ministers of this church in the decade following 1948.<sup>15</sup> Furthermore leaders in the training of ministers are emphasizing that he investigate his attitudes and their sources for their effects upon his parishioners, in particular for their effects upon his counseling relationships.<sup>16</sup>

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15. Murray H. Leiffer, The Methodist Ministry in 1948: Its Composition and Training and The Recruitment Needs of the Church (Chicago: The Methodist Publishing House, 1948), pp. 52 and 59.

16. See Seward Hiltner, The Counselor in Counseling (New York: Abingdon-Cokesbury Press, 1952), pp. 7-12, and Paul E. Johnson, Christian Love (New York: Abingdon-Cokesbury Press, 1951), p. 161, as two of these leaders.

In addition to its importance for the ministry the present study is important in the search for more data on the psychology of parent-child relationships. Most of the studies of parental attitudes, with reference to attitudes of acceptance and rejection and their relationship to adjustmental responses by the child, have investigated children. More study of these factors among persons beyond childhood is needed to enlarge the fund of knowledge about parental relationships, and to test such hypotheses as can be formulated on the basis of the knowledge now available.

### 3. THEORETICAL HYPOTHESIS

The hypothesis is that dominant theological students will describe their parents as accepting them while submissive theological students will describe their parents as rejecting them. Three points lead to the formulation of this hypothesis. (1) Considering the traits of dominance and submission, it might be contended that dominance rather than submissiveness by males would be more acceptable in this culture on the whole. For it is generally recognized that submissiveness is associated with femininity, while dominance is associated with masculinity and our culture places a rather high value upon the manifestation of masculine traits by its males. Therefore, the male child who conformed to these expectations would more likely be identified with a masculine role, thereby gaining approval and more freedom to identify with male objects than the submissive boy. (2) From the standpoint of parental attitudes, the development of self-assurance as a characteristic of dominance would indicate the child

was accepted by his parents. The manifestation of this characteristic would be a sign of maturation and elicit further approval from others. On the other hand, dependency and insecurity which are characteristics of submissiveness would indicate rejection by either or both parents. (3) Empirical evidence shows that accepting parents help the child develop this self-assurance and independence, while rejecting parents promote a loss of independence and self-assurance whether they mask rejection by overprotection and indulgence or openly dominate the child.

#### 4. ORGANIZATION OF REMAINDER OF DISSERTATION

Since the population sample was classified into dominant and submissive groups, then tested for descriptions of their parents as accepting or rejecting parents, the remainder of the dissertation will be organized in this sequence.

In Chapter II a discussion of dominance and submission is presented. The philosophical, sociological and psychological literature dealing with them as organizing principles in society and as human traits will provide a conceptual background for a discussion of empirical studies. This presentation will conclude with discussions of these traits and their definitions in various conceptualizations of personality.

In Chapter III the definitions evolved for use in this study are presented. The instruments by which the population sample was classified and tested in reference to dominance, submission and parental attitudes are discussed, and their construction and adminis-

tration are described. The scoring procedures, their use and usefulness for obtaining the data desired are considered.

The statistical treatment and results of the data are presented in Chapter IV. These results are discussed as they occur from each test so that details which each test contributed can be considered. Then the over-all statistical results are evaluated in terms of the usefulness of the tests with regard to their frequency in eliciting statistically significant data and their value in differentiating between parental attitudes of dominant and submissive student subjects.

The analysis and interpretation of the results describing the attitudes of each parent are considered in Chapter V. In this chapter significant differences occurring within each group and between the two groups are evaluated with reference to response means obtained from significant tests.

In Chapter VI the results are drawn into a summary and pertinent conclusions are presented. These conclusions are applied to various areas concerned with the ministry and suggestions for further research are made.

## CHAPTER II.

### SURVEY OF LITERATURE ON DOMINANCE AND SUBMISSION

Among the many responses to social interaction which have been studied and described are dominance and submission.<sup>1</sup> long before sociologists used them as principles within concepts of social movement, and before psychologists used them as scalable traits in conceptualizations of personality and as dynamics of adjustment, philosophers discussed them as principles in their concepts of social organization. Thus they are useful for this study as concepts of human development and as descriptive terms to define modes of adjustment.

#### 1. DOMINANCE AND SUBMISSION IN PHILOSOPHY

As philosophical principles, dominance and submission are found in statements of the social contract theory. In Plato's conception of the perfect state each class of citizens would dominate in its assigned area of skills while submitting to the rule of a few in government. All would fill the roles for which their natural talents or limitations best fitted them and to which the ruling class assigned them.<sup>2</sup> Aristotle presents the principles in his discussion of slavery:

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1. Or, ascendancy and submission, for dominance and ascendancy are equivalent in the present study.

2. John Llewelyn Davies and David James Vaughan, translators, The Republic of Plato (New York: Macmillan and Co., 1892) Book II, pp. 54-74.

From the hour of their birth, some are marked out for subjection, others for rule. . . . Such a duality . . . originates in the constitution of the universe; even in things which have no life.<sup>3</sup>

Medieval political theories, influenced by the teachings of the church, presented the principles largely in terms of The Covenant. This reflected the Old Testament idea that society evolved through an agreement between God and man.

The principles appeared later in Hobbes' conception of sovereignty. The sovereignty of the Leviathan must be based upon a contract of unquestioning obedience, else man would revert to his natural state of warfare. There would be no mine and thine distinct in this state, "but only that to be every man's that he can get; and for so long as he can keep it."<sup>4</sup> The natural man for Locke, however, was not so. He was a social being independent, free and equal with others. In the Lockean social contract man submitted to the determination of the majority, giving up to the community his right to execute natural law. Hence, the minority agreed to the will of majority rule and it was tacitly so for their descendants.<sup>5</sup> On the other hand, Hume denied

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3. W. D. Ross, editor, Aristotle Selections (The Modern Student's Library; New York: Charles Scribner's Sons, 1927), p. 291.

4. Part I, Chapter 13 from Leviathan, Francis William Coker, compiler, Readings in Political Philosophy (New York: The Macmillan Company, 1929), p. 306.

5. Book II, Chapter 8 from Two Treatises of Government, Francis William Coker, compiler, Readings in Political Philosophy, pp. 396-402.

the idea of these types of contracts by asserting states more often were founded by outright usurpation or by conquest and that submission persisted generation after generation by habit and custom. But he agreed with Hobbes that the selfish interest of men require laws and magistrates necessary to prevent dominance by the strong.

Meanwhile, Rousseau proposed a social contract that would do away with the evils of political dominance and social inequalities bred by them. In this contract, that was social rather than governmental and democratic rather than dictatorial, Rousseau proposed that the general will of the people was manifested in the sovereignty as they each gave up their natural rights to the community:

Chacun de nous met en commun sa personne et toute sa  
puissance sous la suprême direction de la volonté générale;  
et nous recevons en corps chaque membre comme partie  
indivisible du tout.<sup>6</sup>

Thus, under the protection of this greater sovereignty each member regains his natural rights. To escape domination by a few tyrants the individuals submit to their collective will and gain power thereby to preserve their individual interests.

The theory of social contract has survived since the time of Rousseau as an important concept of social organization. It influenced the great social revolutions which swept England, France and America from 1688 to 1800. Its influence may be seen today in the development

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6. Jean Jacques Rousseau, Du Contrat Social, C.E. Vaughan, editor (London: Longmans, Green and Company, Ltd., 1926), p. 14.

of the United Nations Assembly which is struggling with dominance and submission in social and governmental organization on a larger scale than ever before.

## 2. DOMINANCE AND SUBMISSION IN SOCIOLOGY

The principles of dominance and submission can be found in sociological theories of social evolution, and in the late nineteenth century they became a pivotal point of discussion. This was largely due to the influence of Comte and Spencer. In showing that social evolution rested upon the persistence of Force, Spencer designated supremacy and subordination as the principles which "must establish themselves . . . throughout the whole structure of a society . . . and there finally initiate social differentiations."<sup>7</sup> The same process was described by Tarde, in principle, in terms of imitation as he focused upon the inter-psyche influence between the creative inventors and the imitators. Such an influence, he felt, initiated differentiation.

In the twentieth century Simmel traced the principles of superordination and subordination in social relations. These operate reciprocally in society as the leader becomes the led. The will-to-dominate, Simmel says, "draws its satisfaction from the fact that the acting or suffering of the other offers itself to the dominator as

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7. Herbert Spencer, First Principles of a New System of Philosophy (Second edition; New York: D. Appleton and Company, 1877), p. 424. Cf. pp. 476, 511 and Herbert Spencer, "From Freedom to Bondage" (Truxtun Deale, editor, The Man Versus The State: A Collection of Essays by Herbert Spencer, New York: Mitchell Kennerley, 1916), pp. 150-176.

the product of his will."<sup>8</sup> Thus the leader may be led to dominate farther as he gains satisfaction from feeling he is successful. On the other hand, he may be forced deeper into the role by the consequences of it as others submit and expect him to continue. Thus, Simmel proposed that differentiations between the superordinator and subordinated maintain social organization. It is not essential for the superordinator to be a person; it may be a group or an objective force such as social ideals. To other sociologists, however, it was essentially the dyad, or human pair, and the basis upon which the pair interacted, that caused differentiations and integrations in every culture. The bases upon which this "cell-unit in social structure" may be formed can be one of the main types of "sexual, generation, or friendship dyads."<sup>9</sup> These types of interpersonal relations eventually influence the whole culture, for "the personal influence of both members upon a third person is usually intensified by their pair pattern."<sup>10</sup> With three the pair becomes a crowd and differentiations lead to the integration of new dyad types, since three persons interacting often behave differently than when alone or in original pairings. Thus, as

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8. Kurt H. Wolff, translator and editor, The Sociology of Georg Simmel (Glencoe, Illinois: The Free Press, 1950), p. 181ff.

9. Howard Becker, translator and adaptor, Systematic Sociology on the Basis of the Beziehungslehre and Gebildelehre of Leopold von Wiese (New York: John Wiley and Sons, Inc., 1932), pp. 516 and 520.

10. Howard Becker, translator and adaptor, Systematic Sociology on the Basis of the Beziehungslehre and Gebildelehre of Leopold von Wiese, p. 516.

Spencer said, differentiation and integration are ceaselessly active, and as Ross summarizes these relationships he says "no phenomenon is more persistent, recurrent, or frequent than domination" in accomplishing this.<sup>11</sup>

### 3. DOMINANCE AND SUBMISSION IN PSYCHOLOGY

While Becker was introducing von Wiese into American sociology and Ross was writing both in this field and in psychology, the terms ascendance and submission appeared in studies by psychologists interested in personality. G. W. Allport and Floyd Allport drew upon the concepts of dominance and submission in philosophy and sociology to develop their test for ascendance and submission in personality.<sup>12</sup>

In an initial presentation of the test, Allport says:

each individual has both an ascendant and submissive integration. . . . on the other hand, one of the two tendencies is sufficiently pronounced to justify a differential rating in terms of ascendance or submission.<sup>13</sup>

Hence, the traits appear sufficiently distinct to describe behavioral

11. Edward Alsworth Ross, Principles of Sociology (First revision; New York: D. Appleton-Century Company, Inc., 1920), p. 117. Concrete examples of dominative situations are: (1) Parent over child; (2) Old over young; (3) Husband over wife; (4) Men over women; (5) Military over industry; (6) Well-situated over ill-situated; and, (7) Strong over weak.

12. Marjorie Lou Page, "Ascendance-Submission" (Ralph B. Winn, editor, Encyclopedia of Child Guidance, New York: The Philosophical Library, 1943), pp. 26-27. This author gives the phases in the development of ascendance-submission within psychology and the areas in which the concepts were applied. She indicates G. W. Allport was the first to introduce these into psychology and apply them through testing.

13. Gordon W. Allport, "A Test for Ascendance-Submission," Journal of Abnormal and Social Psychology, 23(July-September, 1928), p. 121.

variations, yet related so as to allow scalability on a continuum. Allport found a normal distribution was present when the traits were considered statistically. Evaluating the practical importance of the traits, he felt that testing for them assisted in gaining insight into individual modes of adjustment and in offering guidance for vocational placement.

This beginning led to a course of investigation. The Psychological Index and Psychological Abstracts showed that 1928 was the first year the traits were indexed as separate topics when these publications were examined.<sup>14</sup> Fender followed close on the work of the Allports. During the same year he reported his efforts to correlate

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14. See Psychological Index, 1924-1930 (Princeton, New Jersey: Psychological Review Company, 1925-1931), Numbers 31-37, and Psychological Abstracts, 1928-1950 (Lancaster, Pennsylvania: The American Psychological Association, Inc., 1931-1951), Volumes 1-24. In 1928 three articles appear under ascendance; in 1929-1930 this term disappears and dominance replaces it with a sociological slant; in 1931 ascendance reappears in a similar frame of reference and dominance disappears; in 1932 and 1933 dominance reappears in three physiological studies only; in 1934, 1935, 1936 two articles appear each year under ascendance in studies of children, the family, and mental illness; in 1937 three articles on ascendance are reported; in 1938 eleven articles are shown with ascendance being cross-indexed with dominance, and infra-human studies stand out; in 1939 nine articles appear; in 1940 sixteen articles are reported to emphasize again interest in animal studies; in 1941 thirteen articles are recorded and ascendance drops out with dominance replacing it; in 1942-1948 ten, seven, six, seven, nine, two and three studies appear successively; in 1949 three studies and the return of ascendance appear; and, in 1950 one further study is reported. By this evidence the peak of interest occurred in the decade 1937-1946 and dominance became preferred over ascendance simultaneously, replacing the latter about mid-way. Apparently psychologists sought to verify the validity of the traits as descriptive terms by turning to animal studies. These studies increased as interest in the traits increased in tempo.

ascendance or submission with personality factors of height, weight, academic status, and extroversion-introversion. Correlations of significance were found between ascendance and extroversion, using Heider's test. He felt some suggestion could be found that submission correlated with high scholarship, intermediate position in sibling sequence, and advancement to senior class in college.<sup>15</sup>

Eleven years later Ruggles and Allport summarized studies done on these traits, specifically in terms of The A-S Reaction Study which introduced them to personality research.<sup>16</sup> In addition to the Allports' initial evaluation of their importance, these authors suggested that testing for the traits was useful in personal counseling and psychological demonstrations. Of interest pertinent to the present study are trends of investigations made since 1928, namely, as measurements of these traits in young children, experimentation with methods for their modifiability and modification, the measurement and evaluation of their effects on group dynamics, and studies of them on feeling and behavioral levels.<sup>17</sup> Roughly these trends occurred in this sequence. The following discussions will cite the various aspects and avenues

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15. Irving Milton Bender, "Ascendance-Submission in Relation to Certain Other Factors in Personality," Journal of Abnormal and Social Psychology, 23(July-September, 1928), pp. 137-143.

16. Richard Ruggles and Gordon W. Allport, "Recent Applications of the A-S Reaction Study," Journal of Abnormal and Social Psychology, 34(October, 1939), pp. 519-528.

17. Marjorie Lou Page, "Ascendance-Submission" (Ralph B. Winn, editor, Encyclopedia of Child Guidance), pp. 26-27.

of experimentation shown by specific studies among infra-human societies.

#### 4. INFRA-HUMAN EXPERIMENTS

Infra-human experiments have been made with fish, crabs, lizards, rats, mice, rabbits, cats, dogs, various fowl, goats, monkeys and chimpanzees. The simplest classification by which these investigations can be presented, and the most profitable in showing a pertinence to the present study, is in terms of the range of correlations sought by experimenters.

##### (1) Dominance, Submission and Sex

The correlation of sexual factors with dominance and submission was frequently sought. Maslow made a number of studies of monkeys along this line. In a summary statement of these studies he classifies sexual behavior among infra-human primates as two types; one type motivated mainly by the sexual drive and the other motivated mainly by the dominance drive. He places the emphasis upon the latter, as he did later in his studies with humans. He sees dominance as a "power weapon, and as a form of gesture language with which social attitudes are communicated."<sup>18</sup>

The following year Brown, in a study of six male rabbits is-

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18. A. H. Maslow, "The Role of Dominance in the Social and Sexual Behavior of Infra-Human Primates: III. A Theory of Sexual Behavior of Infra-Human Primates," The Pedagogical Seminary and Journal of Genetic Psychology, 43(June, 1936), p. 336.

olated from females for two years, observed certain ones to persist in sexual mounting toward the dominance of others. During previous experiments with these animals, Brown had conditioned them by a light stimulus. He observed that it was the dominant rabbit that retained this conditioning more stably than the non-dominant animal. When a dominant animal became less dominant than formerly in sexual activities the stability of this conditioning lessened.<sup>19</sup>

In a study of twenty-two pairs of adolescent and adult chimpanzees, Yerkes ascertained dominance hierarchy patterns.<sup>20</sup> Then he sought correlations between dominance and the sexual cycle. Using four males and fourteen females in various pairings in competitive food situation, he found the usually subordinate female became the more dominant one during maximal swelling in the sexual cycle. Otherwise the male resumed his dominant role and did not defer to the partner. Apparently the intensity of the sexual drive was a factor that altered the dominance drive usually associated with maleness.<sup>21</sup>

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19. R. H. Brown "Stability of Conditioning and Sexual Dominance in the Rabbit," Science, 86(December 3, 1937), p. 520.

20. Robert M. Yerkes, "Social Dominance and Sexual Status in the Chimpanzee," The Quarterly Review of Biology, 14(June, 1939), pp. 115-136.

21. Robert M. Yerkes, "Social Behavior of Chimpanzees: Dominance Between Males, in Relation to Sexual Status," Journal of Comparative Psychology, 30(August, 1940), pp. 147-186. A report of more detailed observations, supporting the same conclusions was given by R. M. Yerkes, "Conjugal Contrasts Among Chimpanzees," Journal of Abnormal and Social Psychology, 36(April, 1941), pp. 175-199. A chart summarizing most of his findings on dominance and other factors among chimpanzees and other primates is given by Robert M. Yerkes and Ada W. Yerkes, The Great Apes (New Haven: Yale University Press, 1929), pp. 551-561.

Apparently sex and dominance patterns correlate, though to a lesser degree than these patterns with age and weight on lower animal levels. For example, in a study of eighteen male and twelve female albino rats Seward divided the animals into one-sexed groups of six each and determined their dominance rankings by fighting bouts. He found that with time and increased number of meetings there was a drop in the number of aggressions per animal, though intensity and decisiveness of the encounters increased. Also, previous tendencies toward dominance or submission became more noticeable though female rats did not vary much in their increase as did the males. He concluded that dominance is caused by pugnacity and submission by fear; the latter being subject to quick and stable conditioning.<sup>22</sup> However, in a second report Seward suggested this hierarchy had little stability because of the proneness to fear conditioning in the albino rat, though the hierarchy reasserted itself when a new opponent was introduced as a challenge within the group.<sup>23</sup>

## (2) Dominance, Submission and Aggression

Other investigators reported correlations between aggression and dominance. Evans made a study of lizards, showing for the first time a hierarchy in any reptile species. Nineteen male lizards were

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22. J. P. Seward, "Aggressive Behavior in the Rat. I. General Characteristics: Age and Sex Differences," Journal of Comparative Psychology, 38(August, 1945), pp. 175-197.

23. J. P. Seward, "Aggressive Behavior in the Rat. II. An Attempt to Establish a Dominance Hierarchy," Journal of Comparative Psychology, pp. 213-224.

arranged in a hierarchy according to their aggression in acquiring and holding territory. Weight was a factor in stabilizing the hierarchy, as was age. Old residents were more vicious than new ones.<sup>24</sup>

Uhrich brought in the factor of age in his study of male albino mice as related to dominance and aggression. Fighting characteristics developed at about fifty days of age. The resulting hierarchy among these young mice was rather stable, usually controlled by one mouse. The dominance factor was sufficiently strong that even when two shared the dominant position one would remain supreme over the other.<sup>25</sup> Allee generally supported these findings in terms of his studies of chickens and mice. He reported that any change in dominance status affected the sexual aggression of the cock and egg-laying productivity of the hen.<sup>26</sup> Schjelderup-Ebbe had already reported similar findings. He found successful dominance through aggressive acts by hens reduced their submission to fertilization. Apparently sufficient satisfaction was gained from pecking others as to reduce submission even to an aggressive male.<sup>27</sup>

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24. Llewellyn T. Evans, "Social Behavior of the Normal and Castrated Lizard, *Anolis Carolinensis*," Science, 83(January 31, 1936), p. 104.

25. Jacob Uhrich, "The Social Hierarchy in Albino Mice" Journal of Comparative Psychology, 25(April, 1938), pp. 373-413.

26. W. C. Allee, "Group Organizations Among Vertebrates," Science, 95(March 20, 1942), pp. 289-293.

27. Thorlief Schjelderup-Ebbe, "Social Behavior of Birds" (Carl Murcheson, editor, A Handbook of Social Psychology, Worcester, Massachusetts: Clark University Press, 1935), pp. 947-972.

In a study of fourteen paired goats, in frustrating food situations, Scott tested dominance as a possible modifying factor for aggression caused by frustration. He concluded that there is "no exception to the rule that it is only the dominant animals which become aggressive when frustrated."<sup>28</sup> He observed, however, that this mainly occurred in situations in which the animals were in the habit of being aggressive. Again, this suggests something of the strength of this drive and the extent of satisfaction gained from its fulfillment, while implying the modification of dominance is somewhat doubtful. An even more interesting study was done by Masserman. In his study of cats over a ten year period, to investigate animal behavior in the light of psychiatric principles, he conditioned cats to overcome the barrier of a food box lid upon a bell and light stimulus. When hungry and frustrated by this and temporary barriers the cats responded with aggression and attack to reach the goal. When barriers were removed and a blast of air was substituted for the expected food neurotic symptoms of compulsive escape and anxiety resulted. Forced feeding and sedatives or alcohol were necessary to remove inhibitions toward again seeking the food box. After determining their characteristic responses to frustration these cats were placed in food competitive situations with normal cats. When the dominance hierarchy was established aggressive behavior was more readily induced in the ex-

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28. J. B. Scott, "Dominance and the Frustration-Aggression Hypothesis," Physiological Zoology, 21(January, 1948), p. 37.

perimental cats, who would return to their dominance position by fighting with that cat who had displaced him temporarily during the frustration experiment.<sup>29</sup> This evidence reiterates the strength of this drive and the extent of conditioning necessary to modify it, at least in this study.

### (3) Dominance, Submission and Heredity

Fennell studied aggression and dominance in terms of heredity among carefully bred cocks, hybrids and non-hybrids. Matching the hybrid cock with non-hybrids the former always won, suggesting to this investigator that dominance or submission in game chickens is related to heredity. Even the mode of attack seemed inherited. Comparing the two breeds in their sexual aggression with hens, he found the game cocks were likewise more active.<sup>30</sup>

### (4) Dominance, Submission and Leadership

In their studies of a herd of goats Stewart and Scott sought to correlate dominance and leadership. Among the eighteen paired goats they found the older goat was superior in leadership rather than the goat who was dominant. These investigators felt age and learning rather than dominance were more closely related to leader-

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29. Jules H. Masserman, "Experimental Neuroses and Group Aggression," American Journal of Orthopsychiatry, 14(October, 1944), pp. 636-643.

30. R.A. Fennell, "The Relation Between Heredity, Sexual Activity and Training to Dominance-Subordination in Game Cocks," American Naturalist, 79(March-April, 1945), pp. 142-152.

ship.<sup>31</sup> Ross and Scott again substantiated these findings two years later in a study of other goats.<sup>32</sup>

(5) Dominance, Submission and Age

The appearance of these traits at an early age was touched upon by the citation of Urich's study. To that evidence may be added the study by James of four Dalmation-Setter puppies, one female and three males, in food-taking situations. At about the age of eighty-five days the puppies could be differentiated as to their dominant or submissive tendencies.<sup>33</sup>

(6) The Constancy and Modifiability of Dominance and Submission

As peripheral explorations in some of the above studies, the constancy and modifiability of these traits have been investigated in terms of sex, aggression and other factors. However, some studies have been concerned with these possibilities directly as in the ones done by Birch and Clark. In their experiences with castrate and non-castrate chimpanzee males they found treatment with female hormones increased dominance. These responses persisted with treatment, and,

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31. Jennie C. Stewart and J. P. Scott, "Lack of Correlation Between Leadership and Dominance-Relationships in a Herd of Goats," Journal of Comparative and Physiological Psychology, 40(No month shown, 1947), pp. 255-264.

32. Sherman Ross and J. P. Scott, "Relationship Between Dominance and Control of Movement in Goats," Journal of Comparative and Physiological Psychology, 42(No month shown, 1949), pp. 75-80.

33. W. T. James, "Dominant and Submissive Behavior in Puppies as Indicated by Food Intake," The Pedagogical Seminary and Journal of Genetic Psychology, 75(September, 1949), pp. 33-43.

once learned, continued after cessation of treatment.<sup>34</sup> Continuing these experiments, they administered the hormone orally and by implantation of pellets to castrated females. There was a stable linear dominance-submission hierarchy manifested when the animals were paired. Then they treated only the submissive animals and found male hormones reliably raised their dominance tendencies. Administering the female hormone, they found dominance increased as the normal sexual swelling increased.<sup>35</sup> This coincided with findings by Yerkes. Thus submissiveness was more modifiable than dominance, which appeared the more constant of the two traits, even when under pressure for alteration.

In a similar experiment on hens low in the pecking order, Allee and associates injected testosterone propionate into castrate and non-castrate hens found constantly submissive. These fowl rose in the pecking order until they eventually dominated the flock, retaining high dominance when injections ceased and recovering egg-laying capacities as well. In immature pullets the implantation of pellets accomplished the same rise in dominance status, though injections

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34. George Clark and Herbert G. Birch, "Hormonal Modifications of Social Behavior. I. The Effect of Sex-Hormone Administration on the Social Status of Male-Castrate Chimpanzees," The Journal of Psychosomatic Medicine, 7(November, 1945), pp. 321-329.

35. Herbert G. Birch and George Clark, "Hormonal Modifications of Social Behavior. II. The Effects of Sex-Hormone Administration on the Social Dominance of the Female-Castrate Chimpanzee," The Journal of Psychosomatic Medicine, 8(September-October, 1946), pp. 320-331.

did not.<sup>36</sup> Bennett reported similar findings in her experiments with one flock of female and two flocks of male ring doves.<sup>37</sup>

Another approach has been to attempt modification of the traits in terms of aggressive changes. Ginsburg and Allee studied three generations of three breeds of mice in combat situations. They found an aggressive mouse could be made submissive by conditioning through successive losses, and submissive mice became more aggressive with successive wins. However, it was easier for dominant mice to become conditioned toward submissiveness than for submissive mice to become influenced toward dominance, at least through situations of aggressive combat.<sup>38</sup> These investigators considered heredity as a possible cause. It should be noted that this study produced reversed findings as compared to other studies concerned with modifications, suggesting there can be reversals and that the strength of each drive may be a matter of individuality plus other factors.

#### 5. HUMAN EXPERIMENTS

Of the many studies of correlations sought between dominance

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36. W. C. Allee, W. E. Collins and Catherine E. Lutherman, "Modification of the Social Order in Flocks of Mice by the Injection of Testosterone Propionate," Physiological Zoology, 12(October, 1939), pp. 412-440.

37. Mary A. Bennett, "The Social Hierarchy in Ring Doves. II. The Effect of Treatment with Testosterone Propionate," Ecology, 21 (April, 1940), pp. 148-165.

38. Benson Ginsburg and W. C. Allee, "Some Effects of Conditioning on Social Dominance and Subordination in Inbred Strains of Mice," Physiological Zoology, 15(October, 1942), pp. 485-506.

or submission and human factors, samples will be given sufficient to indicate the main trends of such investigations. This presentation will begin where classifications of infra-human studies left off and will extend to such other classifications as seem to cover the factors explored.

(1) Age, Constancy and Modifiability of Dominance and Submission

Pairing four-year olds into three groups, Jack studied possible modification of the extreme upper third of ascendant children as compared with possible change of the lower third of non-ascendant children. She found the non-ascendant child easier to change toward ascendance than the ascendant child was to change toward non-ascendance when each group was given special training.<sup>39</sup> In a study of adolescents whom McLaughlin found to be extreme in their manifestations of ascendancy or submission, as drawn from a population of 400 tested for these traits, similar results were obtained. She worked for five to seven months with these twenty-five extreme cases, using bibliotherapy, the correction of physical handicaps, the reduction of environmental difficulties, interviews and the co-operation of associates. In the submissive group twelve out of thirteen were changed toward ascendant behavior. Only five out of twelve ascendant persons changed toward submissive behavior. Modification for them was difficult. Remedial and environmental measures helped submissive persons most, suggesting the

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39. Lois M. Jack, "An Experimental Study of Ascendant Behavior in Preschool Children," University of Iowa Studies in Child Welfare, 9(May, 1934), pp. 7-65.

reduction of inner tensions aroused in interaction with the environment as the reason. She felt the genesis of the traits was in early social relationships. Circumstances causing submission she suggested to be little opportunity for practicing initiative, undue parental restraint, and factors arousing a sense of inferiority. Factors probably causing ascendance were listed such as early responsibilities, parental guidance toward self-confidence and initiative, numerous social contacts, compensation for defects, and physical prowess among others.<sup>40</sup>

Page also attempted to modify the traits in young children through training designed to increase the factor of self-confidence, finding submission rather easy to alter toward ascendant behavior and the latter rather difficult to change.<sup>41</sup> Chittenden sought similar modifications by teaching young children to understand and interpret difficult social situations through the use of play situations. Dolls were used to act out problems similar to those presented by the children in relation to other children. From these little dramas the children were taught to analyze the problem to develop their ability to perceive new methods of adjustment. When these children later interacted with other children, Chittenden reports dominating behavior de-

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40. M. A. McLaughlin, "The Genesis and Constancy of Ascendance and Submission as Personality Traits," University of Iowa Studies in Education, Volume 6, 1931, 95 pp.

41. M. L. Page, "The Modification of Ascendant Behavior in Free-school Children," University of Iowa Studies in Child Welfare, 12(August, 1936), pp. 7-69.

creased in statistically significant amounts as the new insights developed. However, she did not find that cooperation or submissiveness increased among the children who were characteristically dominating individuals even though their understanding of the situations increased.<sup>42</sup>

## (2) Dominance, Submission and Individual Characteristics

In studies of expressive movement such as handwriting, reading, gait, verbalizations, punctuality and distractibility Eisenberg studied college men and women classed as dominant and non-dominant. Among other findings he reported dominant persons were faster in reading and writing, generally less distractible, and produced more verbalizations. Persistence and punctuality varied but dominant men were less persistent than non-dominant men and dominant women were more persistent than non-dominant women.<sup>43</sup> In other studies, Eisenberg and others investigated the ability of persons to judge dominance and submission in terms of an individual's handwriting,<sup>44</sup> gait,<sup>45</sup> and

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42. Gertrude E. Chittenden, "An Experimental Study in Measuring and Modifying Assertive Behavior in Young Children," Monographs of the Society for Research in Child Development, Volume 7 (Washington, D.C.: Society for Research in Child Development National Research Council, 1942), 87 pp.

43. Philip Eisenberg, "Expressive Movements Related to Feeling of Dominance," Archives of Psychology, Number 211(May, 1937), 73 pp.

44. Philip Eisenberg, "Judging Expressive Movement: I. Judgments of Sex and Dominance-Feeling from Handwriting Samples of Dominant and Non-Dominant Men and Women," The Journal of Applied Psychology, 22(October, 1938).

45. Philip Eisenberg and F. B. Reichline, "Judging Expressive

voice.<sup>46</sup> Throughout, judges were able to detect dominant persons with frequencies a little better than chance when considered statistically.

This same experimenter also found height and weight correlated somewhat with dominance in men. However, he found no significant correlations of dominance with eye and hair color, nor with class in college. In terms of ordinal position among siblings he found eldest and only children were more dominant than youngest or middle children. This was more true for men than for women in this study.<sup>47</sup>

Maslow is to be credited with the distinction between dominance-feeling and its outward expressions. He felt this feeling may be characterized as self-esteem or self-confidence, and, that it may or may not affect dominance status once that status is attained. However, there is a connection since a position in status can affect the feeling one has. On the other hand, dominating behavior can affect this position and change it. But he suggests that if dominating behavior is increased above the level of dominance-feeling indicated, then the behavior as a function of this feeling is an effort to achieve both status and feeling of dominance. Operationally such behavior is

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Movement: II. Judgments of Dominance-Feeling from Motion Pictures of Gait." The Journal of Social Psychology, 10(August, 1939), pp. 345-357.

46. Philip Eisenberg and Eleanor Salowits, "Judging Expressive Movement: III. Judgments of Dominance-Feeling from Phonograph Records of Voice," The Journal of Applied Psychology, 22(December, 1935), pp. 620-631.

47. Philip Eisenberg, "Factors Related to Feeling of Dominance," The Journal of Consulting Psychology, 1(November-December, 1937), pp. 89-92. Similar findings were reported by Bender cited earlier in this chapter.

compensatory striving. In discussing the role of dominance in personality characteristics he suggests four manifestations, active and aggressive, calm and non-aggressive, sociable, and a highly sexed drive.<sup>48</sup> He discounts the last to propose that sexual behavior and attitudes are really more closely related to dominance-feeling than sheer sexual drive.<sup>49</sup> It is interesting to note that in this second study he concurs with Yerkes, in his study of conjugal contrasts among chimpanzees, namely, marital ventures have more chance for success if the mates are in near balance of dominance and submission than when extremes are present.

### (3) Dominance, Submission and Factors Related to Intelligence

Dodge reported little or no correlation between social dominance and the factor of intelligence from his study of 651 subjects. He concluded the two factors probably are independent.<sup>50</sup> In a study of the quality of failures among submissive children Taylor and Farber, using repeated foreboard trials, found them to be considerably inferior to the scores of ascendant children. They concluded that general intelligence apparently is independent of generalizations concerning

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48. A. H. Maslow, "Dominance-Feeling, Behavior, and Status," Psychological Review, 44(September, 1937), pp. 404-429.

49. A. H. Maslow, "Self-Esteem (Dominance-Feeling) and Sexuality in Women," The Journal of Social Psychology, 16(November, 1942), pp. 259-294.

50. Arthur F. Dodge, "Relation of 'Social Dominance' To General Intelligence," Journal of Educational Psychology, 28(May, 1937), pp. 387-390.

correlation with these traits.<sup>51</sup> When the traits are related to scholastic achievement the evidence is contradictory. Bender reported scholastic achievement and submissiveness are somewhat related while Broom reported dominant persons excel submissive persons in such achievement.<sup>52</sup>

#### (4) Dominance, Submission and Factors Related to Vocation

Pertinent to vocational guidance and placement Dodge found dominance was more pronounced in experienced salespersons than in experienced clerical workers.<sup>53</sup> In a report on salesmen and saleswomen, using the same test, he found the best sellers rated high in social dominance against those similarly selected and rated by the store personnel manager as poor sellers.<sup>54</sup> Unpublished studies reported by Ruggles and Allport,<sup>55</sup> and the study by Beckman<sup>56</sup> further

51. Janet A. Taylor and I. B. Farber, "The Effect of Failure and Success as a Function of Ascendancy and Submission," The American Psychologist, 3(August, 1948), p. 361. An abstract.

52. M. Sauteco Broom, "A Study of a Test of Ascendancy-Submission," The Journal of Applied Psychology, 14(October, 1930), pp. 405-413. Bender's study is reported on page 20 of the above text.

53. Arthur F. Dodge, "Social Dominance of Clerical Workers and Sales-Persons as Measured by the Bernreuter Personality Inventory," Journal of Educational Psychology, 28(January, 1937), pp. 71-73.

54. Arthur F. Dodge, "Social Dominance and Sales Personality," The Journal of Applied Psychology, 22(April, 1938), pp. 132-139.

55. Richard Ruggles and Gordon W. Allport, "Recent Applications of the A-S Reaction Study," Journal of Abnormal and Social Psychology, 34(October, 1939), pp. 519-528.

56. R. O. Beckman, "Ascendancy-Submission Test - Revised,"

indicate correlations between dominance and occupations requiring permission or authority over others such as those of salesmen, foremen, and so forth. On the other hand, meter readers and plumbers appear to correlate with indications of submissiveness.

(5) Dominance, Submission and Factors Related  
to Religion

In a study of Jews, Catholics and Protestants, Maslow found Jewish persons more dominant than Catholics or Protestants. Between the last two he found Protestants ranked least dominant.<sup>57</sup> Eisenberg, on the other hand indicated no difference in dominance between Protestants and Catholics.<sup>58</sup>

(6) Dominance, Submission and Group Dynamics

In educational groups Anderson reported dominative children aroused dominative techniques in others while integrative behavior induced cooperation. He found boys were more dominant in these interactions with other children than were girls. Anderson's classification of behavior into these two types should be noted for he is discussing

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Personnel Journal, 11(April, 1933), pp. 387-392. See also Richard S. Schultz and Sidney Maslow, "Restandardization of the A-S Reaction Study as a Personnel Form," The Journal of Applied Psychology, 22(December, 1938), pp. 554-557.

57. A. H. Maslow, "Dominance, Personality, and Social Behavior in Women," The Journal of Social Psychology, 10(February, 1939), pp. 3-39. This is an interesting and full statement of his theory of the syndrome of dominance.

58. Philip Eisenberg, "Factors Related to Feeling of Dominance," The Journal of Consulting Psychology, 1(November-December, 1937), pp. 89-92.

dominance in terms of co-operation on the one hand and as aggression on the other.<sup>59</sup> This is important for it contributes empirical evidence that dominance is not merely destructive mastery but that there are also constructively aggressive factors in dominance such as integrative cooperation, self-assertion and positive attitudes toward others. McCandless' study of the Wayne County Training School, Northville, Michigan cottage plan, further illustrates the cooperative and self-assertive aspects of dominative behavior. He found dominant boys were popular and accepted as leaders when their dominance was expressed in terms of good sportsmanship, honest and helpful participation; in other words, when they manifested socially-integrative behavior which Anderson noted. McCandless also found that when dominant boys manifested the aggressive, hostile aspects of dominance the groups in which they acted gave more approval to the shy, withdrawn, non-dominant boy.<sup>60</sup>

Before presenting dominance and submission in conceptualizations of personality a summary of trends to be noted from the two sections of empirical studies will bring some of their contributions to focus. (1) Dominance and submission appear at an early age; appar-

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59. Harold W. Anderson, "Dominative and Social Integration in the Behavior of Kindergarten Children in an Experimental Play Situation," Genetic Psychology Monographs, 19(August, 1937), pp. 341-408.

60. Boyd Rowden McCandless, "Changing Relationships Between Dominance and Social Acceptability During Group Democratization," American Journal of Orthopsychiatry, 12(July, 1942), pp. 529-536.

ently in response to the press of environmental factors and influenced somewhat by inherited characteristics. (2) The traits apparently remain rather constant since they appear at various stages of life. Dominance appears to be less modifiable than submissiveness. (3) Dominant and submissive persons differ in their expressive behavior and can be distinguished somewhat on the basis of their behavior such as gait and handwriting. (4) Dominance is related to aggression, maleness, sexual activity, self-confidence, supervisory vocations, and, somewhat to authoritarian and minority religious groups. (5) Submission is related to the opposite of these and to inhibition and anxiety.

#### 6. DOMINANCE AND SUBMISSION

##### IN CONCEPTUALIZATIONS OF PERSONALITY

Psychologists interested in the field of personality have found or theorized the importance of dominance and submission in the structure and expression of personality. McDougall, for example, thought of dominance and submission as dispositions organized under the self-regarding sentiment as the motivational counterparts of self-assertive instincts. Inwardly, they are felt as negative or positive self-feelings. Authority of parents and rewards or punishments by them become the learning situations whereby they develop and assist in the growth of the person. The child classifies people, subsequently, as those to whom he must submit and those whom he may dominate. He acts upon this classification in order to maintain a feeling of inner balance and security. For McDougall, then, dominance and sub-

mission are significant tendencies in the hierarchy of personality which are expressed as self-assertive, masterful efforts over others or as self-abasement and receptive yielding to others.<sup>61</sup>

From another approach to personality Allport finds these traits basic in the hierarchy of personality. Derived from unitary habits learned in interpersonal interaction they may be generalized as styles of adaptation by which the self responds to his environment. In this manner they motivate behavior for, as traits, they may be expected to govern both the reception of stimuli and the responses to them. He defines these traits in operation as generalized or focalized "neuropsychic systems with capacities to direct and motivate behavior."<sup>62</sup> Dominance and submission are therefore separable and discriminative in their expressions. Submissiveness is not just the lack of dominance but a positive mode of adjustment, a well-integrated disposition to defer to others and take a passive role in interactions with the environment. Dominance is a well-integrated disposition to seek control in the environment.

In Murray's concept of personality, dominance and submission are among the needs a person may develop in response to internal and external interactions. He also recognizes such needs may direct be-

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61. William McDougall, An Introduction to Social Psychology (Second edition; Boston: John W. Luce and Company, 1909), pp. 62-66, 193-202 and 256.

62. Gordon W. Allport, Personality: A Psychological Interpretation (New York: Henry Holt and Company, 1937), p. 295. See also pp. 142, 319-324 and 410-411.

havior toward goals and combine with other needs to become focalized or generalized integrations in a personality. Operationally dominance is a desire to "control the sentiments and behavior of others," and submission in the form of deference is a desire or "willingness to follow and co-operate with an admired superior object."<sup>63</sup>

Murphy also speaks of dominance and submission as traits formed through habits and reaction tendencies that are influenced in part by the person's physical, intellectual and temperamental dispositions and in part by learning through interaction with his environments. When conditioning and transfer of meanings occur the reaction tendencies and habits may cluster and become generalized as traits by which the person manifests his purposive striving. Thus dominance or submission may characterize the individual patterns of integration, hence his personality organization. Such patterns may be the conscious or unconscious desire by the individual to find "a way of looking serenely upon the self."<sup>64</sup> Dominance is the need to control and lead, and submissiveness is the need to yield and defer to environmental press in order to obtain an inner feeling of harmony.

From the psychoanalytic viewpoint Adler contrasts dominance

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63. Henry A. Murray and others, Explorations in Personality: A Clinical and Experimental Study of Fifty Men of College Age (New York: Oxford University Press, 1938), p. 151. See also pp. 45, 62, 75, 82ff and 152-161.

64. Gardner Murphy, Personality: A Biosocial Approach to Origins and Structure (New York: Harper and Brothers Publishers, 1947), p. 577. See also pp. 574-577, 619-629, 631-643, 980 and 984.

and submission as traits that express outwardly the inward poles of goal striving and conflicting desires. He conceived the striving for power as channelling the activities of most human beings. Inner fear of the loss of power causes compensatory behavior outwardly as the person searches for recognition and significance. Adler defines submissive behavior as the almost compulsive obedience, the servile bending to the will of others, while dominance is imperious and aggressive behavior whose aim is the command of others.<sup>65</sup> Freud discussed such behavior as channeled by the pleasure principle and expressed as sadism and masochism, for example. In sadistic behavior there is an aggressive desire to subdue and subject the object. In masochistic behavior there is a passive desire to accept and yield to the object.<sup>66</sup> Horney denies the service to the pleasure principle, proposing dominance and submission to be defenses against the basic anxiety over the loss of love and the need for reassurance. Submissiveness offers the object obedience and compliance so as to prevent injury to the subject, while dominance is a defensive need to possess or control the power to deflect possible harm.<sup>67</sup>

More recently Anderson also indicates the trend in modern

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65. Alfred Adler, Understanding Human Nature. Walter Beran Wolfe, translator (New York: Garden City Publishing Company, 1927) pp. 161ff, and 256-261.

66. A. A. Brill, translator and editor, The Basic Writings of Sigmund Freud (The Modern Library: New York: Random House, Inc., 1938), pp. 569-571.

67. Karen Horney, The Neurotic Personality of Our Time (New York: W. W. Norton and Company, Inc., 1937), p. 99.

psychology of personality to consider dominance and submission as defense mechanisms in response to situations of conflict. Consistent with his earlier study cited above he points out that dominative behavior is distinguishable from socially integrative behavior, and that it is in error of exactness to include both under the term dominance. Dominance is the working against others rather than directing one's energies in cooperation with others, strictly speaking. However, when dominance is shorn of its destructive elements it may be closely related to socially integrative behavior. In Anderson's concept, then, dominance is a defense against the press of conflicts in the environment and represents a lower level of ego strength and personality growth than does socially integrative behavior in dealing with conflicts. Submission is a defense formed in response to persistent and frustrating pressure, representing an even lower level of ego strength and spontaneity. By speaking of personality growth and of responses to conflict as revealing different levels of growth Anderson defines personality as the rate at which a person has become differentiated as an individual and at the same time demonstrates behavior at common purpose with other persons. Thus the more submissive a person is, the less he has been able to meet situations of conflict and fulfil his urge toward growth, spontaneity and individuality because of inner anxiety aroused by threatening environmental press. On the other hand the dominant person has been able to fulfil some of these urges and he reacts to situations of conflict with more spontaneity and less

anxiety.<sup>68</sup>

Several points emerge from the above survey. (1) Dominance and submission appear as distinct and positive modes of adjustment. They are positive because their purpose is to preserve an inner feeling of balance in the face of demands from the environment. (2) They are related to social goals with specific reference to adjustment to conflict in interpersonal relations. (3) They are related to basic functions of the organism whether they are considered as instincts, hierarchical traits or as defense mechanisms. (4) The similarity of terms used to define them suggest a universality of understanding and meaning for their operation. (5) Their operation suggest different levels of maturity in relating to others.

#### 7. SUMMARY OF THE CHAPTER

The aims of this chapter were to establish the universality and separability of dominance and submission as modes of adjustment for society and individuals; to offer theoretical and empirical evidence of some of their aspects; and, to examine their relevance among the factors of personality.

To accomplish these aims literature on dominance and submission was surveyed and these terms appear to describe significant factors in human and social development. When they were discussed by philosophers and sociologists they were presented as principles initiating differ-

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68. Harold E. Anderson and Gladys L. Anderson, editors, An Introduction to Projective Techniques and Other Devices for Understanding the Dynamics of Human Behavior (New York: Prentice-Hall, Inc., 1951), pp. 4-24.

entiation and bringing about new integrations of society and government. When psychologists investigated dominance and submission the traits were found applicable to testing as distinct modes of adjustment to others. Some of the factors from infra-human and human studies which correlate with dominance appeared to be aggression, male-ness, sexual activity, self-confidence, and supervisory vocations. Factors which correlate with submission appear to be the opposite of these, such as femininity, passivity, a minimum of self-confidence and anxiety. Various concepts of personality present dominance and submission as distinct modes of adjustment which are related to different levels of ego strength and inner striving to maintain a sense of balance in the face of environmental press. They are best described as ego defense mechanisms developed in response to environmental press which threaten urges toward the development of individuality and expression of spontaneity.

## CHAPTER III.

### MATERIALS AND PROCEDURES

Similarities within definitions of dominance and submission, as they appeared in various concepts of personality in the previous chapter, provide bases for definitions to be used in the present study. The main elements within these similarities indicate that dominance is an ability to defend the ego from harm under the press of environmental factors with an inner feeling of assurance and autonomy, and an outward expression of positivity and control of barriers. Submission is indicated to be a defensive measure for reducing threats to the ego from the environment with an inner negative self-feeling and a minimum of assurance, and an outward expression of yielding in deference to environmental forces. They are therefore considered as ego defenses in this study.

#### 1. DEFINITIONS USED IN THIS STUDY

Dominance is the tendency to react to environmental press with assurance and to seek control of barriers.<sup>1</sup> Submission is the tendency to react to environmental press with a minimum of assurance and to defer to controls and barriers. Parental attitudes of accept-

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1. Howard C. Warren, editor, Dictionary of Psychology (Boston: Houghton Mifflin Company, 1934), p. 83, defines dominance as "the trait or tendency of an individual to seek control over the actions of others." On p. 266 he defines submission as "a mode of behavior in an individual's face-to-face relations with others, characterized by the tendency to yield to others, or to adjust one's behavior to the domination of others."

ance and rejection as used here are: (1) An attitude of acceptance is the general readiness of a person to give positive responses to the object, from mild acceptance to open approval. (2) An attitude of rejection is the general readiness of a person to give negative responses to the object, from mild disapproval to outright rejection. A general readiness is a conditioned alertness to perceive stimuli for which a pattern of responses has been established as appropriate. These two definitions are therefore applicable to the parents' behavior as the subjects in this study characterize it, and to the subjects' behavior in their responses to test items concerning their parental relationships. For example, the parent's disposition to give accepting, or positive, responses to the subject as a child would have conditioned him to be alert to stimuli related to that parent for which he would return positive responses. Parents are defined in this study as the subjects' mothers and fathers, or those persons whom they considered as parental figures during childhood. This allows some latitude in the event real parents were replaced early by other adults.

## 2. POPULATION SAMPLE STUDIED

A population sample of first year theological students was selected for their choice of vocation, their accessibility for study, orientation to psychological testing and their relative nearness in time to early parent-child relationships as compared to older students. Thus, there should be some degree of decisiveness of vocational preference and some assurance that it was stabilized. These seemed assur-

ed by their interest in professional training and acceptance for enrollment in a theological seminary. They were accessible because they lived and attended classes in the same university building, ready for contact at various hours within their schedules. They had been recently oriented to psychological testing by the testing program of the School of Theology in which they were enrolled. Chronologically they were fairly close to childhood memories and many of them were still dependent upon parental support. The average age was nearly twenty-four years; not far removed from what is usually considered the peak of later adolescence for males.

From this population forty men were selected by a random sampling method.<sup>2</sup> The method was to select at random a number from a table of numbers. The first two digits of that number indicated the name in the numerical order of an alphabetical list of the total population of first year men. This name was assigned the numeral one, which also became the confidential code number for that person, and headed the sample population list. The following number in the table of numbers, using its first two digits, indicated the second name on the list by the same procedure. This was repeated until all the first year population was ordered, omitting any persons the writer knew by any degree of acquaintanceship. The first forty became the test population for this study. This number was about half the total population

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2. The writer is indebted to them for their immeasurable assistance through their promptness, goodwill and cooperation.

of first year men, or about ten percent of the total seminary enrollment.

These forty were approached through a letter, requesting their cooperation, assuring complete anonymity, and offering them an estimate of the time to be required. Cooperation and response were extremely good. Only two withdrew and they were replaced by the next two names on the total population list. This occurred just after initial contact was made by letter so that the final forty persons were carried through the testing program as a unit with none withdrawing after testing began.

### 3. TESTS AND ADMINISTRATION

The A-S Reaction Study and The Guilford-Martin Personnel Inventory (GAMIN factors) were used to classify this population sample into two groups, dominant and submissive.

The A-S Reaction Study "aims to discover the disposition of an individual to dominate his fellows (or to be dominated by them) in various face-to-face relationships of everyday life."<sup>3</sup> The test booklet contains thirty-three social situations with multiple choice re-

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3. Gordon W. Allport and Floyd H. Allport, The A-S Reaction Study Manual of Directions, Scoring Values, and Norms (Second revised edition; Boston: Houghton Mifflin Company, 1939), p. 2. The Form for Men was used. It was standardized by the authors on 2578 cases. Split-half reliability is reported in the Manual as .85. Repeat reliabilities range around .78. Various correlations for validation have ranged from plus .29 to plus .79. A more complete statement of studies using this test can be found in a summary by Richard Ruggles and Gordon W. Allport, "Recent Applications of The A-S Reaction Study," Journal of Abnormal and Social Psychology, 34(October, 1939), pp. 519-528. A sample test booklet can be found in Appendix A.

responses for the subject to select from, then check one as the reaction most characteristic of him. The responses he can make are in terms of usually, occasionally or never experiencing the reactions which the items describe. These are weighted, plus or minus, for scoring but the weightings do not appear in the test booklet.

During administration directions for responding were read aloud from the booklet. Then time was allowed for questions before the starting signal for all to begin. No time limit is required; so the subjects proceeded at their own pace. Usually twenty or thirty minutes were sufficient. This test was administered in a group situation.

It was chosen because it was constructed solely to elicit the dominant and submissive tendencies of the subjects. Furthermore, it appeared applicable since it was used primarily as a research and classificatory instrument, which the authors indicate in the manual to be its primary usefulness as they evaluate it. Also, the present test group, having just finished college and continuing in an academic environment, was similar to the educational and environmental situation of the original standardization group.

The instrument chosen to supplement the Allport test was The Guilford-Martin Personal Inventory (GAMIN factors).<sup>4</sup> The G factor is

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4. Although the ascendance-submission scores only were to be used from among the GAMIN factors the whole series of three inventories were made available. Thus any radical disagreement between ascendance-submission scores on this inventory and the Allport test could be investigated in the light of scores from the other inventories in the series. For example, instructions for interpretations of scores printed

designated as general pressure for overt activity; the A factor is ascendancy in social situations; the M factor is masculinity of attitudes and interests; the I factor is lack of inferiority feelings (or the presence of self-confidence), and, the N factor is the presence or lack of nervous tenseness.<sup>5</sup> Raw scores for these factors are cast into a profile above or below a median range. Scores in the median range indicate average ascendancy or submission, depending whether a raw score is in the upper or lower half of this range. The raw scores are interpreted in terms of a "C" or centile score.

Of the 136 items in this inventory twenty-four are scored for G, thirty-eight for A, thirty-seven for M, forty-nine for I, and forty-three for N. The items describe feelings or situations to which the subject responds with a Yes, ? or No. In the test booklets responses are encircled or separate answer sheets can be used. The latter were used in the present study.

During administration directions for responding were handled as with The A-E Reaction Study with no time limit, and in group ad-

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on the back of The Guilford-Martin Temperament Profile Chart, suggest scores on trait A should be evaluated with scores on factors M and I. If a subject was high in ascendancy by the Allport test and high in submission on factor A in this inventory, then his scores on factors M and I could indicate whether he should be classed as submissive or ascendant by the Guilford-Martin inventory. The authors report factors M and I should be raised if ascendancy was to be indicated or lowered if submission was decided upon. For data on the Guilford-Martin inventories, see Appendix B.

5. See J. P. Guilford and H. G. Martin, The Guilford-Martin Inventory of Factors GAMIE (abridged edition) Manual of Directions and Norms (First revision; Beverly Hills, California; Sheridan Supply Company, 1943), 3 pp.

ministration.

This inventory was chosen to supplement results from The A-S Reaction Study mainly because of its construction in terms of factorial analysis, and its presentation of a separate score on ascendance or submission. Factorial analysis somewhat assured a theoretical validity of the scores. Also, the standardization group used for this inventory was similar to the present population sample as with The A-S Reaction Study.

The next problem was to select and create tests to be used as a battery to elicit descriptions of parental relationships. The Thematic Apperception Test appeared useful to draw forth this closely guarded material. This usefulness was based on the nature of the test and the theory upon which it was constructed. It is a projective test comprised of ambiguous pictures from which the subject structures his own interpretation. In doing so,

he is apt to expose his own personality as much as the phenomenon to which he is attending. . . . He becomes naively unconscious of himself. . . . therefore defensively less vigilant. . . . disclosing certain inner tendencies and cathexes; wishes, fears, and traces of past experiences.<sup>6</sup>

Experimenting with this type of stimulus the authors found that pictures having at least one person with whom the subject could empathize made such exposure more assured.

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6. Christiana B. Morgan and E. A. Murray, "Thematic Apperception Test," Henry A. Murray and others, Explorations in Personality: A Clinical and Experimental Study of Fifty Men of College Age (New York: Oxford University Press, 1938), p. 531. Hereafter in this chapter the abbreviation TAT will be used interchangeably with the full title of this test.

There are thirty cards in the total set.<sup>7</sup> Ten pictures are used for both males and females, ten for males alone, and ten for females alone. Code letters on the backs of each card indicate which sex and whether the age range should be adolescent, adult or both. The test manual recommends use within an age range of fourteen to forty.

Five pictures were used in the present instance. They were presented in the sequence discussed here. Card number five shows a middle-aged woman standing on the threshold of a partially open door looking into a room. Card six depicts a short elderly woman standing with her back to a tall young man whose expression is perplexed as he stands looking downward. In picture number seven a grey-haired man is

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7. Cards for the present study came from the Harvard University Press edition, 1943. See Henry A. Murray, Thematic Apperception Test Manual (Cambridge, Massachusetts: Harvard University Printing Office, 1943), 20 pp., and accompanying cards. The determination of reliability and validity is difficult and inconclusive, as with most projective tests. Indeed, the Manual contains no presentation of such data. Silvan S. Tomkins, The Thematic Apperception Test: The Theory and Technique of Interpretation (New York: Grune and Stratton, 1947), pp. 5-20, reports on this matter. Interinterpreter and repeat reliability vary considerably. He reports a range of coefficients for the former from plus .30 to plus .96. The variability, he feels, was a function of using various case materials, scoring schemes, and a variance in the abilities of interpreters. Repeat reliability varies because of time lapse and personality changes between administrations. As for validity, much needs to be done in the area of prediction. However, Tomkins reports that such material found in dreams, past history, Rorschach protocols, psychoanalytic and intensive case study data of individuals also show up in their TAT productions. In another statement a year later, John Elderkin Bell, Projective Techniques: A Dynamic Approach to the Study of the Personality (New York: Longmans, Green and Company, 1948), pp. 221-226, also indicates the efforts and difficulties attending these problems. He adds, "to a marked extent clinicians have been willing to accept the procedure as valid and reliable without further scientific evidence than their own experience, which, to be sure, is a form of measurement."

looking at a young man who is looking off into space, Card number eight shows an adolescent boy looking straight out of the picture. In the background is a reverie-like scene of a surgical operation. A rifle barrel is visible at one side. Picture ten shows only the head of a young woman against a man's shoulder.<sup>8</sup> Each card was chosen because of its reference to a parental figure or parental substitute.<sup>9</sup>

Administration was in a group situation, the pictures being projected upon a screen. A projector was used that could accommodate the opaque cards rather than relying upon slides. It was felt the original details in the pictures could be reproduced more faithfully in

8. Cards five and ten are suitable for both sexes of all ages while the other three are suitable for boys and men only. The descriptions given are based on those given in the manual.

9. According to David Rapaport, Merton Gill and Roy Schafer, Diagnostic Psychological Testing, Volume II (Chicago: The Year Book Publishers, Inc., 1946), p. 422, cards five and six usually elicit attitudes toward the mother. Card seven frequently yields data on attitudes toward the father. Card ten reflects attitudes toward love objects, "as well as his degree of dependence upon the parent figure of paramount importance." Card eight was not in the series used by Rapaport but was used in this study because adult male figures participating in the operation might elicit attitudes concerning the father figure. Morris I. Stein, The Thematic Apperception Test: An Introductory Manual for its Clinical use with Adult Males (Cambridge, Massachusetts: Addison-Wesley Press, Inc., 1948), pp. 4-7, concurs with Rapaport, Gill and Schafer on the data usually elicited. Of card eight he says it "reflects the patient's ambitions and his aggressive tendencies," and that in doing so it "may reveal the individual against whom his aggression may be directed." Leonard D. Eron and Dorothy T. Eke, "Psychometric Approach to the Evaluation of the Thematic Apperception Test," Joseph Zubin and Kathleen M. Young, Manual of Projective and Cognate Techniques (Madison, Wisconsin: The College Typing Company, 1948), Chapter 15-A, 14 pages, report card eight elicits aspirations or aggression. They also concur with the others above on data elicited by these cards.

this manner. The directions<sup>10</sup> were read to the group with an opportunity for questions and the encouragement of co-operation and understanding. Then each card was projected for three minutes, timed by a stop watch. Stories were written, allowing fifteen minutes for each story including the projection time. The subjects were requested to begin writing as soon as possible after they had begun to view the picture. Three minutes before the time limit slower persons were requested to begin closing the story with paragraph number three. Paper and folders were supplied so that each subject had the same materials and space for writing.

Scoring was not done according to the Manual instructions since the test was used to gain access to a narrow scope of material and not as an instrument for a complete personality evaluation. Hence, a discussion of scoring given in these instructions is unnecessary here. The scoring procedure will be discussed below.

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10. Directions were adapted from the Form A set of directions in the Manual. The parenthetical directions and references to writing were the only changes made from Form A, as follows: "This is a test of imagination, one form of intelligence. I am going to show you some pictures, one at a time; and your task will be to make up as dramatic a story as you can for each. Tell what has led up to the event in the picture. (Put this in paragraph #1 in terms of the past tense.) Describe what is happening at the moment, what the characters are feeling and thinking. (Put this in paragraph #2 in terms of the present tense.) Then give the outcome. (Put this in paragraph #3 in terms of the future tense.) Write rapidly, as your thoughts come to mind. Since you have about 70 minutes for 5 pictures, you can devote up to 15 minutes to each picture before the next one is projected. Are there any questions before we begin?" These directions were projected on the screen so that all subjects had equal opportunity to read them. They were typed on a white card and the lines were double-spaced to provide easy reading.

Although the manual suggests individual administration, justification for group use can be found from several angles. (1) Group administration by means of slides and opaque projection is done often for research purposes. Professor Murray's office at Harvard maintains a set of slides for this purpose, and conversations with clinical psychologists reveal group usage is done also in clinical practice. (2) Studies have been reported of administration similar to that of the present study. For example, the OSS Assessment Staff during World War II gave six pictures in a group situation. Pictures six and ten of the present study were among those found continually useful. Ten minutes were allowed for writing each story with a warning when two minutes remained of the allotted time. This staff found six pictures, or about one hour, was the maximum time length practicable without causing undue fatigue and resentment to invalidate the material elicited. They report similar usage in the OSS training conducted in China, having found the procedure valuable in work done in this country. In that program ten pictures were used, carefully selected from Chinese magazines, and administered in two sets of five each. Testees would be seated around a table. When each finished his story he passed the card to the next man. Seven minutes were allowed for each story with a break between the administration of Set A and Set B. These instances bear certain similarities to the procedures of the present study such as a similar number of cards, some of the same cards, similar time length and limits with warning near the close, and the writing of stories in one sitting. They also used the TAT in conjunction

with a Sentence Completion Test, as was done in this study. They found these procedures very successful.<sup>11</sup> (3) Group administration also saved the investigator and subjects time.

Before elaborating reasons for selecting the WAT The Sentence Completion Test used will be discussed so that both projective tests can be considered together.

The Sentence Completion Test was an adaptation of one compiled by Dorothy C. King<sup>12</sup> now used by the Boston University School of Theology. This form is comprised of 132 items as incomplete sentences, some of which are obvious to the subject as the beginning of a sentence and others are single words placed in the center of the page. The latter may be used to begin a sentence or as a word on either side of which a sentence can be formed. Thus a variety of possibilities are provided

11. The OSS Assessment Staff, Assessment of Men: Selection of Personnel for the Office of Strategic Services (New York: Rinehart and Company, Inc., 1948), pp. 334-336 and 383-384. Professor Henry A. Murray was a member of this staff and one of the authors most responsible for the approval of procedures and their publication. Other modifications of this projective test administration similar to the one used in this study are reported by John Elderkin Bell, Projective Techniques, pp. 243-246.

12. Her test was devised in 1948 for use in the Boston University Counseling Services, continuing in use to the present writing. It was also used in that form by the Boston University School of Theology for testing incoming students until revised in 1950. The revised form was the result of extensive investigation and changes initiated by Professor John V. Gilmore who had incorporated the test into the Counseling Services originally, and who is continuing special research with it in student assessment. The new form was placed in use by the School of Theology from which it was secured for use in the present study. A discussion of this type of projective test can be found in Bell's Projective Techniques, pp. 45-52, in addition to the page referred to in the footnote above. A sample of the test used can be found in Appendix C.

for subjects to describe their attitudes, feelings and relationships to others. Some of the items are structured in the first person, some in the third and some are impersonal, and, in all three tenses. Of the items relating to home life and parents two were most applicable for the present study. These were the items on mother and on father. They were well within the first half of the test. This presented the possibility they would not be glossed over because of the fatigue factor. The test was not timed and required about an hour to answer.

During administration directions were given orally<sup>13</sup> with the test face down before the subjects. Administration was done in a group situation.

Considering these two projective tests together the primary reason they were chosen rests upon the projective hypothesis.<sup>14</sup> This hypothesis assumes the individual will project his own personality factors into responses when the test items are sufficiently ambiguous to require structuring in order to formulate a response. In Rapaport's analogy the test is a movie projector; the film is represented by the subject's personal tendencies; and the test record becomes the

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13. Directions: Please do not turn the test over until we are ready to begin. In this test you will find phrases or words which you are to complete into sentences. Put down the first thing that comes to mind and continue through as quickly as possible. It is better if you do not spend too much time on any one sentence. Please do not omit any item. Is there any question? Bring the test to this table when you have finished. (Pause) Now, turn the test over. Place your name and date at the top. Then write down the first thought that comes to mind for the first item. Complete it and go on to the next. There is no time limit.

14. See the quotation from Murray on page 52 above.

screen.<sup>15</sup> From the standpoint of the examiner this is particularly desirable because it accomplishes a disguise of his immediate purpose and reduces the conscious censorship of personal data. Both of these ends were necessary to secure data for this study because the elicitation of material concerning parental figures is difficult, and, once coaxed into expression, may be distorted by many factors in the process. It was, therefore, a considered aim to present the subjects with ambiguous stimuli which in varying degree would represent a parental figure and which would require the subjects to structure responses out of their own feelings and experiences. Such an indirect approach would allow maximum opportunity for the stimulation of individual reactions to parental figures that were developed from interactions with the subjects' own parents. In the process of formulating a response these reactions would guide the descriptions of parental attitudes and behavior in the stories.

A reason for selecting these two particular tests was the variation of a projective approach they offered. As Bell suggests, the TAT is "the only single technique that has approached the Rorschach Method in quantity and quality of research."<sup>16</sup> This not only indicates the importance of the test but shows it corresponds somewhat to the Rorschach as a method for involving the individual's perceptual systems to elicit his interpretation of stimuli meaningful to him. Bell

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15. David Rapaport and others, Diagnostic Psychological Testing, Volume II, p. 7.

16. John Elderkin Bell, Projective Techniques, p. 207.

also indicates the sentence completion type of test to be a derivative from and an improvement over the word association technique developed by Jung.<sup>17</sup> Another reason for their selection was the variation their inclusion offered as another testing procedure besides questionnaires and interviews, for example. Finally, both tests could be administered in group situations and both had been studied previously by the present writer, giving him some understanding of their application and interpretation.

Two questionnaires were created, the Situations Questionnaire for Parent-Child Relationships and the Religious Questionnaire. Before discussing their individual construction and administration the factors which they have in common will help introduce them. Both were check lists presenting definite descriptions of parent-child events to the subjects in contrast to permitting the subjects to create their own descriptions as in the two projective tests. Hence, the subjects were forced to operate within a definite range of descriptions and to choose which parent most applied in each situation described. As the titles indicate, the descriptions covered the subject's general relationships with his parents and those relationships having religious significance. This procedure of a forced choice has two aspects that require attention. On the one hand, such forced choice introduces threats and anxiety into the testing situation, and on the other hand

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17. John Elderkin Bell, Projective Techniques, pp. 45 and 52. See also The OSS Assessment Staff, Assessment of Man, pp. 71-75.

it offers objective data on what the parental attitudes were. Considering the latter first, if the descriptive items were derived from empirical data on acceptance and rejection by parents then some assurance could be gained that items checked would actually indicate the presence of such attitudes. Furthermore, the forced choice of one parent for each item checked should bring forth the need to respond favorably toward that parent with whom accepting situations had been experienced and unfavorably toward that parent with whom rejecting situations had been experienced. To reduce threats to the subjects themselves, that might be aroused by forced choices, the wording of items on both questionnaires was formulated carefully to present the statements in positive terms and to omit personal pronouns that would point accusingly to either parent. Then the purpose of the questionnaire was disguised. The directions interpreted the items as childhood experiences from which a list of those common to persons entering the ministry would be compiled.<sup>18</sup> The emphasis was on the subjects acting merely as reporters describing events. The time element was added, not to set a limit but to prevent brooding and ambivalence over protracted indecision. Confidential and anonymous code numbers were used. Finally, the questionnaires were saved until the inventories and projective tests had been completed so that the latter types of tests would be unaffected by the specific nature of the questionnaires and whatever

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18. The entire questionnaire and directions can be found in Appendix B.

insights the subjects might develop after their administration. Both questionnaires and autobiographical questions occupied an hour as a time unit separate from the hours used for other procedures.

Considering the questionnaires separately, the Situations Questionnaire for Parent-Child Relationships was constructed from material provided in a study made by M. J. Fitz-Simons.<sup>19</sup> She constructed a "Guide for the Estimation of Parental Attitudes on Case Data" on the basis of actual statements made by parents to child guidance workers. These clinicians worked in child guidance clinics sponsored by the National Committee for Mental Hygiene located throughout the country. She selected 574 full-study cases from the Division on Community Clinics files, to which the cases were sent from the outlying clinics.

From these cases sixteen were drawn for the wide range of behavioral problems they contained, equally divided in number between boys and girls. The age range covered was from four years, six months to thirteen years, eight months. Parental reactions ranged from extreme acceptance to extreme rejection. Five more cases were drawn and the point of diminishing returns for statement categories was reached. In all, 589 parental statements were recorded under ninety-two categories. Placed on separate cards with three illustrative statements,

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19. Marien J. Fitz-Simons, Some Parent-Child Relationships as Shown in Clinical Case Studies (Teachers College, Columbia University Contributions to Education, No. 54). New York: Bureau of Publications Teachers College, Columbia University, 1935), 162 pp. Her "Guide" will be found in Appendix E to indicate the categories for parental statements considered to show acceptance or rejection toward the child.

these categories were sent to independent judges.

The illustrative statements, which she felt to show the most clear-cut parental attitude, served as the basis for constructing items for the present questionnaire. It was the raw data of Fitz-Simons' study, then, which were used rather than the interpretative categories she derived. The present writer felt justified in going to such examples of extreme situations because such a procedure is commonly accepted. For example, therapists evaluate normal behavior problems in the light of what is known from abnormal behavior and psychological tests are usually constructed of items responded to by extremes in the standardization population. There was, therefore, some assurance that the resulting data from the questionnaire could be interpreted as showing acceptance or rejection by parents.

To insure the independence of her classification according to types of parental attitudes, Fitz-Simons then sent her cards to clinicians.<sup>20</sup> Her request was that they rank them according to whether the statements indicated acceptance or rejection. She suggested the use of a nine point scale. This was to prevent overlapping of the categories. However, she emphasized these steps in the scale were merely a means for declaring the categories independent without defining

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20. These clinicians were located in twenty-five child guidance clinics selected as well-organized centers by a staff member of the National Committee for Mental Hygiene. The clinics were distributed over sixteen states from east to west. The clinicians responding were fourteen psychiatrists, twelve psychologists, and fifteen psychiatric social workers whose average length of experience in child guidance clinics was 5.1 years.

their distance from each other, and, that her use of quantification was for accumulating points in scoring rather than the measurement of degree of acceptance or rejection.

Thirty-seven of these cards were to be classified by the clinicians as always indicating acceptance or rejection. Only twelve of these remained in the last analysis. These twelve were called "Key Points" in her completed list to distinguish them from other statements, for scoring. These were divided into five negative and seven positive statements, rejection and acceptance, respectively. The other cards retained were twenty-two positive and twenty-four negative statements. The total categorized statements affirmed by the clinicians as accepting or rejecting thus amounted to fifty-eight out of the original ninety-two. She later reduced these to fifty-seven. When considered statistically she found the clinicians' agreement on the final total was such that the items could be classified by similar clinicians ninety-six times out of 100.

When two workers used the "Guide" independently to analyze forty-eight case records Fitz-Simons found a reliability of .80 for the raters' agreement. Validity was found to be .54 in the degree of agreement between her analysis of thirty-one case records and the recorded statements from staff conferences in which staff workers estimated the type of parent-child relationship for each case. Fitz-Simons then considered the "Guide for the Estimation of Parental Attitudes on Case Data" to be a reliable and valid instrument. Thereafter she applied it to ninety-four new cases to compile data for her

doctoral dissertation.

Such an extensive investigation and the subsequent refinement of data on accepting and rejecting parents provided the present writer with suitable material as the basis of items for his Situations Questionnaire. The wording of these items was considered carefully to represent faithfully the illustrative statements by parents from which Fitz-Simons derived her scoring categories. A total of fifty-seven items were constructed by the writer of this dissertation. These were placed on three-by-five cards and several volunteers were requested to sort them as applying to mother, father or neither. Items appearing ambiguous, too lengthy or inapplicable were altered or dropped. The result was fifty-four items retained. These were then doubled by providing each of the fifty-four with a mate, stating the same type of parent-child event differently and thereby providing the subjects with different aspects of it. The items were scrambled, so that paired statements did not appear together. Each item began with the formula "My mother-father . . ." It was felt a positive beginning would initiate an impulse to respond rather than omit the item.

A second pilot study was made with ten first year theological students enrolled in another seminary so as to obtain a group similar to the one to be studied, yet to prevent the circulation of information concerning procedures within the same environment. From this pilot study twenty items were dropped as receiving below fifty percent of the total responses possible. As it happened ten of these items were within the group constructed from Fitz-Simons' parental statements of

acceptance and ten were within the group from parental statements of rejection. Eighty-eight statements remained. Their sequential order was scrambled again to prevent the retained pairs from appearing together so that about ten other statements intervened between each of a pair of items. In addition the items indicating an accepting and a rejecting attitude toward the subject alternated to prevent the subjects from being unduly influenced too long by one type or the other. The following sample illustrates the mode of presentation, response, and the alternation of response blanks to reduce rhythmic checking and patterning of answers.

My (m-f) left no stone unturned to see that I  
 had the best physical care-----M\_\_F\_\_

\_\_\_\_\_ most frequently was the one who became  
 angry with me-----F\_\_M\_\_

\_\_\_\_\_ took the greater initiative in sharing  
 their time to help me with school  
 work-----M\_\_F\_\_

Thus, responses could be aligned in parallel columns for scoring. The response blanks receiving minus scores are nearest the right-hand margin; those for plus scores are indented from that margin.

This format was mimeographed and the sheets cut to a half-sheet size with approximately ten items per page. Thus a subject would not be unduly influenced by many adjacent items, assuming he would glance the length of the page for easy items on a patterning of his responses. The half-sheets were assembled into a booklet with a page of directions and a page of sample items at the beginning. Filler sheets of blank paper were inserted to cover exposed edges of

sheets extending beyond other sheets because of the cutting process. Then the questionnaire was ready for administration.<sup>21</sup>

The directions were read aloud, using the item samples to clarify the method of response. It was emphasized that only one parent should be checked for each item. As each finished the questionnaire he closed the booklet and raised his hand for the time taken in responding. The time in minutes and seconds was checked on a stop watch and transcribed onto the test booklet. After all had finished and recorded their time, the group was asked if any had omitted items because it was impossible to decide for which parent they should be checked. Only a few indicated such omissions. These were requested to re-open the booklet and check both parents on those items only. The great majority expressed satisfaction with their first decisions and their ability to check most of the items for one parent or the other.

Only four special cases of substitute or incomplete parents occurred. Two of these constituted no special problem for scoring their responses since their rearing had been accomplished by parental substitutes from early childhood through or into adolescence. For example, one of these two was reared by grandparents from infancy to

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21. Professor John V. Gilmore, and his associates in a special research project at Massachusetts Institute of Technology, became interested in this final form. Permission was given for its use in whole or in part in that project. Adaptations were made for the use of various items in their testing procedures. Also the questionnaire was placed in the testing procedures for first year students in the Boston University School of Theology. It was used experimentally in that program at the beginning of the 1951-52 term.

adolescence. He checked his questionnaire items as though they were his real parents and were responsible for his rearing. The other person acquired a stepfather at the age of five years and he checked his questionnaire items in terms of the stepfather and real mother. The other two each lost their fathers before two years of age, being reared by their mothers alone or with only minor assistance from relatives living nearby. These two responded in terms of their mother, and, where they could they checked items for their father according to the mental image they had built up concerning him. These father responses did not coincide with their responses for mother and they were able to check a few items in each case for the father image.

Administration seemed relatively easy in view of earlier concern to reduce its threatening potentials. The main factor accounting for this perhaps was the rapport attained with the group studied. This suggests future use of the questionnaire should be based upon the degree of rapport attained and that perhaps the best use might be in a counseling relationship as an instrument of inquiry.

The other questionnaire constructed for this study was the Religious Questionnaire. This was composed of items adapted from A Test for Religious Attitude Concerning Parents.<sup>22</sup> The thirty-six items of

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22. The adaptation was done by permission of the publishers. See Matthew H. Wilson, A Test for Religious Attitude Concerning Parents (Topeka, Kansas: Bureau of Educational Measurements Kansas State Teachers College, 1942), and, H. E. Schrammel, compiler, Manual of Directions: Wilson Tests of Religious Attitude (Topeka, Kansas: Bureau of Educational Measurements Kansas State Teachers College, 1942), 14 pp. The above test is one of a battery of six tests

the Religious Questionnaire were placed in the same booklet with the previous questionnaire. Subjects were requested to check each item as it applied to mother or to father when the characteristic described brought a helpful religious experience to the subject.<sup>23</sup>

Thus, the responses would elicit the positive influence of a parent upon the subject's religious development. By allowing subjects freedom to characterize the helpfulness of a parent it was reasonable to assume he would do so for that parent by whom he felt accepted and limit his responses for that parent by whom he felt rejected. A sample set of items will indicate the same general pattern for their presentation and checking as were used for the Situations Questionnaire.

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covering various areas which might influence religious aptitude such as parents, prayer, friends, and nature objects. The thirty-seven items in this particular test are checked by the subject along a ten point scale for harmful religious experiences induced by a parent's characteristics and along a similar scale for helpful religious experiences gained by the influence of these characteristics. Scores indicate something of the strength of the subject's religious tendencies as derived from these relationships. Norms were derived from 706 high school students' responses and 83 adults' responses, the latter being over thirty-five years of age. Reliability coefficients for the former are shown as .88 and for the latter as .91. No statistical evidence of validity is given in the manual but some practical validity is suggested in terms of procedures used for constructing the test. Items for the test were drawn from religious statements concerning parents by 13,413 persons giving 875,493 separate religious reactions to all areas in life influencing such reactions in their experiences. These items were put into questionnaire form under categories such as parents and administered to new subjects, then evaluated by means of correlation charts. A new questionnaire was derived and administered repeatedly until the author was satisfied the retained items were the most discriminatory. These present norms were derived.

23. The entire questionnaire will be found in Appendix F.

My (m-f)'s understanding-----M\_\_\_F\_\_\_

\_\_\_\_\_ peace-----F\_\_\_M\_\_\_

\_\_\_\_\_ courage in trouble-----M\_\_\_F\_\_\_

The question, "which parent did you first tell that you had decided to be a minister?" ended the questionnaire. Although the responses only were to be used in the interpretation of results, the question should be noted here as a part of this particular instrument.

The next procedure was to request Autobiographical Statements. The directions were:

On these two sheets of paper would you please write about your mother's and father's influence on your life up through the time you decided to enter the ministry. You can write as you wish --- about their positive influence or their negative influence or in as dramatic phrases as occur to you.

I'll tell you when the time is up. Number the first sheet #1, using that sheet for one parent. Number the other sheet #2, using that for the other parent. Don't begin writing on the second parent until I give the signal. If I signal to stop while you are still writing, write the word "time" and lay the sheet aside. If you finish before the signal to stop is given, put the sheet aside and wait for others to finish. You have five minutes for the first parent. You can begin now.

Only the statement regarding an allotted time of five minutes was repeated at the close of the first time period. Administration was in a group situation.

This procedure was chosen because it offered opportunity for the subjects to write with complete freedom and with only the memories of their parents as stimuli for the specific phrases by which they chose to characterize each parent. The suggestion of positive or negative influence was intended to indicate the range they might cover in organizing their descriptions. The pressure of time was to

prevent overt censorship of the material, if possible. The suggestion of dramatic writing was intended to heighten the emotionality and color of the phrases.

The Structured Interview was the final procedure. Again the purpose was disguised as the subjects were asked two questions.

How important was your father to your ultimate choice of the ministry?

How important was your mother to your ultimate choice of the ministry?

Obviously the interviews were conducted individually. At the beginning each subject was asked permission to record the interview on a tape recorder. Full typewritten transcriptions were made to preserve the material.

The interview environment was in a setting familiar to the subjects and close to their living quarters so as to demand little of their time and help put them at ease. Complete privacy was available and each interview lasted about twenty-five minutes.

The method of conducting the interviews began with the question on father, followed by the question on mother after the point of diminishing descriptions concerning him had been reached. As the subjects presented their descriptions of each parent the emotional clues were followed by the interviewer in an effort to draw forth clarifying elaborations. This investigator made as leading responses as possible, such as, how did that make you feel, or, could you explain a bit more. At times direct questions were necessary to maintain the flow of informative clues. These responses had the effect of

narrowing the interview material down to expressions of how the subject felt he was like or unlike the parent he was describing.

The reason underlying use of these questions was that they focused upon relationships with the parents while directing attention to the vocational choice. Obviously a vocational choice was an effective point at which parents and child interact; often reflecting the type of relationship they have developed together. Early in life a child often expresses his desire to follow in the footsteps of his father, vocationally. In other instances he may draw comparisons of what he would not be in terms of what his mother or father wish him to do in life.

This procedure was reserved to the last to prevent any interchange of information during the interview from influencing other testing procedures. Also, it was hoped that this process of verbalization would, by coming last, give opportunity for the subject to express freely any growing introspections and interest in the study.

#### 4. SCORING PROCEDURES

A scoring of The A-E Reaction Study, according to directions in the manual, divided the population sample into twenty-three persons showing a tendency toward dominance and seventeen showing a tendency toward submission. The Centile scores for the Ascendance factor in The Guilford-Martin Personnel Inventory (GAMIN factors) were placed alongside scores obtained for each group in the above division. The results of The A-E Reaction Study appeared sufficiently accurate that the division of the population sample which it indicated was re-

tained. A comparison of the two sets of scores indicated only two members of the dominant group were misplaced by Centile scores on the factor of Ascendance in the inventory. This was taken as merely a chance variation. Between the sets of scores for submissiveness both tests agreed on placing eight of the seventeen students in this group. This was about fifty percent of the persons classed as submissive by the Allport scale. Thus, if this group were compared with the dominant students, it was obvious their scores showed them to be the least dominant. Furthermore, this variation of scores suggested a vacillation which is characteristic of submissiveness. Therefore, the classification of these seventeen students as submissive was retained.

Scoring the tests used to elicit descriptions of parental attitudes was more involved. The procedures used to arrive at the scores are best presented in terms of the step-by-step process by which they were derived. From the Situations Questionnaire the forty-four statements classed as showing parental rejection and the forty-four classed as showing acceptance were placed on separate cards. From the autobiographical writings 308 statements were drawn as the clearest descriptions of each parent. From the recorded interviews 641 statements were assembled. The writer then classified the statements from autobiographical material under seventeen headings showing parental rejection and under sixteen categories showing parental acceptance. The statements from interview material were classified under eighteen categories as showing acceptance and under seventeen headings showing rejection. Wherever possible the same categorical headings for each

parental attitude were used to classify statements from both these tests. However, the autobiographical material presented descriptions for which new categories were needed, as did the interview data. It should be noted that these categories were merely for the convenience of the writer as a means for ordering the total of 949 statements into as discriminatory lists as possible. They were not used in the final scoring. From each of these categories for autobiographical and interview statements representative responses of the subjects were assembled. This brought together these responses which covered the range of descriptions for parents appearing under each category. An average of about five descriptive statements for each category were placed on separate cards, eighteen being classified as indicating acceptance and seventeen being classified as showing rejection by the parents. Thus, two sets of cards were assembled, the above and those on which statements from the Situations Questionnaire were placed.

These two sets of cards were presented to five practicing psychiatrists as a step to validate which statements indicated parental acceptance, which indicated rejection, and which were inconclusive.<sup>24</sup> They were asked to judge the subjects' statements as descriptive of accepting or rejecting parents and rate them along a five point scale. Zero was used to designate the average acceptance or re-

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24. The psychiatrists participating in this study were Doctors Milton Greenblatt, Daniel H. Funkenstein, John E. Dynes, Jacob Swartz, and Sidney Isenberg. All are located in clinics and hospitals in Boston, Massachusetts.

jection they would expect to occur in most parent-child relationships; one was to indicate moderate acceptance or rejection; and, two was extreme acceptance or rejection. Acceptance weightings were given a plus value and rejection weightings were given a minus value. The five separate ratings were averaged for each card of statements. The statements obtaining an average of .5 or above were retained. Only one set was eliminated. This occurred among the questionnaire items, leaving forty-two items for acceptance and the original forty-four indicating rejection. This procedure offered some assurance that the subjects' descriptions of parents were rather accurate in terms of their attitudes of acceptance or rejection.

All retained statements were assigned a value of plus one or minus one. This allowed discussion and statistical treatment of statements from the situations questionnaire, autobiographical and interview materials to be in terms of frequencies of responses. Each student's statements having a plus value and those having a minus value were totaled for each parent. Thus on each of these tests each subject had four scores. And on the Religious Questionnaire each subject had two scores; a plus total for each parent.

The Thematic Apperception Test stories were scored according to a five point scale adapted from one suggested by Eron, Hake and Callahan<sup>25</sup> from their study of a group of male college students. The gen-

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25. See Joseph Rubin and Kathleen W. Young, Manual of Projective and Conate Techniques, p. 15A-10. Rubin, reporting on this scale says

eral rating scale derived by these three investigators is summarized as follows:

- Minus 2 - Complete failure, submission to fate, death, murder, suicide, illicit sex with violence, revenge, aggressive hostility, severe guilt, complete hopelessness.
- Minus 1 - Conflict with attempt at adjustment, rebellion, fear, worry, departure, regret, illness, physical exhaustion, resignation toward death, loneliness.
- Zero - Description, lack of affect, balance of positive and negative feelings, routine activities, impersonal reflection.
- Plus 1 - Aspiration; desire for success and doubt about outcome, compensation for limited endowment. Description with cheerful feeling, reunion with friends, contentment with world, feeling of security.
- Plus 2 - Justifiably high aspiration. Complete satisfaction and happiness. Reunion with loved ones.

A clinical psychologist,<sup>26</sup> using this scale as a guide, then evolved a scale applicable to the stories in terms of a request for him to score them according to whether parental figures were characterized as accepting or rejecting the person subjects identified with themselves. The scale found applicable weighted with a plus two positive help provided or help in a crisis; a plus one expressions of affection or general helpfulness; a zero indifference or lack of affect or a balance of positive and negative feelings; a minus one conflict

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it was "based on the Emotional Tone and Outcome of 500 TAT stories contributed by 25 normal male college students. The stories were read independently by three judges. . . . Upon completion of the ratings . . . a Pearson Product-Moment correlation coefficient of .76 was obtained . . . . Individual scales were constructed for each story for Emotional Tone and Outcome, and general scales for the two variables were also devised." The scale reported above was their "General Rating Scale for Mood of Stories," as they designated it.

26. Mr. Maxwell Schleifer of Boston, Massachusetts.

over values and judgments of loneliness or departure; a minus two serious conflict or evil influence or hate. He used the presence of an interaction between a parental figure and the subject as the criterion by which a story could be scored for sufficient characterizations of the parents. An assisting colleague applied this criterion and scored ten subjects' stories by the same scale.<sup>27</sup> A Pearson Product-Moment correlation coefficient of .76 was found for the agreement between their scores for mother and .67 for the agreement between their scores for father.

Independent scoring for these Thematic Apperception Test stories was sought because the present writer's analysis of them would have been biased by his knowledge of other testing data. Stein, among others, indicates the blind analysis of stories from this test by independent judges insures more objectivity.<sup>28</sup>

The scores were then summed from the stories retained as useful in terms of plus and minus scores for each parent. Four scores were thus obtained for each subject.

The Sentence Completion Test items retained as useful were

27. This second clinical psychologist was Mr. Murray Vexler of Middletown, Connecticut. These psychologists reported to the writer that stories from Card 10 were inconclusive in terms of this criterion. Otherwise they reported Card 5 to be good in quality and somewhat in quantity of significant material, Card 6 to be good both in quality and quantity of material, Card 7 was likewise good in quality and quantity, as was Card 8.

28. Morris I. Stein, The Thematic Apperception Test: An Introductory Manual for Its Clinical Use with Adult Males, pp. 22, 23, and 46.

treated in a similar manner. To insure objective scoring a research assistant who was experienced with the test and the scale developed for it was employed to evolve one from it suitable to score these items as describing accepting or rejecting parents.<sup>29</sup> The scale she evolved defined a plus two as an affiliative, dependent, happy, loving response; a plus one as a generally positive, fond, respectful relationship; a zero as an intellectualization, a factual, non-affective, cliché type of response; a minus one as an omission, a generally negative, veiled conflict type of relationship; and, a minus two as a hostile, unhappy, open conflict, rejectant type of response. When the writer used this scale for scoring the same items as an independent experiment with the scale's reliability, Pearson Product-Moment correlation coefficients of .85 was obtained for plus scores for mother, of .78 for minus scores for mother, of .89 for plus scores for father, of .83 for minus scores for father, indicating rather high agreement between his scoring and that done by the research assistant.

The scores were summed for each subject in terms of his plus and minus scores for each parent, as done for The Thematic Apperception-

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29. The research assistant was Miss Susan Gershenkron, Psychometrist. She is working on the research project at Massachusetts Institute of Technology where this test is being used to differentiate between achievers and non-achievers. The scoring scale was developed there by Professor John V. Gilmore, and associates, as a measure for differentiating between these two types of students. This scoring procedure has been validated by empirical data from these groups. Since this is the only known scale for this test and since the subjects upon whose responses it was validated were roughly similar to the present population sample in terms of their educational levels, it appeared this scale was suitable for adaptation to the needs of the present study.

tion Test scores.

#### 5. SUMMARY OF THE CHAPTER

Definitions of dominance and submission for use in this study were evolved from similarities found among psychological definitions. Dominance was defined as the tendency to react to environmental press with assurance and seek control of barriers. Submission was defined as the tendency to react to environmental press with a minimum of assurance and defer to controls and barriers. An attitude of acceptance was defined as the general readiness of a person to respond with a positive response to the object, while an attitude of rejection was defined as a general readiness to give a negative response to the object. Parents were described as the real parents or their substitutes responsible for rearing the person during childhood.

These definitions supplied frames of reference within which the population sample of forty theological students were to be tested. The A-B Reaction Study and The Guilford-Martin Personnel Inventory (GAMIE factors) were used to measure and establish the incidence of dominance and submission among these subjects. Other tests were selected and created to elicit the subjects' descriptions of their parental relationships. Two projective tests, The Thematic Apperception Test and The Sentence Completion Test, were found useful as procedures to tap the deeper emotional levels. Two questionnaires were created upon empirical data concerned with parent-child relationships. The Situations Questionnaire for Parent-Child Relationships and a Religious Questionnaire presented check lists of items describing charac-

teristics and interactions related to parents. These direct procedures were followed by two others which were characterized by their permissiveness. These were the Autobiographical Statements of the parents' influence upon the subject's life and the Structured Interview in which considerable latitude was given for descriptions of parents and feelings related with them. These procedures were employed in this chronological sequence.

Scoring procedures established a classification of the population sample into twenty-three dominant subjects and seventeen submissive subjects in terms of The A-S Reaction Study and The Guilford-Martin Personal Inventory (GAMIN factors). As preparation for scoring the Situations Questionnaire, autobiographical material and interview responses five psychiatrists were requested to rate which of the subjects' responses in these tests indicated accepting and which indicated rejecting parents. The retained responses were scored a plus one for those describing acceptance and a minus one for those describing rejection. The responses by each subject were totaled for each test in terms of plus responses and minus responses for each parent. This same process for accumulating totals was applied to scores obtained from The Thematic Apperception Test and The Sentence Completion Test. Scoring of the former was done by a clinical psychologist using a five point scale and was checked independently by another clinical psychologist. Scoring of the latter was done by a psychometrist familiar with the test and the five point scale developed for use with it. The Religious Questionnaire was scored in terms of responses having a plus one

value since the subjects could respond only by describing their parents as helpful and accepting toward their religious development. The accumulated responses were then suitable as numerical values for statistical treatment.

## CHAPTER IV.

### RESULTS OF TESTING FOR ATTITUDES OF PARENTS

#### 1. STATISTICAL TREATMENT OF THE DATA

Statistical treatment of the data was by the analysis of variance technique.<sup>1</sup> In this study it was desired to use a technique which could indicate not only the significance of the variable in relationship to another variable but the significance of those relationships into which one or more variables might be placed. Statistically speaking, there were three pairs of variables within the data to be treated.

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1. Quinn McNemar, Psychological Statistics (New York: John Wiley and Sons, Inc., 1949), pp. 268-269, says, "now that we have the analysis of variance method, we have an adequate statistical technique for checking such hypotheses as can be formulated concerning the influence of not only one but two or more variables." He then suggests several points which describe this technique as applicable to the present research problem and hypothesis. (1) Tests of significant differences among several means are possible regardless of the population sample size when this technique is employed. This is important to meet the possible objection that the present population sample is somewhat small. The sample was purposely kept to a size which the investigator felt he could study intensively with repeated measurements and still maintain interpersonal rapport necessary for contact and co-operation. These were the main criteria for settling on the number of forty persons. As McNemar notes on page 315, there is "no procedure available for determining the optimum ratio of the number of subjects to the number of measurements per subject." (2) McNemar goes on to show that this technique employs a refined estimate of error to assist in gaining precision and reliability for the results from a small or large sample. Thus, the investigator can get the most out of his data with some assurance of having reliable results. (3) Particularly applicable to the text below is his suggestion that the technique offers a "means for testing whether the influence of one independent variable on the dependent variable is similar for sub-groups formed on the basis of a second independent variable." For a similar study in which significant differences between several variables were sought see Leonard S. Kogan, "Analysis of Variance---Repeated Measurements," Psychological Bulletin, 45(March, 1948), pp. 131-145.

These variables were the two parents, the two types of scores for responses, and the two groups of students.<sup>2</sup> The analysis of variance technique, for example, allowed the investigator to find statistically whether the influence of the mother variable on the total scores was similar for both dominant and submissive subjects; then whether the influence of descriptions of acceptance or rejection on the number of responses for mother was similar for both groups. This paraphrasing of McNemar's third suggestion cited in the footnote above illustrates the applicability of this technique for the present purposes.

In the application of the analysis of variance technique each variable was treated to obtain its deviations from the mean of all individuals. These deviations were summed; then squared and divided by the degrees of freedom existing for that variable to obtain its estimated variance from the mean found for it. In each instance the degrees of freedom was a number smaller than the total number of units comprising the variable being treated. This was so because the grand mean for each variable was obtained independently as that mean with which all other means were to be compared. Therefore, the degree of freedom for the parents variable was one, because when the mean number of responses was known for one parent the mean number of responses for the other parent was fixed since both means must add up to equal the grand mean for both parents. Again, if there were forty sub-

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2. The Religious Questionnaire was the only test wherein the quantity of variables to be treated varied, for here there was only one type of score for responses. That was a plus score.

jects divided into two groups there would be thirty-eight degrees of freedom for finding the means of responses for individuals in both groups. Once the estimated variance from the mean was found for a variable the  $F$  ratio could be obtained. This  $F$  ratio was found by dividing the estimate of variance for individuals into the estimates of variance found for the separate variables and by dividing the residual amount of variances still not accounted for into the estimates of variance for the different combinations into which all variables were placed. The  $F$  ratio was an index to the level of significance for the variables and their various combinations.<sup>3</sup>

This summary of the statistical treatment can be superimposed upon the following tables. Reading the columns from left to right and beginning with the column showing the sums of squared deviations from the means, the results for each of the statistical steps described above appear in the sequence with which they occurred. The first seven terms in the column under the heading, variables and interactions, designate the variables and their combinations for which  $F$  ratios and levels of significance were sought. Since these seven terms are used in the presentations and discussions of results the reader should note the following definitions. The term Parents (P) designates the

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3. To determine the levels of significance, Table F, Quinn McNemar, Psychological Statistics, pp. 353-355, was consulted. For the purposes of this study the level of .05 is defined in the text as the "probably significant level," the level of .01 as the "significant level," and, the level of .001 as the "highly significant level." The  $F$  ratio number required to indicate which level of significance to apply is shown at the base of each table summarizing the results.

summation of responses for mother and for father irrespective of plus or minus values assigned for scoring. The term Response Types (R) indicates the summation of responses according to the types of scores, plus or minus. Wherever this term appears in the text it is also used to mean the attitudinal response of the parent toward the subject which his test responses describe, that is, acceptance or rejection. Thus the terms types of attitudes and response types will be used interchangeably. The term Groups (G) represents the summation of all responses for each group of subjects. Interaction designates the various combinations into which the variables were placed to ascertain the influence of one variable upon another when combined and considered statistically. Such interactions are symbolized by the abbreviations of the variables given above. For example, the interaction of Parents and Response Types is shown as PR.<sup>4</sup>

## 2. RESULTS OF STATISTICAL

### TREATMENT OF TESTS FOR PARENTAL ATTITUDES

The order of presentation will begin with those tests yielding results of a general nature and lead into the tests yielding results showing differences between the two groups of subjects. Since slight

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4. Other terms appearing in the first column of each table are Individual and Residual. Individual is an abbreviation for the statistical procedure which considered the variability of the individual from the mean of his responses for the four variables, mother, father, plus and minus response types. The estimates of variance for individuals were used as shown in the summary above. Residual indicates the procedure used to refine the data for those variances still not accounted for and the residual amount of these variances. The residual variances were used as shown in the summary above.

repetition will occur because several tests showed the same variables and the same combinations of variables to be significant, the reader should be prepared for this. However, this will serve to indicate the frequency with which such variables reappear and on which tests such reappearances occur. The results for each test are presented in tabular form to open the discussion.

TABLE 1.

VARIANCE TABLE FOR DATA ON SITUATIONS  
QUESTIONNAIRE FOR PARENT-CHILD RELATIONSHIPS

Variables and Interactions	Sum of Squares	Degrees of Freedom	Variance Estimate	F Ratio	Level of Significance
Parents (P)	1276.900	1	1276.900	21.149	.001*
Response types (R)	855.625	1	855.625	14.172	.001
Groups (G)	66.001	1	66.001	....	...
Interaction (PxR)	3980.025	1	3980.025	65.921	.001
Interaction (PxG)	159.213	1	159.213	....	...
Interaction (GxR)	.999	1	.999	....	...
Interaction (PxRxG)	6.425	1	6.425	....	...
Individual	1387.399	38	35.510	....	...
Residual	6882.813	114	60.376	....	...
Total	14615.400	159	....	....	...

\*For the .001 level the F ratio must be 11.38 when the degrees of freedom are 120.

The results in Table 1 for the Situations Questionnaire indicate the parents, the response types describing parental attitudes, and the statistical interaction of these two sets of variables to be

highly significant. Comparing the responses summed under the parents variables the subjects gave more responses for mother than for father irrespective of whether they were dominant or submissive subjects. The mean for the frequency of responses for mother was 19.68 per subject and for father it was 14.03 per subject. Subtracting, the difference is 5.05 more responses for her per student.

Comparing the response types, excluding the parents and groups variables, the subjects responded to 4.62 more test items indicating a parental attitude of acceptance than for items describing attitudes of rejection. The mean for these responses indicating acceptance was 19.16 responses per subject and the mean for those showing rejection was 14.54 responses per student. The difference is very similar numerically to the emphasis given on mother responses above.

When these parents and response types variables in the Situations Questionnaire were combined for their statistical relationship, 26.98 responses per subject was the mean for responses indicating acceptance by mother as compared with a mean of 11.35 responses per subject indicating acceptance by father. The mean of responses per subject indicating rejection by the mother was 12.38 as compared with a mean of 16.7 for similar responses about father. Subtracting, the greater difference occurs as 15.63 more responses indicating acceptance for mother than for father by all subjects. The next greater difference of 14.60 responses per subject is between responses indicating acceptance over those indicating rejection by mother. The third difference is between responses showing acceptance by mother as

compared with those showing rejection by father, with 10.28 more responses per subject for mother than for father. Finally, if the means are subtracted in terms of their plus signs and minus signs (the responses showing parental attitudes), the difference between the differences for the two sets of means is 11.31 as compared with a difference of 9.15 between the differences of means subtracted in terms of each parent. These results can be summarized by saying the response types influenced this combination of variables to become statistically significant. In particular it was the greater number of responses indicating acceptance by mother as compared with a greater number indicating rejection by father that appeared significant.

Table 2 shows data from the Autobiographical Statements for the parents and response types variables attained statistical significance at the significant level when combined for treatment. The mean number of responses per subject was 2.78 for those showing acceptance by mother as compared with a mean of 1.58 for those showing acceptance by father. The mean for minus responses for mother was 1.35 and the mean of similar responses for father was 2.00 to indicate their attitudes of rejection. The first greater difference was in giving 1.65 more minus responses for father when both parents' minus types of responses are subtracted, and the next greater difference occurs when 1.43 more plus responses were given for mother when her plus and minus responses are subtracted. These results are similar to those for the same interaction of variables appearing as highly significant on the Situations Questionnaire. One variation occurs as outstanding in

the results of this interaction on the Autobiographical Statements, namely, the parents variable appeared to influence the interaction to attain statistical significance. This is so because the difference between differences obtained by subtracting means in terms of parents is greater than when the means are subtracted in terms of the response types.

TABLE 2.

VARIANCE TABLE FOR DATA  
ON AUTOBIOGRAPHICAL STATEMENTS

Variables and Interactions	Sum of Squares	Degrees of Freedom	Variance Estimate	F Ratio	Level of Significance
Parents (P)	3.025	1	3.025	...	...
Response types (R)	10.000	1	10.000	...	...
Groups (G)	2.026	1	2.026	...	...
Interaction (PxR)	34.225	1	34.225	10.993	.01*
Interaction (PxG)	.732	1	.732	...	...
Interaction (GxR)	.026	1	.026	...	...
Interaction (PxRxG)	8.801	1	8.801	...	...
Individual	85.074	38	2.239	...	...
Residual	357.192	114	3.133	...	...
Total	501.100	159	...	...	...

\*For the .01 level the F ratio must be 6.85 when the degrees of freedom are 120.

Thus, irrespective of group differences the whole population sample described mother with a greater number of plus responses per person than they did by minus responses, and they described father

with a greater number of minus responses than they did by plus responses per person.

TABIN 3.  
VARIANCE TABLE FOR  
DATA ON THEMATIC APPERCEPTION TEST

Variables and Interactions	Sum of Squares	Degrees of Freedom	Variance Estimate	F Ratio	Level of Significance
Parents (P)	4.225	1	4.225	4.186	.05*
Response types (R)	6.4	1	6.4	5.849	.05
Groups (G)	.173	1	.173	...	...
Interaction (PxR)	.225	1	.225	...	...
Interaction (PxG)	.223	1	.223	...	...
Interaction (GxR)	.331	1	.331	...	...
Interaction (PxRxG)	3.353	1	3.353	...	...
Individual	23.927	39	.630	...	...
Residual	126.743	114	1.094	...	...
Total	163.600	159	...	...	...

\*For the .05 level the F ratio must be 3.92 when the degrees of freedom are 120.

Table 3 for The Thematic Apperception Test data indicates each set of variables, the parents and the response types, were statistically significant at the probably significant level. In terms of this test the subjects mean number of descriptions of mother was 1.11 per person and the mean number of descriptions of father was .79 per subject. These results agree with results for the parents variables on the two previous tests. However, the results differ in this test in

terms of the numerical means for descriptions of parents when summed under the types of responses and compared with previous results on the response types. For the present test, the mean number of descriptions indicating rejection by parents was 1.15 per subject as compared with a mean of .75 per subject indicating parental acceptance irrespective of parents or group differences.

Such a reversal raises a question as to other results occurring from data of The Thematic Apperception Test. Although the statistical interaction of the parents, response types and groups variables was slightly under the .05 level of significance a glance at the results it expressed will trace this reversal to its source in this test. Apparently the dominant group of subjects was the cause since they gave mean of .52 plus responses for mother per person, while their mean number of minus responses for her was 1.17 per person. Throughout the results up to this point the mean number of plus responses was always greater for mother than was the mean number of minus responses. On the other hand, the submissive subjects in the present test remain consistent with these previous results. The submissive students' mean number of plus responses for mother was .76 per subject and for their minus responses describing her it was .65 per subject. But both groups were consistent with the previous trends of the results in their responses for father. In this interaction of all three sets of variables the dominant subjects' mean for negative descriptions of father was 1.26 per person as compared to a mean of .96 for positive descriptions of him, while submissive subjects showed

a mean of 1.47 descriptions scored for rejection as compared to a mean of .76 scored for acceptance.

TABLE 4.

## VARIANCE TABLE FOR DATA ON THE STRUCTURED INTERVIEWS

Variables and Interactions	Sum of Squares	Degrees of Freedom	Variance Estimate	F Ratio	Level of Significance
Parents (P)	0.156	1	0.156	...	...
Response types (R)	1.806	1	1.806	...	...
Groups (G)	15.258	1	15.258	...	...
Interaction (PxR)	166.056	1	166.056	13.638	.001*
Interaction (PxG)	.883	1	.883	...	...
Interaction (GxR)	4.473	1	4.473	...	...
Interaction (PxRxG)	82.295	1	82.295	6.759	.01**
Individual	285.986	38	7.526	...	...
Residual	1388.081	114	12.176	...	...
Total	1944.994	159	...	...	...

\*For the .001 level the F ratio must be 11.38 when the degrees of freedom are 120.

\*\*For the .01 level it must be 6.85 in the same range of degrees of freedom.

Table 4 for the Structured Interviews indicates that statistically the interaction of parents and response types appeared highly significant and the interaction of these two sets of variables with the groups variable was at the significant level. When the parents and response types variables were combined the mean number of responses indicating acceptance by mother was 5.1 per subject as compared to a mean number of 3.13 similar descriptions about father.

The mean number of rejectant descriptions about mother's relationship was 2.85 as compared to the higher mean of 4.95 for such descriptions about father's relationship. A greater difference occurred when these rejectance means were subtracted than when the response means indicating acceptance were subtracted. When both types of means for mother responses were subtracted the difference was larger than either found above. When this difference between mother responses was subtracted from the difference for father responses the resulting difference indicates it was the parents variables which influenced this interaction to be statistically significant. So far this is consistent with previous results for this interaction. However, a slight variation appears that should be noted. When these four means were subtracted diagonally, that is the mother-plus from the father-minus means and mother-minus from father-plus means, it was the difference between the mother-minus and father-plus means which was the greater.

When means occurring in the Structured Interviews for parents, response types and groups were combined for statistical treatment, distinct differences between the two groups of subjects appeared. Dominant subjects reported their mothers as accepting persons by a mean number of 4.96 responses per subject as compared to a mean number of 5.29 similar responses per subject by students in the submissive group. And the latter group described father as accepting by a mean of 1.82 responses per person, while dominant student subjects gave a mean of 4.09 such responses for him per person. For response types indicating rejection, the submissive students produced a mean of 5.71

such responses per person in describing father, while dominant subjects kept close to the same magnitude for their mean of plus responses for him with a mean of 4.39. For rejecting responses for mother the dominant person's mean was 3.65 as compared to the submissive subject's mean of 1.76.

By subtracting these means for response types from those for parents and making comparisons from group to group in every possible combination, further results appeared. Dominant students' means indicated the parents variable was influential statistically in rendering their responses significant, while the influential variable in the submissive group's responses was the response types. Also, dominant students distributed their responses for father rather evenly between descriptions of acceptance and rejection. Submissive subjects gave nearly four more responses showing his rejection than they did to indicate him as accepting. The latter also gave their responses for mother in about the same ratio but toward describing her as accepting. Dominant students averaged only 1.31 more such responses for her as compared to their descriptions of her as rejecting. On the whole, however, dominant subjects distributed their responses, in terms of the mean number for each subject, as mother-plus, father-minus and father-plus responses; only a difference of .74 of a response occurred between mother-minus and father-minus means. Submissive students revealed a distribution of mother-plus to father-minus with .42 more of a response in favor of the father-minus combination.

Making group-to-group comparisons, submissive students gave

.33 more of a response per person to describe acceptance by mother than did dominant students. They also gave 1.32 more responses per subject describing father as rejecting than did dominant students. The dominant student, however, gave 2.27 more responses per person describing father as accepting them than submissive students did for their fathers. They also gave 2.09 more responses per person describing mother as rejecting than submissive students did. Consequently, the interaction became statistically significant because the submissive group persisted in responding mainly in mother-plus and father-minus combinations. Again dominant students distributed their responses rather evenly with regard to means of about the same magnitude for each type of response for each parent. These trends lead to another result. Despite the fact that the submissive group was numerically smaller than the dominant group, apparently it was the persisting tendency of submissive students to cast their responses into mother-plus and father-minus combinations which influenced the over-all results for both groups to show these combinations when the statistical comparisons were made without differentiating between dominant or submissive persons. This over-all result appeared in the statistical comparison of the response types and parents variables.

Table 5 shows that in The Sentence Completion Test data the combination of types of responses and groups variables was statistically significant at the level defined as probably significant. Also, the combination of these two variables with the parents variables attained significance at the level defined as significant (.01).

TABLE 5.  
 VARIANCE TABLE FOR DATA  
 ON SENTENCE COMPLETION TEST

Variables and Interactions	Sum of Squares	Degrees of Freedom	Variance Estimate	F Ratio	Level of Significance
Parents (P)	0.156	1	0.156	...	...
Response types (R)	1.056	1	1.056	...	...
Groups (G)	.105	1	.105	...	...
Interaction (PxR)	.506	1	.506	...	...
Interaction (PxG)	.211	1	.211	...	...
Interaction (GxR)	2.833	1	2.833	5.468	.05*
Interaction (PxRxG)	4.419	1	4.419	8.529	.01**
Individual	11.379	38	.298	...	...
Residual	59.068	114	0.518	...	...
Total	79.694	159	....	...	...

\*For the .05 level the F ratio must be 3.92 when the degrees of freedom are 120.

\*\*For the .01 level it must be 6.85 in the same degrees of freedom.

A comparison of groups and response types indicated that for dominant subjects a mean of 1.43 responses describing a parental attitude of acceptance and a mean of .65 for responses indicating a parental attitude of rejection were found. Submissive subjects gave a mean number of 1.0 such responses for acceptance per person and a mean of 1.29 responses indicating rejection per subject. These results agree with those just cited from the previous test, for dominant subjects gave more plus type of responses about parents per subject and distributed these responses between both parents in about the same

magnitude of means. The submissive subjects' mean number of responses were grouped in a mother-plus and father-minus distribution. The present interaction also gains support from results of the similar combination of groups and response types variables for the Structured Interviews data. In that instance the various means show that dominant subjects gave more responses indicating parental acceptance than responses indicating parental rejection; submissive subjects gave more responses indicating rejection than they did for those indicating acceptance by parents.

Results from the statistical combination of parents, response types and groups variables from The Sentence Completion Test data show a mean of .61 for plus responses per subject for mother within the dominant group as compared to a mean of .71 for similar responses by individuals within the submissive group. The latter group described father as accepting by plus responses with a mean of .29 per person as compared to a mean of .83 similar responses for him by dominant individuals. For responses indicating rejection by mother dominant subjects show a mean of .43 per person as compared to a mean of .29 for similar responses for her by submissive subjects. In such minus responses for father the submissive subject's mean was 1.0 as compared to a mean of .22 by the dominant student.

Subtracting the means in terms of response types and of parents, then comparing differences existing between the two groups other results appeared. Within the dominant group the parents variables influenced this statistical interaction. Within the submissive student

group this interaction appeared influenced about equally by both variables. Also, the dominant group gave more descriptions of acceptance by father than they did for descriptions of rejection. They did the same for descriptions about mother but the difference in this direction for her was less (.3) than it was for father (.61) when the means of response types under each parent were subtracted. Compared another way, they distributed their plus responses by a difference of .22 in favor of father and their minus responses by a difference of .21 in favor of mother. Submissive student subjects gave more descriptions of acceptance by mother than they gave for father: .42 more when the response type means were subtracted. They gave .71 more descriptions of rejection by father than they gave for mother when these response type means were subtracted. Thus, in these results from The Sentence Completion Test data the dominant subject's means show a mother-plus and father-plus grouping, while the submissive subject's means remain grouped as before in the mother-plus and father-minus pattern.

Considering the group-to-group comparisons, and subtracting the mean number of descriptions of acceptance by mother the submissive students gave .10 more description of acceptance than the dominant subjects gave. That group also gave .78 more of a response showing father as rejecting than the dominant persons gave, while the latter gave .54 more in describing the father as accepting and .14 more in describing mother as rejecting than the submissive subjects did. These results indicate it was the variance of responses about

father that occurred between the two groups and the range of the distribution of responses from mother-plus to father-minus occurring within the submissive group which combined to influence this interaction to become statistically significant. This range of distribution by submissive subjects found within The Sentence Completion Test data strengthens the trend observed at the close of the presentation of results from the last test. That is, the means of mother-plus response and father-minus responses for submissive students were sufficiently great as to cause the interactions of parents and response types to present this pattern for the whole population sample in data of previous tests. It should be noted that the foregoing means were based upon a scoring scale on which the maximum response value was two, and that for statistical purposes the scores were treated as frequencies of responses. Hence, the mean number of responses were of a low magnitude in comparison to means from other tests.

Table 6 for results from the Religious Questionnaire data indicates the parents variable was highly significant when considered statistically, and the interaction of this variable with the groups variable was at the significant level. In the first instance the subjects described mother the greater help toward positive religious experiences by a mean of 15.73 responses as compared to a mean of 8.5 responses for father. Results from the interaction of parents and groups indicate the dominant subjects characterized mother as helpful by a mean number of 13.17 responses per person and father as helpful by a mean of 10.04 responses. Submissive student subjects character-

ized mother as helpful toward their religious experiences by a mean of 19.18 responses per person and father as helpful by a mean of 6.41 responses per person. The most outstanding difference occurs with this group giving 12.77 more responses for mother than for father as compared to the dominant group which gave only 3.13 more responses for mother than for father per person. In terms of the differences between parents, when means are computed in the interaction of the parents and groups variables, mother received a little over twice the number of responses per person than the number father received.

TABLE 6.

VARIANCE TABLE FOR DATA ON THE  
RELIGIOUS QUESTIONNAIRE<sup>a</sup>

Variables and Interactions	Sum of Squares	Degrees of Freedom	Variance Estimate	F Ratio	Level of Significance
Parents (P)	1044.013	1	1044.013	16.862	.001 <sup>b</sup>
Groups (G)	27.472	1	27.472	...	...
Interaction (PxG)	453.654	1	453.654	7.327	.01 <sup>**</sup>
Individual	2134.015	38	56.158	...	...
Residual	2352.834	38	61.917	...	...
Total	6011.988	179	....	...	...

<sup>a</sup>All responses were scored plus. Therefore, no response types were available for comparison or for combination with other variables to ascertain a statistical interaction.

<sup>b</sup>For the .001 level the F ratio must be 12.61 when the degrees of freedom are 40.

<sup>\*\*</sup>For the .01 level it must be 7.31 in the same degrees of freedom.

Considering the frequency with which the variables attained significance, the parents variable occurred three times; twice at the highly significant level and once at the probably significant level. Each time the responses for mother were nearly half again the number for father. The combination of the parents variable with the response types indicating parental attitudes in statistical interaction appeared three times; twice at a highly significant level and once at the significant level. The parents variable influenced the interaction to become statistically significant twice and once it was the response types variable that did so. Each appearance indicated the responses for mother and for the plus type to be greater than other responses and, the responses for father and for the minus type to be the next most frequent. The response types variable occurred twice; once as highly significant and once as probably significant. The plus response was greater than the minus response in each appearance. The combination of all three variables for statistical consideration also occurred twice as significant at the significant level. The variable appearing to influence the dominant group's responses was the parents variable, while the response types variable influenced the submissive group's part in the interaction statistically. On the whole, dominant subjects' frequencies of responses appeared rather evenly distributed, into mother-plus, father-plus and father-minus categories. Submissive subjects not only gave more mother-plus and father-minus responses than dominant subjects did but they distributed their responses primarily into these two categories. The statistical interaction of parents

and groups appeared once at the significant level, showing more responses for mother by submissive subjects and responses by dominant subjects to be almost equally divided between both parents. The statistical interaction of groups and response types also occurred once at the significant level, showing dominant subjects gave more plus responses per person than minus responses and the submissive subjects gave more minus responses per person than plus responses. The groups variable was the only one that did not appear as significant when treated separately.

Considering the tests according to the frequency with which they elicited data of statistical significance they are as follow:

(1) The Situations Questionnaire for Parent-Child Relationships yielded data at the highly significant level three times. (2) The Structured Interviews twice brought out material, at the highly significant level and the significant level. (3) The Religious Questionnaire did so twice also at the highly significant level and the significant level. (4) The Sentence Completion Test twice yielded material, once at the significant level and once at the probably significant level. (5) The Thematic Apperception Test did so twice at the probably significant level each time. (6) The Autobiographical Statements produced material once at the significant level.

However, when the tests are classified according to their usefulness in distinguishing between the dominant and submissive groups the following tests appear: (1) The Structured Interviews; (2) The Sentence Completion Test; and, (3) the Religious Questionnaire. As

indicated above the material from these tests was significant or highly significant for the most part when considered statistically. Since an investigation of differences between the two groups of subjects was the aim of this study, the material from these tests provide the bases for an analysis and interpretation of differences that occur with reference to parental relationships. This will be done in the following chapter, using these tests and comparing their results with those obtained from the other tests.

### 3. SUMMARY OF THE CHAPTER

Statistical treatment of test data on the relationships of dominant and submissive theological students with their parents was by the analysis of variance technique. This appeared to be the best method by which several variables and their combinations could be considered for their statistical significance in interaction with each other. The variables so treated were the parents, the response types of plus and minus which were used to indicate and score for attitudes of acceptance and rejection respectively, and the groups into which the population sample were divided. The various levels of significance obtained for these variables and their combinations were defined for discussion as the probably significant level (.05), the significant level (.01), and the highly significant level (.001).

The results were presented in terms of each test and these were organized for presentation, starting with those tests indicating over-all results irrespective of group differences and proceeding into those which distinguished between the groups of dominant and submissive

subjects. The over-all results indicated more responses were given for mother and for the plus type of response, with the next highest frequency occurring for father and the minus type of response. Results distinguishing between the groups indicated dominant subjects' means of responses were distributed more evenly among plus and minus responses for each parent than were the means of submissive subjects. The latter distributed their responses mainly between plus responses for mother and minus responses for father. Other results were presented in terms of the frequency with which the variables and their combinations appeared significant, the frequency with which the tests yielded statistically significant data, and the tests most useful in distinguishing between the two groups of subjects.

## CHAPTER V.

### ANALYSIS AND INTERPRETATION OF RESULTS OF TESTING FOR RELATIONSHIPS WITH PARENTS

The following analysis and interpretation is based upon those tests wherein the mean responses given by dominant subjects were found to be significantly different from those given by submissive subjects, when considered statistically. As indicated at the close of the last chapter these tests were the Structured Interviews, The Sentence Completion Test and the Religious Questionnaire.

The Structured Interviews and The Sentence Completion Test each indicated significant differences between the two groups when means were computed in terms of parents, response types, and groups; then combined and compared statistically. Results from this triple comparison therefore offer the best data from which an analysis and interpretation can be made, since detailed comparisons can be discussed. Furthermore, the interview data indicated the response types for each parent to be significant irrespective of group differentiations. The over-all results from this combination of variables within the interview data were similar to results from combinations of the same variables in other tests. Moreover, The Sentence Completion Test data indicated the response types given by each group to be significant irrespective of the parents for whom they were given. The Religious Questionnaire is also important to use in this analysis because all its results were related to the parental attitude of acceptance and within its data differences between the two groups for such responses

about each parent were significant. Therefore, not only do these tests offer significant details differentiating between the two groups, but they also yield data of significance similar to the over-all results indicated by other tests.

The analysis is organized in terms of results first concerning mother, then concerning father. A table gives the mean responses occurring in the three tests cited above, followed by a listing of means found in the remaining tests used. The inclusion of these means from other tests will assist the analysis of major trends and provide an opportunity to indicate the relationship between results they reveal and those found in the first three tests.

Table 7 indicates the results concerning the attitudes of mother with reference to the mean responses by each group of subjects. These means show submissive subjects described mother as accepting by a mean number of responses that were more than twice greater than the mean number of responses describing her as rejecting. Dominant students reported mother as accepting by response means that approximated their mean number of responses characterizing her as rejecting; only slight differences are found when the two types of means are subtracted. Thus, both groups characterize mother as an accepting parent with slight variation by dominant students. However, the submissive students exceeded dominant students in their mean number of responses indicating mother as accepting, according to their means per person in each of the tests. The greatest difference occurred in the Religious Questionnaire data.

## 1. ANALYSIS OF RESULTS CONCERNING MOTHER.

TABLE 7.

SUMMARY OF MEANS FOR RESPONSES DESCRIBING  
ATTITUDES OF MOTHER IN ALL TESTS

Tests used	Means for dominant subjects		Means for submissive subjects	
	Indicating Acceptance	Indicating Rejection	Indicating Acceptance	Indicating Rejection
<u>Structured Interviews</u>	4.96	3.65	5.29	1.76
<u>Sentence Completion Test</u>	.61	.43	.71	.29
<u>Religious Question.</u>	13.17	.....	19.18	.....
<u>Situations Question. for E-Q Relations</u>	26.57	12.17	27.53	12.65
<u>Autobiographical Statements</u>	2.74	1.70	2.82	.88
<u>Thematic Apperception Test</u>	.52	1.17	.76	.65

On the other hand, the means indicating rejection show that dominant subjects exceeded submissive subjects throughout the tests with the exception of the Situations Questionnaire. Even this instance, where submissive student subjects gave more responses than dominant students indicating rejection, the difference was of low magnitude. Otherwise, dominant students' means indicating rejection were nearly twice greater than the means found for submissive students in

such responses.

The one test whose data presented some disagreement with the over-all trends was The Thematic Apperception Test. This test disagreed only in part, namely, to show dominant subjects' mean descriptions of mother as an accepting parent to be lower than their mean descriptions of her as rejecting. This can be considered probably as a function of the cards used, since cards five and six often elicit stories reflecting conflicts with mother, especially card six.<sup>1</sup> Some evidence for this is indicated in the scoring of stories given by dominant subjects for card six. Rather severe conflicts occur in thirteen out of the twenty-three stories. Some of these begin by the subjects writing of a boy about to tell a domineering, selfish mother about his engagement, or a boy fails to provide support for his mother, or a boy confronts his mother with his sudden decision to leave home. The outcomes to these and similar stories were that reconciliation would take a long time, or the boy abandons his mother, or leaves to find a better life and mother adjusts as she must.

By comparison this test indicated the submissive person's responses were consistent with his tendency in other tests to describe mother as accepting. Eight out of the seventeen stories for card six, for example, indicate conflicts with mother figures over personal plans,

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1. Morris I. Stein, The Thematic Apperception Test: An Introductory Manual For its Clinical Use with Adult Males (Cambridge, Massachusetts: Addison-Wesley Press, Inc., 1948), pp. 4 and 5, indicates this tendency for these cards.

love objects, a son's criminal actions, and a son's failure to support mother. The solutions given are reconciliation with mother, repentance is offered by the son and mother forgives, and mother's reassuring love keeps the son steady. In five out of these seventeen stories the death of a father figure or of another adult male or an aggressive act against some older man occur from which the hero turns to a mother figure for help or to give help.

## 2. ANALYSIS OF RESULTS CONCERNING FATHER

TABLE 8.

SUMMARY OF MEANS FOR RESPONSES DESCRIBING  
ATTITUDES OF FATHER IN ALL TESTS

Tests used	Means for dominant subjects		Means for submissive subjects	
	Indicating Acceptance	Indicating Rejection	Indicating Acceptance	Indicating Rejection
<u>Structured Interviews</u>	4.09	4.39	1.82	5.71
<u>Sentence Completion Test</u>	.83	.22	.29	1.00
<u>Religious Question.</u>	10.04	.....	6.41	.....
<u>Situations Question. for E-2 Relations.</u>	13.00	17.97	9.12	15.12
<u>Autobiographical Statements</u>	1.83	1.83	1.24	2.23
<u>Thematic Apperception Test</u>	.96	1.26	.76	1.47

Table 8 shows a summary of results concerning the attitudes of father in terms of mean responses by each group of subjects. The variations between the two groups which occurred in the descriptions of father as compared to those appearing for mother suggest he was the more difficult to describe, perhaps the more important parent in terms of a psychological adjustment to him.

The means in Table 8 for submissive subjects indicate father was described as a rejecting person throughout all tests. Thus the combinations of all three variables found to be significant for the first two tests reflect the over-all trend among all tests. The Religious Questionnaire, though not indicating rejection directly, implies agreement by the considerably lowered frequency of descriptions for father as compared to the frequency for mother. In this test he was described as helpful by these subjects only about one third the number of times mother was described as helpful. Comparing means indicating rejection with those indicating acceptance, these students described father as rejecting approximately double the number of times they described him as accepting.

The above means for dominant subjects indicate considerable variance between the first two tests in the descriptions of father. Evidence to support each test can be found in the results from other tests, though the interview data appears to reflect the over-all trend. The means for this test are similar to those occurring in the Situations Questionnaire and The Thematic Apperception Test data, in the sense that all three tests indicate father to be rejecting. However, the des-

criptions of father as accepting shown in means for The Sentence Completion Test are somewhat supported by the even distribution of responses in the Autobiographical Statements. These tests point out the very significant fact that dominant subjects vary in their descriptions of father, and that it is possible for them to vary in the direction of indicating his acceptance rather than toward rejection. The Autobiographical Statements also illustrate another significant tendency of these persons as compared to the submissive persons, namely, the tendency to produce means for acceptance and rejection at nearly the same magnitude. Thus the best analysis of their means is that dominant subjects characterized father as somewhat rejectant and somewhat accepting.

This analysis is strengthened by a comparison of the two groups of subjects. The dominant students described father as accepting by means that were nearly half again greater than means for similar descriptions given by submissive subjects. Such a ratio occurs in the first two tests but is lowered in the other tests. On the other hand, submissive subjects described father as rejecting by means that were nearly one fourth greater than similar descriptions given by dominant subjects. Thus each group of subjects ranged toward the opposite poles in their descriptions of father.

Further distinctions between the two groups of subjects are apparent when the results in Tables 7 and 8 are compared. Dominant students described mother as accepting more frequently than they did father in all but two tests. The means for these responses for mother

were about one fourth greater than those for father, except in the Situations Questionnaire where they were twice greater than means for father. The two tests where exceptions occurred were The Sentence Completion Test and The Thematic Apperception Test. In each of these the means indicate father received more descriptions of acceptance than mother, with an increase of nearly half again against such responses for her. The Sentence Completion Test also was the only test where mother was described more frequently than father as a rejecting person. In this instance the mean responses for her were nearly twice greater than the response means for father. But in all the other tests from which scores on rejection were obtained dominant persons described father more frequently as rejecting than they did mother. However, such descriptions for him were only slightly increased over those for mother.

Submissive students described mother as accepting more frequently than they did father in five out of the six tests from which scores on acceptance were obtained. They increased such responses for her by approximately double the mean number of responses they gave for father. The exception was The Thematic Apperception Test wherein descriptions of acceptance were distributed equally between mother and father. Apparently the factor which was influential in causing such a distribution was the relative frequency with which submissive subjects mixed descriptions of aggression concerning father figures into stories describing relationships with mother, as noted earlier. However, submissive subjects so consistently described mother as accepting

and father as rejecting that such an exception must be taken as a chance variation. This consistency is evidenced by the fact that in all five tests where minus scores were obtainable they described father as rejecting by response means which were approximately double the minus response means for mother.

In summary, submissive subjects ranged about as far in numerical frequency toward describing father as rejecting as they did toward describing mother as accepting. Their means reporting his rejectance and their means reporting her acceptance were each nearly twice greater than their means for opposite attitudes in each case. Thus the submissive students' distribution of responses about parental attitudes could be described as bimodal. On the other hand, the dominant subjects' responses could be described as a unimodal distribution. The latter described mother as accepting with means that were only about half again the magnitude of means indicating her as rejecting. They described father with means for rejectant characterizations that were equal to or slightly above means reporting acceptance.

### 3. INTERPRETATION OF RESULTS CONCERNING

#### PARENTAL ATTITUDES

The most obvious interpretation from the foregoing is that both groups of students were accepted by mother. However, dominant students were less accepted by mother than were the submissive students. This interpretation is derived from the fact that dominant subjects described mother more frequently as rejecting than submissive students did, while the latter were almost stereotyped in giving more

descriptions of her as accepting than dominant students did.

The next most obvious interpretation is that father varied in his attitude toward dominant subjects and was persistently rejectant toward submissive subjects, according to their descriptions recorded in the tests used. The descriptions of father by dominant students seem to indicate that he was rejecting about certain things and accepting about others; perhaps rather ambivalent toward them as children. At least these students' behavior throughout the tests suggests they regard him somewhat with ambivalent feelings as they report their relationships with him. For example, in the autobiographical material they described him as equally acceptant and rejectant. This test was conducted under the pressure of time wherein they needed to write down quickly their first thoughts in order to produce some response. In the two projective tests where the conditions were free from time pressure as compared to other tests and where they could structure ambiguous stimuli, they varied so as to describe father as accepting once and as rejecting once. Thus the interpretation of the attitudes of fathers of dominant students in this study is that they are best described as rejecting and accepting. In comparison with the attitudes of submissive students' fathers they are more accepting and less rejecting, for the submissive students were quite definite in describing the father's attitude as one of rejection.

The indication that parents of dominant subjects each expressed some acceptance and some rejection implies that these students had more security in their homes than submissive persons did. Even if

the fathers of dominant student subjects were relatively ambivalent, still the fact that some acceptance tempered their relationships with their children indicates they provided elements of a security-giving relationship. The result would be that children coming from such relationships would have opportunity to make their own decisions and find some support for them by each parent. At least they would have opportunity for developing confidence and dominance as defined in this study. On the other hand, the submissive subject would have had less reason to develop self-confidence and assurance since he could find acceptance by only one parent. Whereas, the dominant person apparently could identify with each parent, the submissive person was practically restricted to a positive identification with mother. If he was identified with father, it appears to have been a negative or hostile identification. Thus, his dependency upon mother for acceptance and the inhibition of learning to identify positively with father would be likely to set up a vicious circle that would perpetuate anxiety concerning his role in interpersonal relations. For example, the boy who was identified with mother and has learned to expect conflict with father often has difficulty adjusting to a masculine role in society. While he tends to reduce his anxieties by dependence upon feminine acceptance this only serves to maintain the dependent role. He cannot become emancipated from mother who accepts him so long as she or her substitutes remain the primary source for security. Nor can he rebel successfully against father who rejects him because of additional fears that such rebellion would arouse. Therefore, he can

submit as a defensive reaction against his own fear or resentment and against causing further rejection. At the same time he can maintain mother's acceptance at the risk of threatening his sex role with others.

Some support for this interpretation of the submissive person's reliance upon mother for approval is found in responses to the final question in the Religious Questionnaire:

Which parent did you first tell that you had decided to be a minister?

Within the group of seventeen persons, classified as submissive by The A-S Reaction Study, thirteen responses were given for mother and four for father. Twelve told mother first, four told father first and one reported he told both parents at the same time. Apparently the approval of such an important decision as the vocational choice was sought from the parents whose acceptance was demonstrated in other interactions. Of the twenty-three dominant subjects, seven told mother first, four told father first and eight told both parents at the same time. The remaining four persons did not respond to this question. This group apparently anticipated either and both of their parents would accept their decision with perhaps slightly more acceptance to be given by mother.

Father's attitudes as they are described in this study have an important bearing on the development of dominant or submissive tendencies by the child. It was by the descriptions of father that the groups differed most. The interpretation rests on the fact that submissiveness, a trait usually associated with femininity, and an ac-

cepting mother appear to go together as long as the father remains persistently rejecting. On the other hand, dominance, a trait usually associated with masculinity, and some acceptance by father go together as indicated by this study. Thus, more attention needs to be given to father's attitudes in his relationships with his children, even as attention has been given to mother's attitudes toward her children. It is not enough to study "psychological mothering" as many studies have done, but parents must be considered together with attention focused upon "psychological fathering" as well.

#### 4. SUMMARY OF THE CHAPTER

The three tests which produced results differentiating between the two groups of subjects at statistical levels of significance were the Structured Interviews, the Sentence Completion Test, and the Religious Questionnaire. The analysis of results was based upon means obtained for each group of subjects in terms of the attitudes of each parent which the responses described. The means and their magnitudes which were significant among results of the three tests above, generally represented trends occurring among the results of other tests used. The interpretation of these results indicated mother was described as the accepting parent by both groups, though the mothers of dominant subjects were somewhat less accepting than were the mothers of submissive subjects. Father was interpreted as rejecting by the submissive group and somewhat accepting and somewhat rejecting in terms of the dominant group. On the whole, dominant subjects appeared to have experienced a more secure relationship with

their parents than submissive subjects did with their parents. The latter group identified with mother positively while they expressed a negative identification with father. Dominant students in this study apparently could identify with both parents, at least achieving some fulfillment of a positive identification with father. Some support for this interpretation was found in the responses of each group in terms of which parent they first told they were going to become ministers. Submissive subjects first told mother, on the whole, while dominant subjects told either and both parents without demonstrating any significant pattern of one parent over the other. A final interpretation was that father's attitudes were significant in this study since submissiveness appeared related to a rejecting father and dominance appeared where his attitudes were somewhat accepting.

## CHAPTER VI.

### SUMMARY AND CONCLUSIONS

#### 1. SUMMARY OF THE STUDY

The aim of this study was to investigate the parental relationships of dominant and submissive theological students, with specific reference to the attitudes of their parents toward them which these students described. The importance and lasting effects of parental attitudes upon an individual's personality and his interpersonal relations are well recognized. A study of the relationship between parental attitudes and modes of adjustment, such as dominance and submission, is particularly pertinent when the subjects have chosen a vocational field like the ministry wherein the central concern is human adjustment. Every interpersonal relationship of the minister is affected by the responses which he learned early in life to persons.

Studies have shown that responses like dominance and submission are learned early in life as a result of the behavior and attitudes of parents toward the child, among other factors. It was the hypothesis of this study that dominant students would describe their parents as accepting them, while submissive students would describe their parents as rejecting them.

A population sample of forty theological students in their first year of seminary was obtained for study. The A-E Reaction Study and The Guilford-Martin Personnel Inventory (GAMIE factors) were used as criteria for the classification of this sample into dominant and submissive groups.

A battery of tests was used to elicit descriptions of parental attitudes to ascertain whether they were described as accepting or rejecting with reference to dominance and submission among the subjects. Two projective tests were used first. They were The Sentence Completion Test and The Thematic Apperception Test. Then two questionnaires were created and used. These were the Situations Questionnaire for Parent-Child Relationship and the Religious Questionnaire. These were followed by the written Autobiographical Statements and the tape recorded Structured Interviews. The first projective test was scored by a psychometrist familiar with a five point scale derived for this test and who was qualified to adapt that scale to the purposes of this study. The second projective test was scored by two clinical psychologists who evolved a five point scale for scoring parental figures as accepting or rejecting, using one derived by Eron, Eake and Callahan as a guide. The remaining tests were scored by a plus one for each response indicating acceptance and a minus one for each response indicating rejection. All scores were treated as frequencies of responses and the analysis of variance technique was used as the statistical method.

## 2. SUMMARY OF THE RESULTS

The testing procedures and the statistical treatment of their scores yielded the following results:

(1) The population sample of forty male theological students in their first year of seminary was divided into twenty-three dominant subjects and seventeen submissive subjects.

(2) The groups differed when plus and minus responses were summed together for each parent, and their means were compared statistically with means obtained by summing the plus and minus responses irrespective of the parents. Dominant students' means obtained from summing all responses for each parent differed more than their means obtained by summing responses according to their plus and minus signs. The reverse of this was found in a statistical comparison of the submissive students' means. This indicates scores for each parent did not vary significantly as to their plus or minus signs among dominant subjects, while plus and minus scores did vary significantly for each parent among submissive subjects.

(3) The groups differed with respect to the quantity of responses indicating acceptance or rejection. Dominant subjects gave more responses indicating acceptance and submissive subjects' responses indicating acceptance nearly equalled their responses indicating rejection.

(4) The groups differed as to the quantity of responses indicating one type of parental attitude over the quantity of responses indicating the other type of parental attitude by each parent. In this dominant students varied. In some tests they indicated mother as accepting by nearly one fourth more responses than the mean number of responses by which they indicated father to be accepting. In other tests they described father as accepting by response means that were nearly one half again greater than accepting response means for mother. Except in one test these students described father as rejecting by

means that were greater than rejectant descriptions of mother. However, these response means for him were only slightly greater than those for mother. Submissive subjects described mother as accepting by response means that were approximately double the means reporting her as rejecting and the means indicating father as accepting. On the other hand, these submissive students described father as rejecting by response means that were approximately double the means indicating him as accepting and the means reporting mother as rejecting.

(5) The groups therefore differed in the order of frequency of descriptions reporting each attitude of each parent, and in the numerical distance between the means of these descriptions. For example, the dominant students' means can be placed in a descending order of magnitude from mother-plus, father-minus, father-plus to mother-minus with small numerical differences between each step in this order. On the other hand, there was considerable numerical distance between the two steps in the order in which submissive students' means can be placed, namely, from mother-plus and father-minus to father-plus and mother-minus.

(6) Differences occurred when mean descriptions for mother were compared. Submissive students gave more responses per person indicating mother to be accepting than dominant subjects did. The latter gave more responses per person indicating her as rejecting than submissive students did. However, each group described her more frequently as accepting than as rejecting.

(7) Differences also occurred when mean descriptions for father

were compared. Submissive students exceeded the dominant students in describing him as rejecting. On the other hand, dominant subjects exceeded submissive students in their mean characterizations for him as accepting.

(8) Tests which yielded statistically significant data indicating these differences between the two groups were the Structured Interviews, The Sentence Completion Test, and the Religious Questionnaire. When results from other tests for parental attitudes were compared with results from these tests similar findings occurred.

(9) When the tests were compared for their frequency in eliciting statistically significant data, they were placed in the following descending order: the Situations Questionnaire for Parent-Child Relationship; the Structured Interviews; the Religious Questionnaire; The Sentence Completion Test; The Thematic Apperception Test; and, the Autobiographical Statements.

### 3. CONCLUSIONS

In terms of the present population sample and on the basis of the tests used, the analysis and interpretation of these results suggest the following conclusions:

(1) The sample of forty men from a population of first year theological students differ in their tendencies toward dominance or submission, and can be classified in terms of these tendencies. The fact is important that the numerical incidence of dominance and submission did not show either trait significantly predominant among the

subjects. From the studies reported by Dodge, Beckman, Ruggles and Allport<sup>1</sup> it would seem a higher incidence of dominance could be expected among a group of theological students. These writers indicate dominance correlates with vocations wherein authority, persuasion and contact with others are an essential part of the work. The ministry is a vocation wherein the minister is given a wide range of authority by church and community; wherein the power of persuasion is an essential quality; and, contact with others is a necessity. The present study, however, indicates that ministers may not be characterized distinctly as dominant or submissive and that both tendencies find satisfying outlets in this vocation.

(2) Theological students so classified differ in their manner of describing relationships with their parents. For example, dominant students vary in the frequency of descriptions and in the type of relationships they associate with each parent. Submissive students seldom vary either the frequency or the type. This conclusion has a corollary, namely, these differences in behavior indicate dominant students are rather flexible in their feelings and responses to stimuli situations concerning parental figures; submissive students are rather inflexible both in feeling and responses. It would follow that the submissive theological student is somewhat tense concerning relationships with parental figures and would experience some emotional difficulty in relating to parental substitutes.

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1. Cited in Chapter II.

(3) Dominant and submissive theological students also can be differentiated by the parental relationships they describe. The dominant student apparently experienced parental relationships characterized by atmospheres of acceptance more than submissive students. Furthermore, these differences are described consistently enough to limit the possibilities that parents of either group deviated much from such over-all characterizations. Therefore, this conclusion parallels the one above, namely, the manner in which each group characterizes its parental relationships is consistent with the family atmospheres which theoretical psychology and empirical studies have shown generally produce dominant or submissive modes of responses.<sup>2</sup> It is important to note the relationship of these conclusions because they indicate that this study of men late in adolescence has revealed what researchers have found in studies of children. This not only contributes to knowledge about parental relationships and the effectiveness of parental attitudes but it indicates their effects can be confirmed among persons beyond the range of childhood.

(4) Differences in the attitudes of mother that occur between

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2. As noted in Chapter I, the studies of Symonds, Levy, Baldwin, Kalhorn, Breece, Shirley, Hailon, Horney and White indicate the family atmosphere of acceptance influences stability, flexibility, and characteristics of dominance among children's behavior. Family atmospheres characterized by varying degrees of rejection influence the opposite of these to be developed by children. The studies of dominance and submission among children by Page, McLaughlin, Chittenden, Anderson and others noted in Chapter II show the dominant child to be more relaxed in relations with others, less rigid and stereotyped in his behavior, and more mature than submissive children on the average.

descriptions of her by each group of students indicate mothers of submissive students are reported as more accepting than are mothers of dominant students. And for each group of subjects she was the more accepting parent as compared to father. This difference, however, suggests the submissive theological student is more closely attached to his mother, hence will need to maintain such a positive relationship with her substitutes. Dominant students apparently feel less need to associate in such relationships with her; perhaps more tendency to express negative feeling about interactions with her.

(5) Differences in the attitudes of father, as shown in descriptions of him by each group of students, indicate fathers of dominant students are reported to be more accepting than are fathers of submissive students. The persistent emphasis upon negative relationships with him by submissive students delimits the possibility that he expressed acceptance toward them, and suggests something of a hostile attitude toward him. Descriptions of father by dominant subjects lead to the conclusion that he was both accepting and rejecting, and that their relationships with him were more healthy emotionally than relationships of the submissive subjects with their fathers.

(6) Therefore, the implied null hypothesis is rejected. The trait of dominance is related to parental acceptance and the trait of submissiveness is related to parental rejection among the present subjects. Thus the original hypothesis for this study is generally supported. It can be re-stated in the light of the present conclusions, as follows: Dominant theological students describe their parents as

accepting them while submissive theological students describe their mothers as accepting them and their fathers as rejecting them.

(7) As a general conclusion from the foregoing it is evident that the attitudes of father have a significant bearing upon the development of dominance or submissiveness in these male subjects. Obviously both groups described mother as accepting in varying degrees, but father's attitudes were described in a wide range of variance. Submissiveness, generally considered a feminine characteristic, occurs where father was described consistently and persistently as rejecting. This suggests the trait in part may be a reaction-formation to rejection by father.<sup>3</sup> Acceptance by mother not only would have encouraged affiliation with her as a source of security and affection but it would have increased the possibility that some feminine traits would be adopted by the son. On the other hand, dominance, generally considered a masculine characteristic, appears where father apparently expressed acceptance. This would indicate the son could fulfil some of his normal needs to identify with father and evolve his own masculine role with others.

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3. Leland E. Hinkle and Jacob Shatsky, Psychiatric Dictionary With Encyclopedic Treatment of Modern Terms (New York: Oxford University Press, 1947), p. 459, describe reaction-formation as "a form of defense against urges which are unacceptable to the ego." In the present instance it may be contended that the unacceptable urges could be desires to retaliate against the rejecting parent by hostile and aggressive behavior. But the ultimate outcome of such action would be further rejection, hence, the repression of urges would be a necessity.

These results and conclusions should be of value to those interested in counseling and vocational guidance, particularly in relation to persons entering the ministry.<sup>4</sup> This study suggests that it would be profitable to test for dominance or submission as an approach to insight concerning parental relationships both for the counselee and counselor. The submissive person may be assisted particularly in terms of releasing hostility and frustration about father figures and to gain self-understanding in his relationship with mother figures. Moreover the counselor would find value from this study for indications as to whether male or female therapists would be more useful to submissive persons. One index the therapist might use could be his estimation of the quality and amount of acceptance these persons need.

This study also should be of value for those responsible for the training of ministers. For example, the effects of and responses to parental relationships not only carry over into relationships with others but they can affect a minister's counseling viewpoints, his

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4. Though it was strictly within the scope of this study to seek data of value to those interested in and related to the ministry, yet application may be made to others. The present population sample was similar to the normative population upon which norms were based for The A-E Reaction Study. A comparison was made of the mean score (plus 3.225) for the present group of forty men on this test with the mean score (minus .01) given for the Form for Men normative sample of 2578 cases. A *t* value of .11507 was found and indicated that a similar value would be found for this sample of theological students more than ten percent of the time. This leads to the conclusion that the deviation of plus 3.225 from the normative sample of 2578 cases is not significant statistically. Thus it is probable that if a similar group of men from our culture were tested for the attitudes of parents differentiations would appear similar to those found in this study.

preaching and church administration. One of the sources for sermons is interpersonal experience which can affect the preacher's viewpoint in preaching and other functions. Dominant candidates, on the other hand, may be sensitive to control and aggressive behavior by women and inclined to identify with men. Thus this study may provide class that would assist counselors and teachers of these candidates to help students explore such possibilities for their effects on ministerial functions.

Furthermore, those interested in the recruitment of ministers may find value from this study for application to the psychological process of vocational choice. Pertinent suggestions may be applied from Freud's discussion of religious participation. He suggests that such participation may bring reconciliation with the father and renunciation of the mother as a means to resolve the Oedipus conflict. In one sense identification with the father figure (God) satisfies the need to be like the earthly father or to equal him. In another sense this identification satisfies the need to rise above the earthly father.<sup>5</sup> Interpreted in the light of the present study this may apply to the dominant candidate. His aspiration to become a full-fledged minister may be a symbol of his seeking a completion of identification

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5. A. A. Brill, translator and editor, The Basic Writings of Sigmund Freud (The Modern Library; New York: Random House, 1938), pp. 925-927. Rollin J. Fairbanks, "Qualifications and Preparation for the Pastoral Ministry," J. Richard Symon, editor, Pastoral Care (New York: Abingdon-Cokesbury Press, 1951), p. 27, reports investigations of religious participation as related to the Oedipus conflict are underway.

with his father and independence from the attachments of mother. For the submissive candidate it may be a replacement of the father, to attain identification with a higher and more accepting father. In this manner he would by-pass the earthly father and not lose the affection of mother. Establishing good rapport with the candidate, his teacher, pastor or counselor could seek understanding of his vocational choice in this light and help him reduce fears and guilts that may be involved. This would assist the candidate toward emotional growth and maturity and an objective appraisal of his vocational goals. His interpersonal relationships would benefit with new insights and the release of old tensions. The more such explorations can be made early in the vocational choice process or training period the sooner personal adjustments to the vocational role will be achieved.

#### 4. IMPLICATIONS FOR FURTHER RESEARCH

The foregoing suggests research into the psychological process of choosing the ministry. A start for such research might be to seek the relationship between emotional needs arising from parental acceptance and rejection and the felt needs that are satisfied by the choice of a religious vocation. On the periphery of the present data there frequently appeared indications that tensions arising from parental relationships were consciously or unconsciously relieved by the decision to enter the ministry. Sometimes these indications were that association with a particular minister, religious layman or an accepting church group made up for deficiencies felt in parental relationships; hence was an association recalled as the turning point toward the vo-

otional decision. Other times it was reinforcement which church relationships gave to relationships with a parent. For example, the submissive student subjects above indicated they first told mother, the accepting parent, about their vocational decision. She usually was indicated to be the more religious parent.

Such research might be followed by investigation into the causes for decisions to resign from the ministry after training and some years of field experience, and the relationship between such decisions and emotional relationships with parents.

Several other areas are suggested for investigation among ministers after training and experience in the field. One point of research might be to seek the relationship between pastoral technique with parental substitutes and dominant or submissive tendencies of the ministers. In the light of the present results such research may offer insight into the practices of group leadership, the minister's preference for certain lay workers, the selection or omission of persons for pastoral calls, relationships with the aging persons, and counseling technique.

More research might be to seek the relationship between dominant and submissive tendencies and the conceptions of God in the light of parental attitudes related to these tendencies. This may offer insight into the psychological bases for sermon contents, prayers and religious teachings as related to needs arising from the effect of these parental attitudes. Other research that is needed is to seek the relationship between some factors indicating success in the minis-

try and dominant or submissive tendencies in the ministers.

The present results show that further research concerning father's attitudes is needed. One approach would be to seek methods by which the attitudes of fathers might be altered. It is apparent from previous research that mother has been the primary focus of such methods, and it is evident in the present research that it is father who needs more such study. Another approach would be to seek the relationship between changes in father's attitudes and the effects upon submissiveness in the child.

Furthermore, it is suggested that research is needed to re-evaluate the role of fathers in our culture and to expand our knowledge of masculine psychology and fatherhood. One of the areas where this could be studied is in the school life of the child. Experiments in the elementary grades could be devised to investigate the effects of male teachers upon children whose fathers reject them. A comparison could be made between the results of such experiments in the classroom and the responses of these children to their parents at home.

More research is needed in the area of psychological testing to understand the nature of parent-child relationships as contributing to personal tendencies and emotional adjustment. This study indicates a structured interview is useful and that items for it might be taken from the Situations Questionnaire and used as questions or as incomplete sentences which subjects could expand and discuss with a counselor.

### 5. GENERAL CONCLUSION

It is a dictum in psychology that a person is insecure and defensive in those areas where he is anxious. In the present study submissive students show cause for considering interpersonal relations with parents, hence with others, as an area wherein there is anxiety. This does not exclude evidence from the dominant group. These student subjects showed some uncertainty concerning suitable descriptions of father even though they indicated he expressed acceptance toward them. However, all branches of psychology interested in human emotional adjustment emphasize that some degree of parental acceptance is vital; without it there is anxiety about relationships with others. Therefore, it is indicated that the submissive students in this study will be less mature in their relationships with others than the dominant students.<sup>6</sup> Discouraged because of their need for acceptance the submissive students will be sensitive to criticism, dependant on those whose accept-

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6. John V. Gilmore, "A New Venture in the Testing of Motivation," The College Board Review, 15(November, 1951), pp. 221-226, reports a co-operative study of motivation and academic achievement at Massachusetts Institute of Technology. Preliminary findings about low achievers indicate in many ways their similarity to the submissive students in the present study; particularly in their responses about father on The Sentence Completion Test which was the same test used in this study. His achievers gave similar responses on this test to parental items as dominant students in this study. Professor Gilmore has since reported to the present writer later findings which further these similarities. His achievers appear to come from home atmospheres of acceptance and are more mature in interpersonal relations than non-achievers. The non-achievers appear to come from home atmospheres of rejection and they have difficulty in relationships with others. Thus, there is some empirical evidence for the above implications concerning the interpersonal adjustment of dominant and submissive students.

ance they trust, fearful of competition, and unable to give to others because they need so much to maintain their security. It is paradoxical therefore, that they chose a profession wherein such anxieties can be perpetuated. It is a profession whose members are highly accepted by the community, yet observed for their frailties; whose participants compete with various elements in society; and, whose ordination requires giving in service to others. And it should be recalled that out of forty theological students in this study seventeen, or nearly half the total number, were found to be submissive persons.

Therefore, those responsible for training these students need to give considered attention to their maturation not only in other skills of the ministry but in particular to their interpersonal adjustments. It is obvious that techniques in dealing with field work problems, homiletical persuasion, pastoral functions and church management are necessary but not enough. The personality of the one who uses these techniques needs more attention, because how he manages them, through the interpersonal process and under the pressure of his own psychodynamics, will determine whether they are effective only to meet his needs or to meet the needs of others. The person whose one role is to help others help themselves must be freed of his own demanding need for acceptance so that he is free to accept and love others spontaneously and genuinely. It is this freedom which psychology and religion declare is essential to render the interpersonal process health-giving and creative.

APPENDICES

APPENDIX A

THE A-S REACTION STUDY TEST BOOKLET

NAME \_\_\_\_\_

SCORE \_\_\_\_\_

AGE \_\_\_\_\_

Form for Men

## A-S REACTION STUDY

DIRECTIONS: Most of these situations will represent to you your own actual experiences. Reply to the questions spontaneously and truthfully by checking the answer which most nearly represents your usual reaction. If a situation has not been experienced, endeavor to feel yourself into it and respond on the basis of what you believe your reaction would be. If the situation seems totally unreal impossible to respond to, you may omit it.

1. In witnessing a game of football or baseball in a crowd, have you intentionally made remarks (witty, encouraging, disparaging, or otherwise) which were clearly audible to those around you?

frequently \_\_\_\_\_

occasionally \_\_\_\_\_

never \_\_\_\_\_

2. a) At a reception or tea do you seek to meet the important person present?

usually \_\_\_\_\_

occasionally \_\_\_\_\_

never \_\_\_\_\_

b) Do you feel reluctant to meet him?

yes, usually \_\_\_\_\_

sometimes \_\_\_\_\_

no \_\_\_\_\_

3. At church, a lecture, or an entertainment, if you arrive after the program has commenced and find that there are people standing, but also that there are front seats available which might be secured without "piggishness" or discourtesy, but with considerable conspicuousness, do you take the seats?

habitually \_\_\_\_\_

occasionally \_\_\_\_\_

never \_\_\_\_\_

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8. Some one tries to push ahead of you in line. You have been waiting for some time, and can't wait much longer. Suppose the intruder is the same sex as yourself, do you usually

remonstrate with the intruder \_\_\_\_\_

"look daggers" at the intruder or make  
clearly audible comments to your  
neighbor \_\_\_\_\_

decide not to wait, and go away \_\_\_\_\_

do nothing \_\_\_\_\_

9. Do you feel self-conscious in the presence of superiors in the academic or business world?

markedly \_\_\_\_\_

somewhat \_\_\_\_\_

not at all \_\_\_\_\_

10. Some possession of yours is being worked upon at a repair shop. You call for it at the time appointed, but the repair man informs you that he has "only just begun work on it." Is your customary reaction

to upbraid him \_\_\_\_\_

to express dissatisfaction mildly \_\_\_\_\_

to smother your feelings entirely \_\_\_\_\_

11. After a very tiring day you decide to keep your seat in a crowded street-car even though ladies have to stand. You overhear one of the ladies refer to the situation in some remark to her companion. Do you

rise and offer your seat \_\_\_\_\_

remain in your seat feeling ill at ease \_\_\_\_\_

remain in your seat without embarrassment \_\_\_\_\_

12. You are at a mixed party where about half the people are friends of yours. The affair becomes very dull, and something should be done to enliven it. You have an idea. Do you usually

take the initiative in carrying it out \_\_\_\_\_

pass it on to another to put into execution \_\_\_\_\_

say nothing about it \_\_\_\_\_

3. When you were 10 or 12 years of age were you the "goat" for your playmates? (e.g., in playing war would they force you to fight on the unpopular side?)

usually, yes \_\_\_\_\_

occasionally \_\_\_\_\_

never \_\_\_\_\_

4. Suppose you have recently become a salesman and are trying to sell life insurance to a middle-aged financier of great note. He says, "Young man, I don't know how long you have been in this game, but you will never succeed unless you acquire more experience and confidence in yourself." What will be your reaction?

to persist in the attempt to sell insurance \_\_\_\_\_

to agree and seek further advice from him \_\_\_\_\_

to become emotionally disturbed in your reply,  
— angry, embarrassed, or condescending \_\_\_\_\_

simply to take leave \_\_\_\_\_

5. You are with a group of people in the woods, and although not certain of the path, you probably know as much about it as anyone present. Do you take responsibility of guiding the group?

take the full responsibility \_\_\_\_\_

make suggestions or agree to  
share the responsibility \_\_\_\_\_

let another take the lead  
according to his judgment \_\_\_\_\_

a) If you feel a person is dictatorial and domineering, do you as a rule make it a point to avoid him?

yes \_\_\_\_\_

no \_\_\_\_\_

b) If unavoidably thrown with him at a gathering, do you feel annoyed?

yes \_\_\_\_\_

no \_\_\_\_\_

5. If you hold an opinion the reverse of that which the lecturer has expressed in class, do you usually volunteer your opinion

in class \_\_\_\_\_

after class \_\_\_\_\_

not at all \_\_\_\_\_

6. When an accident occurs where many people are present besides yourself do you usually

take an active part in assisting \_\_\_\_\_

take the part of a spectator \_\_\_\_\_

leave the scene at once \_\_\_\_\_

7. When a book-agent or insurance salesman comes to your home or to your room, do you as a rule find it difficult to refuse to listen to him, or to get rid of him as soon as the purpose of his visit becomes clear?

quite difficult \_\_\_\_\_

moderately difficult \_\_\_\_\_

not at all difficult \_\_\_\_\_

8. When the clerk in a store where you have been waiting for some time for service overlooks you and waits on a customer who has come into the store after you, do you as a rule

call his attention to the fact \_\_\_\_\_

wait silently, though perhaps  
with an injured air \_\_\_\_\_

go out to another store \_\_\_\_\_

9. Have you ever felt that a professor talks too much in class and should give you more chance to express your views and conclude points?

frequently \_\_\_\_\_

occasionally \_\_\_\_\_

never \_\_\_\_\_

## APPENDIX B

## DATA ON THE GUILFORD-MARTIN PERSONNEL INVENTORIES

The inventory of factors O, Ag, and Co are described by J.P. Guilford and H. G. Martin, The Guilford-Martin Personnel Inventory Manual of Directions and Norms (Beverly Hills, California: Sheridan Supply Company, 1943), 2 pp., as Objectivity toward the self, Agreeableness, and Co-operativeness. These factors roughly cover the temperamental area designated as paranoid. It was considered the last two factors would help to evaluate dominance and submission in this study. If high scores were present, submission might be indicated while low scores might indicate dominance.

The inventory was designated by the authors to assist supervisors in industry to single out potential troublemakers. The 150 items were obtained from a standardization group of 500 adult factory workers; men and women. Reliability is reported to be .83 for the trait O, .80 for the trait Ag, and .91 for the trait Co. Validity was studied by administration to fifty-one workers in a Southern California industry. Of these, twenty-two were judged by management as unsatisfactory; seventy-three percent were detected by the test as such. Of the twenty-nine judged as satisfactory by management, only thirty-four percent were isolated as unsatisfactory. Some validity is claimed then in terms of prediction and in terms of the test construction by the factorial analysis method. Group or individual administration is possible, as with the other inventories in the series. Hand or machine scoring are available, yielding centile scores. Norms are given for an age range of twenty to forty-five.

The inventory of factors S, T, D, C, and R are described by J. P. Guilford, An Inventory of Factors STDCR Manual of Directions and Norms (Revised edition; Beverly Hills, California: Sheridan Supply Company, 1940), 2 pp. These factors encompass the area of personality known as introversion-extraversion. Scores indicating extraversion would support ascendance and scores indicating introversion would support submission, since these aspects of personality correlate with each other, as shown by Bender's study cited in Chapter II. The factor S is the social aspect, T is the thinking aspect, R is the rathymia aspect or carefree versus an inhibited disposition, D is depressive tendencies, and C is the cycloid or strong versus weak emotional fluctuations. The 175 items were obtained from a standardization group of 400 university sophomores. Reliability is reported to be .92, .89, .91, .91, .89 for the factors S, T, D, C, and R, respectively. Validity is not reported statistically in the manual, though the derivation of these factors by factorial analysis argues for a validity that would recommend the test as a predictive instrument. Scoring may be done by hand or by machine. Scores are placed upon an eleven point scale from 0 to 10, yielding what the author calls a C (centile) score. Norms are available for high school and college students and adults.

The inventory of factors G, A, M, I, and N are described by J. P. Guilford and H. G. Martin. The Guilford-Martin Inventory of Factors GAKIN (Abridged edition) Manual of Directions and Norms (First revision; Beverly Hills, California: Sheridan Supply Company, 1943), 3 pp. The standardization group of 500 college men and women ranged from sophomores to seniors, and from nineteen to thirty years of age. Criterion groups to obtain the factors were the 100 highest and the 100 lowest extremes in scores. In the case of factor N 100 males scoring highest and 100 females scoring lowest became the criterion groups. From items checked by these groups the retained test items were selected. Split-half reliabilities were designated to be .80, .83, .82, .89, and .90 for the factors G, A, M, I, N, respectively.

Of interest to the present study are those factors which these authors indicate as correlating with dominance and submission. For example, they report the A factor scores to intercorrelate with social extraversion (.73), freedom from depression (.48), emotional stability (.71), phthymia (.52), and objectivity (.46). Low intercorrelations occur between the A factor and those factors generally considered as aspects of submissiveness. These intercorrelations are reported for thinking extraversion (.20), co-operativeness (.20), and agreeableness (.00). Validity data is scarce, and mainly theoretical in nature since the test was constructed by factorial analysis.

# THE GUILFORD-MARTIN PERSONNEL INVENTORY

Name..... Date.....

Sex..... Nearest age (encircle): 15 20 25 30 35 40 45 50 55 60

Raw Scores: O..... Ag..... Co.....

C-Scores: ..... .....

**DIRECTIONS:** Below you will find some questions which are to be answered by encircling either "Yes," "?," or "No." Read each question in turn, think what your opinion or your behavior has usually been, and **draw a circle around the answer** that best describes your behavior or opinion. Encircle the "?" only when you are unable to decide between the "Yes" and "No." **BE SURE TO ANSWER EVERY QUESTION.** There is no right answer to any of these questions except the answer that tells how you think or feel about it.

- 
1. Do you believe that each person is better fitted to succeed in one kind of job than he is in most other jobs?.....Yes ? No 1
  2. Do you believe it is more important for a person to like his work than it is for him to make a lot of money at it?.....Yes ? No 2
  3. Is a person likely to rise to the top in his kind of work if he is not suited to it?.....Yes ? No 3
  4. Do you believe that almost any kind of person can succeed in almost any kind of job if he tries hard enough?.....Yes ? No 4
  5. Are most people you know well suited to the jobs they hold?.....Yes ? No 5
  6. Do you prefer a supervisor who tells you clearly what to do rather than one who expects you to decide what to do next?.....Yes ? No 6
  7. Does it seem to you that human beings hardly ever learn to avoid making the same mistakes twice?.....Yes ? No 7
  8. Do you feel that there are too many useless laws which hamper an individual's personal freedom?.....Yes ? No 8
  9. Do you lack patience with the "shrinking violet" type of man?.....Yes ? No 9
  10. Are you inclined to be thinking about yourself much of the time?.....Yes ? No 10
  11. Do you think that most people who help others secretly dislike going to the trouble to do so?.....Yes ? No 11
  12. Do you feel disgusted when someone escapes paying the full penalty of the law through some technicality?.....Yes ? No 12
  13. Do you frequently seek the advice of other people?.....Yes ? No 13
  14. When you are criticized does it disturb you badly?.....Yes ? No 14
  15. Do you despise a "yes" man?.....Yes ? No 15
  16. Do you find that very few workmen nowadays do a job as it should be done?.....Yes ? No 16
  17. Does it bother you a lot to see someone else bungling a job that you know perfectly well how to manage?.....Yes ? No 17
  18. Have you found that, in general, people higher up tend to dodge the dirty work, leaving it for others to do?.....Yes ? No 18
  19. Are you annoyed when people tell you how you should do a thing?.....Yes ? No 19
  20. Do you get upset rather easily?.....Yes ? No 20
  21. Are you ever bothered by the idea that someone is reading your thoughts?.....Yes ? No 21
  22. Do you have days in which it seems that everything goes wrong?.....Yes ? No 22
  23. Generally speaking, do you think the head of a firm should have risen through the ranks, that is, having worked his way up in the business?.....Yes ? No 23
  24. Are you inclined to worry too long over humiliating experiences?.....Yes ? No 24

25. Do you think that the kind of person who would "turn the other cheek" deserves to get slapped?.....	Yes	?	No	25
26. Have you ever had fears about other people that you later found to be without foundation?.....	Yes	?	No	26
27. Do you think that large business corporations should be prohibited?.....	Yes	?	No	27
28. Do other people often try to take the credit for things you yourself have accomplished?..	Yes	?	No	28
29. At a movie or a play do you often feel that one of the main characters is a bit like you?..	Yes	?	No	29
30. When a person has gone out of his way to be nice to you, do you try to see what his real reasons are?.....	Yes	?	No	30
31. Do you usually feel that in group undertakings your own plans are best?.....	Yes	?	No	31
32. Do you think that in most places the traffic regulations are seriously in need of improvement?.....	Yes	?	No	32
33. Is money necessary for complete happiness?.....	Yes	?	No	33
34. Do you think that all secret societies should be done away with?.....	Yes	?	No	34
35. Do many men deserve higher pay than their bosses?.....	Yes	?	No	35
36. Have you ever been severely punished for something you didn't do?.....	Yes	?	No	36
37. Does your conversation tend to center around your own interests and hobbies rather than those of other people?.....	Yes	?	No	37
38. Do you sometimes feel sorry for a person who is convicted of a crime even though you realize he is guilty?.....	Yes	?	No	38
39. Are you often getting into scrapes which you did not seek to stir up?.....	Yes	?	No	39
40. Have certain people talked about you and yet you were unable to prove it?.....	Yes	?	No	40
41. Do you sometimes think that most people are stupid?.....	Yes	?	No	41
42. Do you frequently unburden your troubles to others?.....	Yes	?	No	42
43. Do you know of any people at present who are intentionally trying to avoid you?....	Yes	?	No	43
44. Do some people become so rude that you feel the urge to "sit on them" or to "tell them off"?.....	Yes	?	No	44
45. Do you think that most people live far beyond their income?.....	Yes	?	No	45
46. Do you believe in the parole system for prisoners?.....	Yes	?	No	46
47. Do people sometimes offend you without knowing it because you hide your feelings from them?.....	Yes	?	No	47
48. Have you ever felt that someone was hypnotizing you and forcing you to do things you did not want to do?.....	Yes	?	No	48
49. Are you inclined to let other people have their own way even when it disturbs your peace and comfort?.....	Yes	?	No	49
50. Do other people deliberately say or do things to annoy you?.....	Yes	?	No	50
51. When you enter a new group (business or social) do you like to be tipped off as to who are the important people to line up with?.....	Yes	?	No	51
52. Do you enjoy taking part in a good fight?.....	Yes	?	No	52
53. Do you believe that only people with money can be sure of getting a square deal in courts of law?.....	Yes	?	No	53
54. Do you believe that most people will tell a lie now and then in order to get ahead?....	Yes	?	No	54
55. Are there some things about yourself concerning which you are rather touchy?.....	Yes	?	No	55
56. Do other people often watch you on the sly?.....	Yes	?	No	56
57. On the whole, are your own ideas of how things should be done superior to the plans suggested by others?.....	Yes	?	No	57
58. Do you think that an unusually bright person is likely to be physically weak?.....	Yes	?	No	58
59. Do you often feel very badly about other people's troubles?.....	Yes	?	No	59
60. Were you ever ignored or given a "raw deal" through spite?.....	Yes	?	No	60
61. Do most groups of people behave like a bunch of sheep, that is, blindly follow a leader?..	Yes	?	No	61
62. Do you suspect that most people who do you a good turn are really expecting something in return for it?.....	Yes	?	No	62
63. Do you often feel that a lecturer is talking about you personally?.....	Yes	?	No	63
64. If a person is not playing fair, do you like to see someone beat him at his own game?..	Yes	?	No	64
65. Do you believe that most people shirk their duties whenever they can without appearing to do so?.....	Yes	?	No	65
66. Do you hate to lose an argument even when the issue is of little importance?.....	Yes	?	No	66
67. Does it seem to you that other people generally "have all the luck"?.....	Yes	?	No	67
68. Does it distress you considerably to see another person in pain?.....	Yes	?	No	68

69. Do you feel that many young people get ahead today because they have "pull"?....	Yes	?	No	69
70. Are most people thoughtless of the rights of others?.....	Yes	?	No	70
71. Are you continually comparing yourself with other people?.....	Yes	?	No	71
72. Do a lot of people you have known tend to form "cliques" or closed groups?.....	Yes	?	No	72
73. Generally speaking, do you believe that the boy who has not learned to defend himself deserves to "take a beating"?.....	Yes	?	No	73
74. Do you find that generally if you want a thing done right you must do it yourself?..	Yes	?	No	74
75. Can a person get ahead by his own efforts if he does not look out for himself at every turn?.....	Yes	?	No	75
76. Do you consider yourself a rather nervous person?.....	Yes	?	No	76
77. Do you think your generation has as many opportunities for success as your parents' generation had?.....	Yes	?	No	77
78. Do other people pay more attention to your comings and goings than they should?..	Yes	?	No	78
79. When things become dull do you feel the urge to stir up some excitement?.....	Yes	?	No	79
80. Do you think the educational system in this country is seriously wrong in many respects?.....	Yes	?	No	80
81. Do you usually receive criticism of yourself without resenting it?.....	Yes	?	No	81
82. Have you ever found out that a person who was supposed to be an expert did not know as much as you did about something?.....	Yes	?	No	82
83. Is there anyone you know personally whom you would like to see behind prison bars?..	Yes	?	No	83
84. Are there important changes you would make immediately in your manner of living if you could have a substantial increase in income?.....	Yes	?	No	84
85. Do you think that most people are overpaid for what they really contribute to society?..	Yes	?	No	85
86. In most situations is it all right to conceal the truth when by doing so you give aid to a friend?.....	Yes	?	No	86
87. Have you very much resented having friends or members of your family give you orders?.....	Yes	?	No	87
88. Are you as quick as other people to pay compliments when they are deserved?.....	Yes	?	No	88
89. Do people frequently talk about you behind your back?.....	Yes	?	No	89
90. Is it almost unbearable for you to see a close friend or relative suffering intense pain?..	Yes	?	No	90
91. Is it true that people will generally have contempt for a person who does not assert himself once in a while?.....	Yes	?	No	91
92. Have you known many "two-faced" individuals personally?.....	Yes	?	No	92
93. Can most people be trusted completely?.....	Yes	?	No	93
94. Do you derive considerable satisfaction from making other people do as you want them to?.....	Yes	?	No	94
95. Do you believe that all public office holders sooner or later look out for their own interests first?.....	Yes	?	No	95
96. Should the government take over more and more the management of private business?.....	Yes	?	No	96
97. Are your feelings rather easily hurt?.....	Yes	?	No	97
98. Generally speaking, do you believe that people use a veneer of politeness to cover up what is usually "cutthroat" competition?.....	Yes	?	No	98
99. Do you usually get more than your share of the blame when things go wrong?.....	Yes	?	No	99
100. Are there many kinds of work that you would not consider doing because they are beneath you?.....	Yes	?	No	100
101. Do you think that a lot of people exaggerate their hard luck in order to gain sympathy from others?.....	Yes	?	No	101
102. Do people ever accuse you of being selfish, and with some reason?.....	Yes	?	No	102
103. Have you often felt that certain persons are secretly trying to get the better of you?..	Yes	?	No	103
104. Would you prefer a hard job that is very interesting to an easy one that is uninteresting?.....	Yes	?	No	104
105. Have you frequently wished for enough money or power to impress people who regard you as an inferior?.....	Yes	?	No	105
106. Have you frequently become involved in conflicts in defense of your friends or members of your family?.....	Yes	?	No	106
107. Is it difficult for you not to bear a grudge against someone who has injured you?....	Yes	?	No	107
108. If you could have your way about it would you change a lot of things about human nature?.....	Yes	?	No	108

109. Are many of your supposed friends really insincere?.....Yes ? No 109
110. Do many people think you are "hard-boiled"?.....Yes ? No 110
111. Does everything that happens seem to have a relationship to your own life or experience?.....Yes ? No 111
112. Do some people become so bossy or domineering that you want to do the opposite of everything they tell you to do?.....Yes ? No 112
113. Do other people often deliberately make things hard for you?.....Yes ? No 113
114. Are there times when it seems that everyone is against you?.....Yes ? No 114
115. When criminals make a daring escape from prison do you sometimes secretly hope that they will avoid capture?.....Yes ? No 115
116. Do you sometimes feel contempt for the opinions of others?.....Yes ? No 116
117. Does it bother you to have other people tell you what you should do?.....Yes ? No 117
118. Do you often feel that you are left out of things, perhaps unintentionally, in group activities?.....Yes ? No 118
119. Is it difficult for anyone to impose upon you for the reason that you are usually wise to their intentions?.....Yes ? No 119
120. Does the United States Government owe every one of its citizens a decent living?...Yes ? No 120
121. Is the person who carelessly leaves valuable property lying around as much to blame as the person who appropriates it for his own use?.....Yes ? No 121
122. Have some people criticized you unjustly to others?.....Yes ? No 122
123. Will most people in business bear close watching when you are dealing with them?...Yes ? No 123
124. Are you deserving of things far better than is your present lot?.....Yes ? No 124
125. Do you think no one would keep to the "straight and narrow path" were it not for the fear of being caught?.....Yes ? No 125
126. When you lose something do you often begin to suspect someone of either having taken it or having misplaced it?.....Yes ? No 126
127. Do you think that most people who allow themselves to come under the rule of a dictator are to blame for their plight?.....Yes ? No 127
128. Is there any subject on which you would like to hold a public indignation meeting for the purpose of organizing a mass protest?.....Yes ? No 128
129. Were you ever seriously double-crossed?.....Yes ? No 129
130. Do you believe the parole system works more to the advantage of the prisoner than to the advantage of society?.....Yes ? No 130
131. Do you tend to let people run over you more than you should for your own good?...Yes ? No 131
132. Have you frequently felt like telling "nosey" people to mind their own business?...Yes ? No 132
133. Have you often found it necessary to stand up for what you believe to be right?.....Yes ? No 133
134. Do you usually seek to become an officer in any organization to which you belong?..Yes ? No 134
135. Were you ever so deeply in debt that you did not know where the money was coming from to pay what you owed?.....Yes ? No 135
136. In group undertakings do you usually manage to have your own plans put into effect?.Yes ? No 136
137. Do other people often blame you for things unfairly?.....Yes ? No 137
138. In most cases is it important to get what you want even if you have to come into conflict with other people in order to get it?.....Yes ? No 138
139. Have other people been too ready to accept credit which rightfully belongs to you?..Yes ? No 139
140. Do you sometimes feel sorry for all the people in the world?.....Yes ? No 140
141. Have you had more than your share of hard luck?.....Yes ? No 141
142. Do other people often try to put things over on you when you are not watching?...Yes ? No 142
143. Is there any person whom you would particularly like to "put in his (or her) place"?.Yes ? No 143
144. Do you believe that most people require someone to tell them what to do?.....Yes ? No 144
145. Is there any piece of music that usually makes you weep when you hear it?.....Yes ? No 145
146. Are people in general out to get more than they give?.....Yes ? No 146
147. Do you often find it necessary to return merchandise to a store because it turns out to be not as represented?.....Yes ? No 147
148. Do people near you sometimes whisper or look knowingly at one another when they think you are not noticing them?.....Yes ? No 148
149. If someone rudely crowds ahead of you in line, do you tell him where he belongs?...Yes ? No 149
150. Have you marked an answer ("Yes," "?," or "No") for every one of the above questions?.....Yes ? No 150

# AN INVENTORY OF FACTORS S T D C R

Name..... Sex..... Date.....

Scores: S..... T..... D..... C..... R.....

INSTRUCTIONS: Below you will find some questions which are to be answered by encircling either "Yes," "?," or "No." Read each question in turn, think what your behavior has usually been, and **draw a circle around the answer** that describes your behavior best. Encircle the "?" only when you are unable to decide between the "Yes" and the "No." **BE SURE TO ANSWER EVERY QUESTION.** There is no implication of right or wrong in any of these questions.

- |  |     |   |    |    |
|--|-----|---|----|----|
| 1. Do you express yourself more easily in speech than in writing?.....                                       | Yes | ? | No | 1  |
| 2. Are you inclined to limit your acquaintances to a select few?.....  | Yes | ? | No | 2  |
| 3. Do you generally prefer to take the lead in group activities?.....  | Yes | ? | No | 3  |
| 4. Are you ordinarily a carefree individual?.....  | Yes | ? | No | 4  |
| 5. Do you like work that requires considerable attention to details?.....                                    | Yes | ? | No | 5  |
| 6. Are you inclined to be moody?.....  | Yes | ? | No | 6  |
| 7. Do you usually have difficulty in starting conversations with strangers?.....                             | Yes | ? | No | 7  |
| 8. Are you inclined to act on the spur of the moment without thinking things over?.....                      | Yes | ? | No | 8  |
| 9. Do you work much better when you are praised?.....  | Yes | ? | No | 9  |
| 10. Do you like to change from one type of work to another frequently?.....                                  | Yes | ? | No | 10 |
| 11. Are you self-conscious in the presence of your superiors? .....  | Yes | ? | No | 11 |
| 12. Do you daydream frequently?.....   | Yes | ? | No | 12 |
| 13. Do you subscribe to the philosophy of "Eat, drink, and be merry, for tomorrow we die?" .....             | Yes | ? | No | 13 |
| 14. Are you inclined to worry over possible misfortunes? .....   | Yes | ? | No | 14 |
| 15. Are you frequently somewhat absent-minded?.....  | Yes | ? | No | 15 |
| 16. Are you relatively unconcerned about what others think of your actions?.....                             | Yes | ? | No | 16 |
| 17. Are you inclined to keep in the background on social occasions?.....                                     | Yes | ? | No | 17 |
| 18. Are you more interested in athletics than in intellectual things?.....                                   | Yes | ? | No | 18 |
| 19. Are you impatient when waiting for a member of your family or for friends?.....                          | Yes | ? | No | 19 |
| 20. Do you like to speak in public?.....   | Yes | ? | No | 20 |
| 21. Are you inclined to live in the present, leaving the past and the future out of your thoughts? .....     | Yes | ? | No | 21 |
| 22. Do you have frequent ups and downs in mood, either with or without apparent cause?..                     | Yes | ? | No | 22 |
| 23. Are you inclined to be slow and deliberate in movement? .....  | Yes | ? | No | 23 |
| 24. Are your feelings rather easily hurt?.....   | Yes | ? | No | 24 |
| 25. Do you enjoy getting acquainted with most people? .....  | Yes | ? | No | 25 |
| 26. Are you inclined to keep quiet when out in a social group?.....  | Yes | ? | No | 26 |
| 27. Do you adapt yourself easily to new conditions, that is, new places, situations, surroundings, etc?..... | Yes | ? | No | 27 |
| 28. Do you express such emotions as delight, sorrow, anger, and the like, readily?.....                      | Yes | ? | No | 28 |
| 29. Are you inclined to think about yourself much of the time?.....  | Yes | ? | No | 29 |
| 30. Are you inclined to analyze the motives of others?.....  | Yes | ? | No | 30 |
| 31. Do you usually keep in close touch with things going on around you?.....                                 | Yes | ? | No | 31 |
| 32. Do you often have the "blues"?.....  | Yes | ? | No | 32 |
| 33. Do you "get rattled" easily at critical moments?.....  | Yes | ? | No | 33 |

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34. Is it usually difficult for you to make decisions?.....	Yes ? No	34
35. Do you ever feel that the world is distant and unreal to you?.....	Yes ? No	35
36. Is it difficult to "lose yourself" even at a lively party? .....	Yes ? No	36
37. Do you shrink from speaking in public?.....	Yes ? No	37
38. Do you have difficulty in making new friends?.....	Yes ? No	38
39. Would you rate yourself as an impulsive person?.....	Yes ? No	39
40. Were you ever the "life of the party?" .....	Yes ? No	40
41. Are you frequently in low spirit?.....	Yes ? No	41
42. Does it bother you to have people watch you at your work?.....	Yes ? No	42
43. Do you frequently find yourself in a meditative state? .....	Yes ? No	43
44. Are your daydreams frequently about things that can never come true?.....	Yes ? No	44
45. Are you inclined to be shy in the presence of the opposite sex?.....	Yes ? No	45
46. Are you inclined to be overconscientious?.....	Yes ? No	46
47. Do you often crave excitement?.....	Yes ? No	47
48. Do your interests change very quickly?.....	Yes ? No	48
49. Are you inclined to ponder over your past?.....	Yes ? No	49
50. Do you ever feel "just miserable" for no good reason at all?.....	Yes ? No	50
51. Are you often troubled about feelings of guilt?.....	Yes ? No	51
52. Do you often experience periods of loneliness?.....	Yes ? No	52
53. Are you much depressed when others criticize you? .....	Yes ? No	53
54. Are you worried about being shy?.....	Yes ? No	54
55. Would you rather spend an evening reading at home than to attend a large party?....	Yes ? No	55
56. Do you worry over humiliating experiences longer than the average person?.....	Yes ? No	56
57. Would you like a position in which you changed from one kind of task to another frequently during the day?.....	Yes ? No	57
58. Do you often find that you have made up your mind too late?.....	Yes ? No	58
59. Would you rate yourself as a tense or "high-strung" individual?.....	Yes ? No	59
60. Does your mind often wander while you are trying to concentrate?.....	Yes ? No	60
61. Do you nearly always have a "ready answer" for remarks directed to you?.....	Yes ? No	61
62. Are you inclined to "jump at conclusions"?.....	Yes ? No	62
63. Do you usually prefer to let some one else take the lead on social occasions?.....	Yes ? No	63
64. Do you ever daydream?.....	Yes ? No	64
65. Do you ever change from happiness to sadness, or vice versa, without good reason?....	Yes ? No	65
66. Do you usually derive pleasure from being "in the limelight" on social occasions?.....	Yes ? No	66
67. Is it difficult to hurt your feelings, even when the joke is on you?.....	Yes ? No	67
68. Do you often try to find the underlying motives for the actions of other people?.....	Yes ? No	68
69. Are you inclined to stop and think things over before acting?.....	Yes ? No	69
70. Do you generally feel uncomfortable when you are the center of attention on a social occasion?.....	Yes ? No	70
71. Do you consider yourself less emotional than the average person, that is, less easily upset? .....	Yes ? No	71
72. After a critical moment is over, do you usually think of something you should have done but failed to do?.....	Yes ? No	72
73. Would you rate yourself as a lively individual?.....	Yes ? No	73
74. Are you philosophically inclined?.....	Yes ? No	74
75. Do you often have a feeling of unworthiness?.....	Yes ? No	75
76. Can you usually keep cheerful in spite of troubles?.....	Yes ? No	76
77. Do you like to play pranks upon others?.....	Yes ? No	77
78. Do you often feel that people are observing you on the street?.....	Yes ? No	78
79. Do you feel lonesome even when with other people? .....	Yes ? No	79
80. Are you troubled with feelings of inferiority?.....	Yes ? No	80
81. Would you rather be a scientist than a politician?.....	Yes ? No	81
82. Are you inclined to take life too seriously?.....	Yes ? No	82

83. In social conversations, are you usually a listener rather than a talker?.....	Yes	?	No	83
84. Do you frequently feel that people around you are talking about you?.....	Yes	?	No	84
85. Do you like to have time to be alone with your thoughts? .....	Yes	?	No	85
86. Do you find it difficult to go to sleep at night because experiences of the day keep "running through your head"?.....	Yes	?	No	86
87. Are you inclined to take your work casually, that is, as a matter of course?.....	Yes	?	No	87
88. Are you inclined to avoid meeting certain people on the street (bill collectors and the like not included)?.....	Yes	?	No	88
89. Do you find it easy, as a rule, to make new acquaintances? .....	Yes	?	No	89
90. Are you inclined to be quick and sure in your actions? .....	Yes	?	No	90
91. Are you troubled about being self-conscious?.....	Yes	?	No	91
92. Do you often feel restless while listening to a lecture? .....	Yes	?	No	92
93. Do you believe that people often misunderstand what you say?.....	Yes	?	No	93
94. Do you limit your friendships mostly to members of your own sex?.....	Yes	?	No	94
95. Does your mind wander badly so you lose track of what you are doing?.....	Yes	?	No	95
96. Are you often in a state of excitement?.....	Yes	?	No	96
97. Do you dislike to talk about yourself, even to close friends? .....	Yes	?	No	97
98. Do you prefer to be conservative in the matter of dress and personal appearance?.....	Yes	?	No	98
99. Do you like to discuss the more serious questions of life with your friends?.....	Yes	?	No	99
00. Are you inclined to keep your opinions to yourself during group discussions (not class discussions)?.....	Yes	?	No	100
01. Do you enjoy thinking out complicated problems?.....	Yes	?	No	101
02. Are you inclined to be introspective, that is, to analyze yourself?.....	Yes	?	No	102
03. Are there times when you seek to be alone and you cannot bear the company of anyone? .....	Yes	?	No	103
04. Are you much concerned over the morals of others? .....	Yes	?	No	104
05. Do you frequently take time out just to meditate about things in general?.....	Yes	?	No	105
06. Are you usually unconcerned about the future?.....	Yes	?	No	106
07. Do you usually become so absorbed in watching an athletic contest that you completely forget yourself?.....	Yes	?	No	107
08. Can you relax yourself easily when sitting down?.....	Yes	?	No	108
09. Are you usually a "good mixer"?.....	Yes	?	No	109
10. Do you usually prefer a "slapstick" comedy to a serious drama at the movies?.....	Yes	?	No	110
11. Do you frequently find it difficult to go to sleep at night, even though you are tired?.....	Yes	?	No	111
12. Would you rate yourself as a happy-go-lucky individual? .....	Yes	?	No	112
13. Do you ever take your work as if it were a matter of life or death?.....	Yes	?	No	113
14. Do you often "have the time of your life" at social affairs?.....	Yes	?	No	114
15. Do you think there is a great deal more happiness in the world than misery?.....	Yes	?	No	115
16. Are you frequently "lost in thought"?.....	Yes	?	No	116
17. Have you often lost sleep over your worries?.....	Yes	?	No	117
18. Do you like to mix socially with people?.....	Yes	?	No	118
19. Do you believe that the morals of modern youth are generally superior to those of former generations?.....	Yes	?	No	119
20. Are you inclined to think over your failures long after they are past?.....	Yes	?	No	120
21. Are there times when your mind seems to work very slowly and other times when it works very rapidly?.....	Yes	?	No	121
22. Are you inclined to avoid all people whenever possible? .....	Yes	?	No	122
23. Do you enjoy participating in a showing of "Rah Rah" enthusiasm?.....	Yes	?	No	123
24. Do you usually feel disappointments so keenly that you cannot get them out of your mind? .....	Yes	?	No	124
25. Do you derive more real satisfaction from social activities than from anything else?.....	Yes	?	No	125
26. When you stop to consider your future, does it usually seem very optimistic?.....	Yes	?	No	126
27. Are you sometimes so "blue" that life seems hardly worth living?.....	Yes	?	No	127

128. Do you usually take the initiative in making new friends?.....	Yes	?	No	128
129. Do you spend a great deal of time in thinking over past mistakes?.....	Yes	?	No	129
130. Would you be very unhappy if you were prevented from making numerous social contacts? .....	Yes	?	No	130
131. Do you often feel that there are very few things in life worth living for?.....	Yes	?	No	131
132. Do you often run over in your mind the events of the day before going to sleep at night? .....	Yes	?	No	132
133. Do you often feel that social affairs are a waste of time?.....	Yes	?	No	133
134. Do you frequently feel grouchy?.....	Yes	?	No	134
135. Are you annoyed when a boisterous person attracts attention to himself in public?.....	Yes	?	No	135
136. Are you frequently bored with people?.....	Yes	?	No	136
137. When failing to have your own way, do you often resort to resentful thinking?.....	Yes	?	No	137
138. Do you usually keep in fairly uniform spirits?.....	Yes	?	No	138
139. Do you usually prefer to take your recreations with companions rather than alone?.....	Yes	?	No	139
140. Are you usually in good spirits?.....	Yes	?	No	140
141. Have you ever been bothered by having a useless thought come into your mind repeatedly? .....	Yes	?	No	141
142. Are you usually well-poised in your social contacts? .....	Yes	?	No	142
143. Does it upset you much to lose in a competitive game? .....	Yes	?	No	143
144. Do you spend much time in thinking over good times you have had in the past?.....	Yes	?	No	144
145. Are you often hesitant about meeting important people? .....	Yes	?	No	145
146. Do you feel tired most of the time?.....	Yes	?	No	146
147. Do you ever have a queer feeling that you are not your old self?.....	Yes	?	No	147
148. Is it easy for you to act naturally at a party?.....	Yes	?	No	148
149. Do you get tired of people rather quickly?.....	Yes	?	No	149
150. Do you like to have many social engagements?.....	Yes	?	No	150
151. Do you ever have to fight against bashfulness?.....	Yes	?	No	151
152. Are you frequently "lost in thought" even when supposed to be taking part in a conversation? .....	Yes	?	No	152
153. Do people find fault with you more than you deserve? .....	Yes	?	No	153
154. Do you often feel conspicuous in a group of people? .....	Yes	?	No	154
155. Are you sometimes bubbling over with energy and sometimes very sluggish?.....	Yes	?	No	155
156. Do you often speculate about why people behave as they do?.....	Yes	?	No	156
157. Do you find it almost impossible to take another person fully into your confidence?.....	Yes	?	No	157
158. Have you found books more interesting than people? .....	Yes	?	No	158
159. Have you often felt listless and tired for no good reason?.....	Yes	?	No	159
160. Do you prefer action to planning for action?.....	Yes	?	No	160
161. Do you often philosophize about the purpose of human existence?.....	Yes	?	No	161
162. Do you become angry very quickly <b>and also</b> recover very quickly?.....	Yes	?	No	162
163. Do you often think or dream of what you will be doing five years from now?.....	Yes	?	No	163
164. When you are bored do you feel like stirring up some excitement?.....	Yes	?	No	164
165. Do you usually feel well and strong?.....	Yes	?	No	165
166. Do you enjoy entertaining people?.....	Yes	?	No	166
167. Is your own mood very easily influenced by people around you, that is, by happy people or sad people?.....	Yes	?	No	167
168. Does it embarrass you a great deal to say or do the wrong thing in a social group?.....	Yes	?	No	168
169. Do you like to indulge in a reverie (daydreaming)? .....	Yes	?	No	169
170. Do you believe that "every cloud has a silver lining"? .....	Yes	?	No	170
171. Do you often feel ill at ease with other people?.....	Yes	?	No	171
172. Can you usually let yourself go and have a hilariously good time at a gay party?.....	Yes	?	No	172
173. Do you dislike to stop and analyze your own thoughts and feelings?.....	Yes	?	No	173
174. Are you inclined to avoid all complicated problems of any sort?.....	Yes	?	No	174
175. Do you think such questionnaires as this one are "silly"? .....	Yes	?	No	175

THE GUILFORD-MARTIN  
INVENTORY OF FACTORS G A M I N  
(Abridged Edition)

Mr.  
Mrs.  
Name Miss \_\_\_\_\_ Date \_\_\_\_\_  
(Cross out two)

Nearest age (encircle):                      Raw Scores: G \_\_\_\_\_ A \_\_\_\_\_ M \_\_\_\_\_ I \_\_\_\_\_ N \_\_\_\_\_  
15 20 25 30 35 40 45 50 55 60  
C-Scores: \_\_\_\_\_

**DIRECTIONS:** Below you will find some questions which are to be answered by encircling either "Yes" or "No." Read each question in turn, think what your opinion or your behavior has usually been, and draw a circle around the answer that best describes your behavior or opinion. Encircle the "?" only when you are unable to decide between the "Yes" and "No." **BE SURE TO ANSWER EVERY QUESTION.** There is no right answer to any of these questions except the answer that tells how you think or feel about it.

- |   |     |   |    |    |
|---|-----|---|----|----|
| 1. Do you believe that you know your own characteristics about as well as most people know theirs?.....   | Yes | ? | No | 1  |
| 2. Does your personality stand out as being quite different from that of other people?....  | Yes | ? | No | 2  |
| 3. When climbing stairs do you often take the steps two at a time?.....   | Yes | ? | No | 3  |
| 4. Do you often feel the need for a rest during the day?.....   | Yes | ? | No | 4  |
| 5. When you think you recognize someone you see in a public place, do you inquire of him whether you have met him before?.....                      | Yes | ? | No | 5  |
| 6. Do you have one or more abilities in which you believe you are superior to most other people? .....  | Yes | ? | No | 6  |
| 7. Do you express such emotions as delight, sorrow, anger, and the like, readily?.....  | Yes | ? | No | 7  |
| 8. Do you feel that people almost always treat you right?.....  | Yes | ? | No | 8  |
| 9. Do you become very annoyed when you find a window stuck when you want to open it?  | Yes | ? | No | 9  |
| 10. Do you find it difficult to get rid of a salesman to whom you do not care to listen or give your time?.....                                     | Yes | ? | No | 10 |
| 11. Have you ever kept a personal diary of your own accord?.....  | Yes | ? | No | 11 |
| 12. When going somewhere in an automobile, does it bother you considerably to get caught in slow-moving traffic?.....                               | Yes | ? | No | 12 |
| 13. Are you afraid of deep water?.....  | Yes | ? | No | 13 |
| 14. Are you inclined to be quick in your actions?.....  | Yes | ? | No | 14 |
| 15. Do you frequently feel thwarted because you cannot do as you want to?.....  | Yes | ? | No | 15 |
| 16. Do you usually hesitate to take a seat in the front of a lecture room or church if to do so makes you appear conspicuous?.....                  | Yes | ? | No | 16 |
| 17. Do you cry rather easily?.....  | Yes | ? | No | 17 |
| 18. Do you believe you have been bossed too much for your own good?.....  | Yes | ? | No | 18 |
| 19. Are there ever times when you feel so jumpy you could throw things at people if you did not control yourself?.....                              | Yes | ? | No | 19 |
| 20. Do you always know what to do next?.....  | Yes | ? | No | 20 |
| 21. At work or at play, do other people find it hard to keep up with the pace you set?.....   | Yes | ? | No | 21 |
| 22. Do you often wish you were stronger so you could "smash" some one who is stronger than you? .....   | Yes | ? | No | 22 |
| 23. Do you (or would you) ever haggle over a price with a tradesman or dealer?.....   | Yes | ? | No | 23 |
| 24. Do you often find that you can think of smart things to say only after it is too late?..  | Yes | ? | No | 24 |
| 25. Do you find it easy to start a conversation with a stranger?.....   | Yes | ? | No | 25 |
| 26. Do you often become irritated over little annoyances?.....  | Yes | ? | No | 26 |
| 27. If an acquaintance of yours has been spreading untrue and uncomplimentary stories about you, do you usually "have it out" with the person?..... | Yes | ? | No | 27 |

28. Do you feel deeply sorry for a mistreated horse?.....	Yes	?	No	28
29. Do you always feel that you can accomplish the things you want to do?.....	Yes	?	No	29
30. Are you happiest when you get involved in some project that calls for rapid action?...	Yes	?	No	30
31. Do you sometimes crave something intensely without knowing what it is you want?...	Yes	?	No	31
32. Do you feel bored much of the time?.....	Yes	?	No	32
33. When a parent, teacher, or boss scolds you, do you ever feel like weeping?.....	Yes	?	No	33
34. Are you rather good at bluffing when you find yourself in difficulty?.....	Yes	?	No	34
35. Are you inclined to be slow and deliberate in movement?.....	Yes	?	No	35
36. Would you rate yourself as a tense individual?.....	Yes	?	No	36
37. When you are suddenly upset emotionally, does it take much time to recover your composure? .....	Yes	?	No	37
38. When a clerk in a store waits on others who should come after you, do you usually call his attention to the fact?.....	Yes	?	No	38
39. Does it annoy you to hear someone make fun of your clothes?.....	Yes	?	No	39
40. Have you often felt that you are a rather awkward person?.....	Yes	?	No	40
41. Do you wake up feeling tired in the morning?.....	Yes	?	No	41
42. Do you usually eat more rapidly than the average person, even though there is plenty of time?.....	Yes	?	No	42
43. Do you dislike to have people watching you while you are working?.....	Yes	?	No	43
44. In a group activity do you often find yourself compelled to play an unimportant part?..	Yes	?	No	44
45. When troubled or upset because things go wrong, are you inclined to suffer from indigestion, acid stomach, or other distress?.....	Yes	?	No	45
46. Do you like love scenes in a movie or play?.....	Yes	?	No	46
47. Do you feel that you are lacking in self-control?.....	Yes	?	No	47
48. Have you ever, on your own initiative, organized a club or group of any kind?.....	Yes	?	No	48
49. Are you ever afraid that you cannot live up to the standards your parents set for you?	Yes	?	No	49
50. Do you feel strongly against kissing a friend of your own sex and age?.....	Yes	?	No	50
51. Have you ever been afraid of contracting tuberculosis or some other serious disease?..	Yes	?	No	51
52. Does it sometimes seem to you that in life's competitions you are usually left behind?	Yes	?	No	52
53. Have you ever been hesitant about making application for a job in person?.....	Yes	?	No	53
54. Do you prefer the study of mathematics and science to that of literature and music?..	Yes	?	No	54
55. Do you get angry very easily?.....	Yes	?	No	55
56. Do you feel confident that you can cope with almost any situation that you will meet in the future?.....	Yes	?	No	56
57. Does it bother you considerably to have your teacher or your boss call upon you unexpectedly in a group?.....	Yes	?	No	57
58. Can you go into a dark cellar or basement alone without even the slightest trembly feeling? .....	Yes	?	No	58
59. When you are walking with others, do they often have difficulty in keeping up with you? .....	Yes	?	No	59
60. Does it make you uncomfortable to be "different"?.....	Yes	?	No	60
61. Is your health generally better than that of most people?.....	Yes	?	No	61
62. Do you often become tense or excited either at a movie or when listening to the radio?	Yes	?	No	62
63. Would you rather work for a good boss than for yourself?.....	Yes	?	No	63
64. Would you rather be a florist than a miner?.....	Yes	?	No	64
65. Do you sometimes wish you were in another office (or school or factory) where your companions were more congenial?.....	Yes	?	No	65
66. Do you feel tired out most of the time?.....	Yes	?	No	66
67. Do you (or would you) like to take on new and important responsibilities such as organizing a new business enterprise?.....	Yes	?	No	67
68. Are you very good at making money as compared with others of your own age and sex? .....	Yes	?	No	68
69. Are you afraid of snakes?.....	Yes	?	No	69
70. Are you particularly uneasy when waiting for a slow person to finish either saying or doing what he started?.....	Yes	?	No	70
71. Are you oversensitive to criticism of yourself?.....	Yes	?	No	71
72. Do you feel sorry for a fish that is caught on a hook?.....	Yes	?	No	72
73. Are you the kind of person who is "on the go" all the time he is awake?.....	Yes	?	No	73
74. Are you easily startled by unexpected stimuli?.....	Yes	?	No	74
75. Do you find it difficult to say "No" to a salesman who tries to sell you something you do not really want?.....	Yes	?	No	75

76. Do you frequently feel self-conscious in the presence of important people?.....	Yes	?	No	76
77. Would you rather be an artist than a political organizer?.....	Yes	?	No	77
78. Do you usually work faster than the average person of your sex and age?.....	Yes	?	No	78
79. Were you happier when you were younger than you are now?.....	Yes	?	No	79
80. Do your interests tend to change quickly?.....	Yes	?	No	80
81. When you are attracted to a person of the opposite sex whom you have not met, do you usually make an active attempt to get acquainted even though the circumstances may make this quite difficult?.....	Yes	?	No	81
82. Does the sight of large bugs and spiders ever give you a "creepy" feeling?.....	Yes	?	No	82
83. Do you suffer keenly from feelings of inferiority?.....	Yes	?	No	83
84. Can you relax easily when sitting or lying down?.....	Yes	?	No	84
85. Do you find it difficult to solicit funds even in a cause in which you are interested?....	Yes	?	No	85
86. Do you become nervous and tense when competing in a contest, such as tennis, golf, or debating? .....	Yes	?	No	86
87. Do younger people have an easier and more enjoyable life than you do?.....	Yes	?	No	87
88. When you become emotional do you sometimes come to the point of tears?.....	Yes	?	No	88
89. Do you usually start to work on a new project with a great deal of enthusiasm?.....	Yes	?	No	89
90. Does it seem to you that you never do things in a way that wins the attention and approval of others? .....	Yes	?	No	90
91. Do you usually speak out in meeting to oppose someone who you feel sure is wrong?..	Yes	?	No	91
92. Do you often find it difficult to sleep at night?.....	Yes	?	No	92
93. Do you ever fear that you are getting lost?.....	Yes	?	No	93
94. Are you inclined to keep quiet when out in a social group?.....	Yes	?	No	94
95. Would you rather be a building contractor than a nurse?.....	Yes	?	No	95
96. Do you sometimes want to move to a new town or community because you do not find congenial people where you are?.....	Yes	?	No	96
97. Do loud noises tend to upset you?.....	Yes	?	No	97
98. Are you disgusted at the sound of foul language?.....	Yes	?	No	98
99. Can you turn out a large amount of work in a short time?.....	Yes	?	No	99
100. When promotions in rank, salary, or position are being made, does it seem that you are given less attention than others?.....	Yes	?	No	100
101. Do you usually shrink from meeting a crisis or emergency?.....	Yes	?	No	101
102. Do odors of perspiration disgust you?.....	Yes	?	No	102
103. Do you find it difficult to go on with your work if you do not receive enough encouragement? .....	Yes	?	No	103
104. While not otherwise occupied, are your hands almost always busy in such acts as drumming on the table, twisting a chain or rubber band, etc.?.....	Yes	?	No	104
105. Do you often find yourself hurrying to get places even when there is plenty of time?..	Yes	?	No	105
106. Do you let others "run over you" more than you should for your own good?.....	Yes	?	No	106
107. Would you rather be a private secretary than an explorer of new geographic territory? .....	Yes	?	No	107
108. Do you ever wish you could have been born at a different time or place or in a different family than you were?.....	Yes	?	No	108
109. Can you usually sit still without fidgeting?.....	Yes	?	No	109
110. Would you rate yourself as a talkative individual?.....	Yes	?	No	110
111. Have there been many people with whom you have come in contact who did not care to associate with you?.....	Yes	?	No	111
112. Are you disgusted at the sight of ragged or soiled fingernails?.....	Yes	?	No	112
113. Do you usually feel restless when listening to a lecture?.....	Yes	?	No	113
114. In being thrown by chance with a stranger, do you usually take the initiative in introducing yourself? .....	Yes	?	No	114
115. Do you ever wish that you were taller or shorter than you are?.....	Yes	?	No	115
116. Are you frequently in a state of inner excitement or turmoil?.....	Yes	?	No	116
117. Can you (or could you) walk past a graveyard alone at night without feeling uneasy? .....	Yes	?	No	117
118. If you hold an opinion that is radically different from that expressed by a lecturer, do you usually tell him about it either during or after the lecture?.....	Yes	?	No	118
119. Are you frequently absent-minded?.....	Yes	?	No	119
120. Do you feel deeply sorry for a bird with a broken wing?.....	Yes	?	No	120
121. Do screeching sounds (like a fingernail scratching on the blackboard) send terrific "chills" up and down your back?.....	Yes	?	No	121
122. Can you always think of a good excuse when the situation demands it?.....	Yes	?	No	122
123. Are you usually confident of your abilities?.....	Yes	?	No	123
124. Would you rate yourself as an impulsive individual?.....	Yes	?	No	124
125. Do you feel compelled to change your bodily posture frequently while sitting?.....	Yes	?	No	125
126. Do you feel that the average person has made a better adjustment to life than you have? .....	Yes	?	No	126
127. Do you have nervous habits such as chewing your pencil or biting your fingernails?..	Yes	?	No	127

128. Do you ever take the initiative to enliven a dull party?.....	Yes	?	No	128
129. When you were a child were you usually made the "goat" by your playmates (such as being forced to be on the unpopular side while playing games)?.....	Yes	?	No	129
130. Do you like to speak in public?.....	Yes	?	No	130
131. Do you feel physically inferior to your associates?.....	Yes	?	No	131
132. Would you rather be a dress designer than a forest ranger?.....	Yes	?	No	132
133. Are you able to come back to a state of calm readily after an exciting situation is past? .....	Yes	?	No	133
134. Do you like to bear responsibilities alone?.....	Yes	?	No	134
135. Do you (or would you) like to go hunting with a rifle for wild game?.....	Yes	?	No	135
136. When present, with others, at the scene of an accident, do you usually take an active part in helping out if needed?.....	Yes	?	No	136
137. When you become angry, do you get over it rather quickly when the cause for anger is past? .....	Yes	?	No	137
138. Do you tend to prefer quiet rather than exciting amusements?.....	Yes	?	No	138
139. Do you often wish your appearance were different than it is?.....	Yes	?	No	139
140. When you find that a piece of merchandise you have bought is defective, do you find it easy to demand an exchange or refund?.....	Yes	?	No	140
141. Can you stick to a tiresome task for a long time without being prodded or encouraged?.....	Yes	?	No	141
142. Does it make you jittery to handle a loaded gun?.....	Yes	?	No	142
143. Are you frequently afraid that other people will not like you?.....	Yes	?	No	143
144. Have you ever been regarded as a daredevil?.....	Yes	?	No	144
145. Do you consider yourself a nervous person?.....	Yes	?	No	145
146. When in a restaurant you are served stale or inferior food, do you usually make a vigorous protest about it?.....	Yes	?	No	146
147. Does your mind often wander so badly that you lose track of what you are doing?....	Yes	?	No	147
148. Does it annoy you to see a person biting his fingernails?.....	Yes	?	No	148
149. Are you easily discouraged when things become difficult?.....	Yes	?	No	149
150. Does a difficult decision or emotional crisis ever leave you so exhausted that you cannot go on with your regular activities?.....	Yes	?	No	150
151. Are you inclined to rush from one activity to another without pausing for rest?.....	Yes	?	No	151
152. Do you always stand up for your rights when they are endangered?.....	Yes	?	No	152
153. Do your friends seem to have a better time than you do?.....	Yes	?	No	153
154. Does the sight of pus disgust you?.....	Yes	?	No	154
155. Do you sometimes wish that you were more attractive than you are?.....	Yes	?	No	155
156. Do you ever experience a feeling of vague uneasiness without knowing the reasons?..	Yes	?	No	156
157. Do you have any nervous habits like twitching your face, neck, or shoulders?.....	Yes	?	No	157
158. Are you disgusted at the sight of an unshaven man?.....	Yes	?	No	158
159. Are you able to play your best in a game or contest against an opponent who is much superior to you?.....	Yes	?	No	159
160. Do long-continued noises "get on your nerves"?.....	Yes	?	No	160
161. Do you generally prefer to take the lead in group activities?.....	Yes	?	No	161
162. Do you often wish that you were physically stronger than you are?.....	Yes	?	No	162
163. Are you fearful of burglars?.....	Yes	?	No	163
164. Do you think you use up more energy than the average person in getting things done?.....	Yes	?	No	164
165. Do you like to sell things (that is, to act as a salesman)?.....	Yes	?	No	165
166. Do you have one or more hobbies or skills at which you are outstanding?.....	Yes	?	No	166
167. Are you often so much "on the go" that sooner or later you wear yourself out?.....	Yes	?	No	167
168. Does it annoy you to see a person clean his fingernails in public?.....	Yes	?	No	168
169. Are there times when you feel as if your nerves were raw or "on edge"?.....	Yes	?	No	169
170. Do people usually give you credit for having good judgment?.....	Yes	?	No	170
171. Do you often feel bubbling over with excess energy?.....	Yes	?	No	171
172. Are you easily disturbed by distracting stimuli when doing mental work?.....	Yes	?	No	172
173. Do you often feel reluctant to meet the most important person at a party or reception?.....	Yes	?	No	173
174. Do other people regard you as a lively individual?.....	Yes	?	No	174
175. Do you have a strong dread of fire?.....	Yes	?	No	175
176. Do you often feel that few obstacles can stand in the way of your reaching your final goals? .....	Yes	?	No	176
177. As a child, did you often naturally fall into positions of leadership?.....	Yes	?	No	177
178. Do you ever have the feeling that there is nothing to live for?.....	Yes	?	No	178
179. Do you often find that you cannot make up your mind until the time for action is past? .....	Yes	?	No	179
180. Do you prefer going to a dance rather than to a prize-fight?.....	Yes	?	No	180
181. Do you seek to avoid all troublesome situations?.....	Yes	?	No	181
182. Do you often show yourself up to your own disadvantage?.....	Yes	?	No	182
183. Do you become upset rather easily?.....	Yes	?	No	183
184. Are you willing to take a chance alone in a situation where the outcome is doubtful?..	Yes	?	No	184
185. Do you have any hesitation about calling down a person who does not play fair?.....	Yes	?	No	185
186. Do you resent being "kidded" about your peculiarities?.....	Yes	?	No	186

DIRECTIONS: Read each question in turn, think what your behavior or feeling has usually been, and mark the answer space that describes your behavior or feeling best. Mark the "Yes" only when you are unable to decide between the "Yes" and "No." BE SURE TO ANSWER EVERY QUESTION.


NAME OF TEST \_\_\_\_\_

YOUR NAME \_\_\_\_\_ SEX \_\_\_\_\_

DATE \_\_\_\_\_ GROUP \_\_\_\_\_

Make your marks as long as the pair of dotted lines, and press firmly on your pencil to make glossy black marks. LAST GRADE FINISHED IN SCHOOL \_\_\_\_\_

YES ? NO	26	YES ? NO	51	YES ? NO	76	YES ? NO	101	YES ? NO	126	YES ? NO	151	YES ? NO	176
YES ? NO	27	YES ? NO	52	YES ? NO	77	YES ? NO	102	YES ? NO	127	YES ? NO	152	YES ? NO	177
YES ? NO	28	YES ? NO	53	YES ? NO	78	YES ? NO	103	YES ? NO	128	YES ? NO	153	YES ? NO	178
YES ? NO	29	YES ? NO	54	YES ? NO	79	YES ? NO	104	YES ? NO	129	YES ? NO	154	YES ? NO	179
YES ? NO	30	YES ? NO	55	YES ? NO	80	YES ? NO	105	YES ? NO	130	YES ? NO	155	YES ? NO	180
YES ? NO	31	YES ? NO	56	YES ? NO	81	YES ? NO	106	YES ? NO	131	YES ? NO	156	YES ? NO	181
YES ? NO	32	YES ? NO	57	YES ? NO	82	YES ? NO	107	YES ? NO	132	YES ? NO	157	YES ? NO	182
YES ? NO	33	YES ? NO	58	YES ? NO	83	YES ? NO	108	YES ? NO	133	YES ? NO	158	YES ? NO	183
YES ? NO	34	YES ? NO	59	YES ? NO	84	YES ? NO	109	YES ? NO	134	YES ? NO	159	YES ? NO	184
YES ? NO	35	YES ? NO	60	YES ? NO	85	YES ? NO	110	YES ? NO	135	YES ? NO	160	YES ? NO	185
YES ? NO	36	YES ? NO	61	YES ? NO	86	YES ? NO	111	YES ? NO	136	YES ? NO	161	YES ? NO	186
YES ? NO	37	YES ? NO	62	YES ? NO	87	YES ? NO	112	YES ? NO	137	YES ? NO	162	YES ? NO	187
YES ? NO	38	YES ? NO	63	YES ? NO	88	YES ? NO	113	YES ? NO	138	YES ? NO	163	YES ? NO	188
YES ? NO	39	YES ? NO	64	YES ? NO	89	YES ? NO	114	YES ? NO	139	YES ? NO	164	YES ? NO	189
YES ? NO	40	YES ? NO	65	YES ? NO	90	YES ? NO	115	YES ? NO	140	YES ? NO	165	YES ? NO	190
YES ? NO	41	YES ? NO	66	YES ? NO	91	YES ? NO	116	YES ? NO	141	YES ? NO	166	YES ? NO	191
YES ? NO	42	YES ? NO	67	YES ? NO	92	YES ? NO	117	YES ? NO	142	YES ? NO	167	YES ? NO	192
YES ? NO	43	YES ? NO	68	YES ? NO	93	YES ? NO	118	YES ? NO	143	YES ? NO	168	YES ? NO	193
YES ? NO	44	YES ? NO	69	YES ? NO	94	YES ? NO	119	YES ? NO	144	YES ? NO	169	YES ? NO	194
YES ? NO	45	YES ? NO	70	YES ? NO	95	YES ? NO	120	YES ? NO	145	YES ? NO	170	YES ? NO	195
YES ? NO	46	YES ? NO	71	YES ? NO	96	YES ? NO	121	YES ? NO	146	YES ? NO	171	YES ? NO	196
YES ? NO	47	YES ? NO	72	YES ? NO	97	YES ? NO	122	YES ? NO	147	YES ? NO	172	YES ? NO	197
YES ? NO	48	YES ? NO	73	YES ? NO	98	YES ? NO	123	YES ? NO	148	YES ? NO	173	YES ? NO	198

# THE GUILFORD-MARTIN TEMPERAMENT PROFILE CHART

## How to Use the Chart

For each trait indicated by the letter at the top of the column, find the class interval below in which the raw score for that particular trait is circled in colored pencil or in ink the pair of scores representing that class interval. When all the traits are designated on the profile in this way, a line should be drawn connecting the circles for each neighboring pair of circles.

The C-scores (scaled scores) are indicated at the extreme left and right of the chart in an 11-point scale, 0 representing the lowest 1% of the scores used in deriving these norms, 1 the next 3%, 2 the next 7%, 3 the next 12%, 4 the next 17%, 5 (middle C-score) 20% of the cases, 6 the next 17%, 7 the next 12%, 8 the next 7%, 9 the next 3%, and 10 the highest 1% of the cases. Because the distribution of scores for trait M is bimodal, C-score 4 on trait M represents 20% of the cases, C-score 5, 14%, and C-score 6, 20%.

## Interpretation of the Scores on the 13 Temperament Traits

### From Guilford's Inventory of Factors STDCR

- S** — Social Introversion-Extraversion.—A high C-score indicates sociability, a tendency to seek social contacts and to enjoy the company of others. A low C-score indicates shyness, a tendency to withdraw from social situations and to be seclusive. A high C-score is more desirable for mental health than a low C-score. A very low C-score on S indicates a need for guidance directed toward increased social participation.
- T** — Thinking Introversion-Extraversion.—A high C-score indicates a lack of introspectiveness and an extroverted orientation of the thinking processes. A low C-score indicates an inclination to meditative thinking, philosophizing, analyzing one's self and others, and an introspective disposition. The middle range of C-score is more desirable for mental health than either extreme on trait T. Each extreme, however, may have its value for certain occupations.
- D** — Depression.—A high C-score indicates freedom from depression, a cheerful, optimistic disposition. A low C-score indicates a chronically depressed disposition including feelings of unworthiness and guilt. The higher the C-score on trait D, the better is likely to be the emotional adjustment of the individual.
- C** — Cycloid Disposition.—A high C-score indicates stable emotional reactions and moods, and freedom from cycloid tendencies. A low C-score indicates the presence of cycloid tendencies as shown in strong emotional reactions, fluctuations in mood, and a disposition toward flightiness and instability. The higher the C-score on trait C, the better will be the emotional adjustment of the individual, except that scores that are too high may indicate an inert individual.
- R** — Rhythymia.—A high C-score indicates a happy-go-lucky or carefree disposition, liveliness, and impulsiveness. A low C-score indicates an inhibited disposition and an overcontrol of the impulses. Both extremes of C-scores may represent psychological maladjustments and a C-score in the middle range is desirable for mental health.

### From the Guilford-Martin Inventory of Factors G A M I N

- G** — General Activity.—A high C-score indicates a tendency to engage in vigorous overt action. A low C-score indicates a tendency to inertness and an inclination for motor activity. An extremely high C-score on trait G may represent a manic tendency while an extremely low C-score may be an indication of a hypothyroid condition or other causes of inactivity. Thus, for good mental health a C-score on G in the middle range is usually most desirable.
- A** — Ascendance-Submission.—A high C-score indicates social leadership and a low C-score social passiveness. The C-score of a person on trait A should be interpreted in the light of his other characteristics of temperament as shown on the profile chart, and no general rule can be set forth as to what C-score on trait A are most desirable for mental health. However, there is emphasis in our culture on the general desirability of a high C-score on trait A. Males tend to have distinctly lower C-scores on A than do females.
- M** — Masculinity-Femininity.—A high C-score on this trait indicates masculinity of emotional and temperamental make-up and a low C-score indicates femininity. The C-scores of the majority of males are above 5 and the majority of females have C-scores below 5. Males whose C-scores are very low are sometimes found either to lack their full quota of male hormones or to have an oversupply of female hormones.
- I** — Inferiority Feelings.—A high C-score indicates self-confidence and a lack of inferiority feelings. A low C-score indicates a lack of confidence in one's self, and feelings of inadequacy and inferiority. The higher the C-score on trait I, the better for mental health, with the exception of extremely high cases in which clinical investigation may reveal a superiority compensation for hidden inferiority feelings. Many psychoneurotics have low C-scores on trait I.
- N** — Nervousness.—A high C-score indicates a tendency to be calm, unruffled, and relaxed; a low C-score indicates jumpiness, jitteriness, and a tendency to be easily distracted, irritated, and annoyed. The higher the C-score on trait N, the better for mental health unless there are clinical indications of an overly sluggish and torpid condition is the basis for an extremely high C-score. Extremely low C-scores in some cases may involve a lack of calcium in the blood. In many cases, a mental conflict may be the basis for the emotional tension expressed in jitteriness and irritability.

### From the Guilford-Martin Personnel Inventory I

- O** — Objectivity.—A high C-score on this trait indicates a tendency to view one's self and surroundings objectively and dispassionately. A low C-score indicates a tendency to take everything personally and subjectively and to be hypersensitive. The higher the C-score on trait O, the better for mental health. In pathological cases may develop paranoid ideas of reference and delusions of persecution.
- Co** — Cooperativeness.—A high C-score indicates a willingness to accept things and people as they are and a generally tolerant attitude. A low C-score indicates an overcriticalness of people and things and an intolerant attitude. The higher the C-score on trait Co, the better for mental health. In pathological cases C-score on Co or clinical signs indicate a torpid and sluggish condition to be the basis of the lack of criticalness. Overcriticalness is often a compensation for hidden feelings of inadequacy. Pathological cases may exhibit a paranoid projection of their conflicts and impulses.
- Ag** — Agreeableness.—A high C-score indicates an agreeable lack of quarrelsomeness and a lack of domineering qualities. A low C-score indicates a domineering attitude and an overreadiness to fight over trifles. Very low scores on trait Ag indicate an extreme craving for superiority as a compensation developed as a compensation for some chronic frustration and in pathological cases may lead to paranoid delusions of grandeur. It is possible that a sadistic component may occur in some of the pathological cases. Further investigation should be made of the psychological structure of extreme C-scores on traits O, Co, and Ag, as the paranoid area of temperament which they cover is predisposing toward troublemaking behavior in marriage, and other social situations.

Comments:

Name \_\_\_\_\_  
Date \_\_\_\_\_  
Sex \_\_\_\_\_  
Nearest Age \_\_\_\_\_

Raw  
Scores

C-Scores

C-Score	S	T	D	C	R	G	A	M	I	N	O	Ag	Co	C-Score
10	0	0 10	0 1	0 5	70+	24	35+	30+	48+	41+	71+	56+	97+	10
9	1	11	2	6	69	23	34	29	47	40	70	55	96	9
	3	14	5	9	64	22	33	28	45	38	68	53	89	
8	4	15	6	10	63	21	32	27	44	37	67	52	88	8
	6	19	9	13	58	20	30	26	43	35	62	47	81	
7	7	20	10	14	57	19	29	25	42	34	61	46	80	7
	11	25	13	18	51	17	26	24	40	32	55	42	72	
6	12	26	14	19	50	16	25	23	39	31	54	41	71	6
	17	31	18	24	44	14	23	20	36	28	49	37	65	
5	18	32	19	25	43	13	22	19	35	27	48	36	64	5
	23	37	25	31	38	12	19	18	33	24	42	32	54	
4	24	38	26	32	37	11	18	17	32	23	41	31	53	4
	28	42	31	38	30	9	15	13	28	20	36	27	45	
3	29	43	32	39	29	8	14	12	27	19	35	26	44	3
	33	47	38	46	23	7	12	11	22	16	28	22	35	
2	34	48	39	47	22	6	11	10	21	15	27	21	34	2
	39	53	45	52	16	5	8	8	15	11	20	17	27	
1	40	54	46	53	15	4	7	7	14	10	19	16	26	1
	46	61	53	58	10	3	5	6	11	7	13	12	20	
0	47+	62+	54+	59+	9 0	2 0	4 0	5 0	10 0	6 0	12 0	11 0	19 0	0
C-Score	S	T	D	C	R	G	A	M	I	N	O	Ag	Co	C-Score