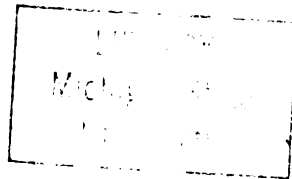




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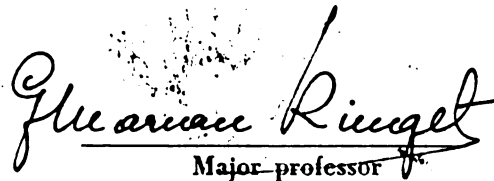
The Self Concept: Its Relationship to
Parental and Peer Acceptance

presented by

Albert W. Silver

has been accepted towards fulfillment
of the requirements for

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Major professor

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THE SELF CONCEPT: ITS RELATIONSHIP
TO PARENTAL AND PEER ACCEPTANCE

By

Albert Wolf Silver

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I. INTRODUCTION

A. THE CONTROVERSY OVER INTROSPECTION

A convenient definition of the self describes it as "the object of the individual's self-perception". (55) The first question which arises in discussing the self concept, however, is why so natural and essential an idea should have fallen into scientific disrepute.

Since the definition cited points to the inherent privacy and individuality of the self concept introspection seems necessarily to be the method of choice for investigating a phenomenon directly accessible only to the subject under investigation. In 1890, William James wrote in The Principles of Psychology, "Introspective observation is what we have to rely on first and foremost and always. The word introspection need hardly be defined -- it means, of course, the looking into our own minds and reporting what we there discover All people unhesitatingly believe that they feel themselves thinking, and that they distinguish the mental state as an inward activity or passion, from all the objects with which it may cognitively deal. I regard this belief as the most fundamental of all the postulates of Psychology, and shall discard all curious inquiries about its certainty as too metaphysical for the scope of this book." (35) Even James, however, was not as naive about the efficacy of the intros-

pective method as this passage might indicate. For he cites the controversy between Comte and John Mill in which the former maintains that thinking or feeling and observing oneself in these activities at the same time, are necessarily incompatible states. Mill on the other hand, believed he neatly disposed of Comte's argument with this reply, "It might have occurred to M. Comte that a fact may be studied through the medium of memory, not at the very moment of our perceiving it, but the moment after: and this is really the mode in which our best knowledge of our intellectual acts is generally acquired." (35) Thus far, the controversy over introspection and its resolution may be summarized in these terms; the existence of introspection as a natural phenomenon is not to be doubted. As a method for investigating the mind, however, at least one count against it is that introspection is in fact retrospective.

The psychological work of the last quarter of the 19th century tended to make the science of human nature synonymous with the science of facts revealed by introspection. (77) One of Wundt's fundamental thesis in the Beitrage zur Theorie der Sinneswahrnehmung, completed in 1862, and said to mark the beginning of experimental psychology, is that Selbstbeobachtung (introspection) is the method of psychology. This law withstood serious attack until bahaviorism came into vogue

in America. (13) Then animal psychologists, and particularly the most outspoken of them, Watson, vehemently revolted against the repressive attitude towards animal psychology by the important psychologists of the day who were perfectly clear that psychology was, and must logically be, the study of conscious experience and nothing else.

B. THE IMAGELESS THOUGHT CONTROVERSY PRODUCES NEW ORIENTATIONS

The advent of the imageless thought findings of the Kulpe group is said to have caused a parting of the ways in psychological theories. Messer of this group finds himself forced to posit unconscious processes underlying thought. Ach introduces the concept of the will, i. e. , motivation as guiding the thought processes. Buhler in the same group indicates that it is important in the study of the thought processes to emphasize and sympathize with the subjects engaged in this kind of experimentation. Then, it is believed that the problem is suddenly dropped because these investigators in using each other as subjects had struck on the unconscious and concomitantly generated anxiety and resistance. Whether the imageless thought controversy merely cast doubt on the introspective method,

(4)

or because these findings hinted at a concept which the science of psychology was not sufficiently mature to integrate with its acquired body of knowledge, the fact remains that academic psychology detoured the problem of unconscious motivation in two ways. Behaviorism completely rejected the whole method of introspection, while Gestalt psychologists held that the trouble lay in the effort to use introspection as an instrument of analysis, and proposed to give up mental chemistry altogether, sensory and thought elements alike. (7) Thus, contradictory findings from the camp of introspective psychologists precipitated rejection of introspection by the behaviorist group, and the overthrow of mental chemistry, or associationism by the Gestalt faction.

C. DARWIN AND FUNCTIONAL PSYCHOLOGY

In 1859 Darwin expounded the theory of evolution in The Origin of Species. Many consider his work as the greatest scientific achievement of the nineteenth century. (13) The school of functional psychology which shortly thereafter developed in this country translated Darwin's practical, biological theory of life into a comparatively practical psychological theory. Mead, who, after Dewey and Angell,

represents one of the three exponents of this new movement, made significant contributions to present-day interest in, and understanding, of the self concept. His insights with respect to the problem of self will be discussed in a later section of this chapter. To summarize again: the imageless thought controversy produced a parting of the ways in academic psychology. Two opposed groups sprung up as a result: behaviorism and Gestalt psychology, both of which rejected introspection as a method of investigation, although for different reasons. At about the same time functional psychology in the United States was translating Darwin's evolutionary theory into a practical psychological theory. Mead, one of the spokesmen for the functional school helped to reintroduce the self as a respected scientific concept.

Freud's discoveries began appearing in print at about the same time that Dewey's criticism of "the reflex arc concept in psychology" appeared in 1896, which anticipated Gestalt psychology by twenty years. Where associationism, the theoretical basis of nineteenth century experimental psychology, failed to explain satisfactorily the coherence, unity, and purposiveness of mental life, psycho-analysis brought these conceptions back into focus.

The historical perspective gained from the preceeding discussion

proves useful in gaining an organized picture of the self concept because vestiges of the controversy between structural and functional psychology, between behaviorism and introspectionism, and between Gestalt theory and associationism confound efforts to present a completely unified theory of the self concept.

II. PSYCHOANALYTIC EGO AND THE SELF CONCEPT

A. PHENOMENOLOGICAL CHARACTER OF THE SELF CONCEPT

Orthodox as well as neo-Freudian psychoanalysts have written extensively about the ego rather than the self concept. Although the term ego - as used by some writers - is more or less cognate with the term, 'self' (2), in contrast with the self concept the term ego describes a group of mental processes from the position of an external observer. In contrast with ego, the self is the phenomenal representation of the ego, the ego become conscious. (5) Ego and self are phenomenally identical, although functionally they differ from one another. "For the self, being a phenomenal representation, does not include all that belongs to the ego and at times apprehends the ego wrongly. The ego is prior to the self and far wider than it." There is between the two the same kind of relation

as between the physical object and its psychological representation.

(5) Analytic writers discuss ego functions in the following terms:

"That part of the personality which is primarily concerned with self-preservation is represented by the ego The ego controls consciousness While the ego still remains fundamentally addicted to the pursuit of pleasure, it learns to postpone pleasure and to take the facts of life, the requirements of existence, into account In order to help protect itself, the ego denies the existence of unconscious strivings and represses them." (54) In analytic theory the ego is the primarily conscious arbitrator between, and executive of three harsh masters: the external world, the super-ego, and the id. It stands for socially acquired, reasoning, although essentially powerless mental processes; in contrast with the instinctive, powerful, irrational, primarily unconscious id and super-ego functions.

B. LOSS OF THE CONCEPT OF SELF IN PSYCHOANALYSIS

In his presidential address to the American Psychological Association, Hilgard indicated that the mechanisms of defense play a vital role in the preservation of the ego against anxiety and guilt. He,

therefore, concluded that the existence of these defenses imply self-reference since their function is to prevent the individual from conceiving himself as a responsible agent, capable of good or bad choices. It seems paradoxical that in developing the most detailed method for scrutinizing the mind by such techniques as free association, interpretation of dreams, symbols, and transference, the notion of an active self should fail to have emerged. Although, as Hilgard indicated, the self must be central in a theory vitally concerned with anxiety, guilt, and defenses erected against gaining awareness of these feelings, the self, per se, has not found its way into analytic writing.

C. NEO-FREUDIAN EGO PSYCHOLOGY

The Neo-Freudian writers, Horney, Sullivan, and Fromm, reacting against the trend of orthodox Freudians to dwell increasingly on an inaccessible, esoteric depth psychology, produced a new movement labelled 'ego psychology'. Beyond placing the ego in a position of prominence in its own right, and imbuing it with motivating properties, the neo-Freudians also shed new light on related concepts such as self-esteem(50). This will be discussed in more detail under "Dev-

elopment of the Self Concept". Coincidentally they helped to forge a link for integrating the previously increasingly divergent links of psychoanalysis and academic psychology. Thus, orthodox psychoanalysis entirely neglected the self, per se. However, it developed a concept analagous to the self in the ego, the self as viewed from an external position. The ego is said to function like an executive in compromising and co-ordinating between the demands of the external world, the id, and the super ego. (54) Self-reference is a necessary though neglected explanatory concept in clarifying the function of defense mechanisms which protect the ego against anxiety and guilt. Neo-Freudian investigators writing in the vein of a new ego psychology have also stressed related concepts such as self-esteem, and helped to bring the neo-analytic tradition closer to contemporary academic psychology.

Gestalt psychology's description of the ego and its functions is more concise than that of psychoanalysis, although the two are essentially in agreement. Koffka states that the psychophysical organization contains two major systems, one referring to the environment, the other to the individual. The latter is the ego-system. The ego directs itself to things and asserts itself in action; it is the actor and

initiator. (40)

D. BODY IMAGE, EGO, AND SELF CONCEPT

Asch clarifies the difference between body schema or body image, ego, and self. Starting with the most inclusive fact, the psychophysical organism, he notes that many processes are outside of the range of its direct experience, such physiological processes as blood circulation, etc. In the realm of events that determine action and experience by being psychologically represented, the organism receives two kinds of data. "In order to act it must perceive facts and relations in the surroundings - of distance, size, movement, and so on. But action also requires the ability to mobilize the body and its capacities appropriately - to approach or withdraw or direct the eyes to an object. Action requires representation within the organism of certain facts about the environment and about itself." (5) The body schema enables the organism to localize each body sensation and impression, to give it 'local sign' by bringing it into connection with the schema, which includes a reference to the relations of the different parts of the schema. (The most dramatic illustration of the existence of a body image is the phenomenon of 'phantom limbs'.

People who have had a limb amputated continue to feel the limb and to experience movement in it for years following amputation because of the psychological presence of an already formed body image.) While the body image localizes and differentiates internal and external body sensations by referring them to a unified model which refers only to the body, the ego is an organization of data pertaining to the organism as distinct from the environment and necessary to bring the organism into relation with the environment. The following pages will deal with the development of the ego. In order to clarify the relevance of the ego to the self concept the latter is redefined, "the phenomenal representation of the ego, the ego become conscious." (5) Although ego and self are phenomenally identical, they are not identical functionally. "For the self, being a phenomenal representation, does not include all that belongs to the ego and at times apprehends the ego wrongly. The ego is prior to the self (develop mentally)* and far wider than it. The self is not the mirror image of the ego; there is between them the same kind of relation as between the physical object and the psychological representation." (5)

*Writer's insertion

III. EGO DEVELOPMENT

A. BIPOLAR ORGANIZATION AND CATHEXIS

The development of the ego as the mediator between organism and environment, as well as its far-reaching functional significance, is explained by the psychoanalytic concept of cathexis, or by the analagous Gestalt concept of bipolar organization.

"... bipolar organization resembles situations in physics in which lines of force or directed processes refer one part of a field to another. In Gestalt's psychology the various directed attitudes of the self are not interpreted as "instincts" which reside in the self per se. Rather, they are regarded as vectors, which depend both upon the self and upon given objects, or more precisely, upon the relation which obtains at the time between the characteristics of the former and those of the latter." (40) Stated in slightly different terms, the idea proposed here is that the ego emerges from the fact that the locus of one end of the bipolar vectors constantly arising out of the needs, wishes, and interests of the organism is consistently fixed by the boundaries of its body image. From interaction with objects the two loci of the bipolar organization are gradually differenti-

ated, and the concept of ego, the mediator between internal sensations and relevant external stimuli, emerges.

Psychoanalysis on the other hand, views bipolar organization develop mentally in terms of cathexes upon external objects resulting in the transformation of id into ego processes:

"At first the libidinal "interest" of the organism is entirely bound up with what may be called internal events; sensations from all parts of the body which introduce the tensions which libidinal activity relieves. This situation soon changes, for practically from the instant of birth external events begin to effect the organism, and to change and modify a part of the id into that public self which we know as the ego. This ego shortly begins to bring the results of its perceptual experience to bear upon the purely internal, the "wish" activity of the id... During the period of infancy, when the id is dominant and the ego scarcely developed, the libido obeys the id's fantastic (alogical)* wishes and attaches itself to any and all pleasurable objects, investing them with interest and thus forming what Freud termed "object cathexis". He explains cathexis at length:

*Writer's insertion

"any attempt at a short definition or description is likely to be misleading, but speaking very loosely, we may say that 'cathexis' is used on the analogy of an electric charge, and that it means the concentration or accumulation of mental energy in some particular channel. Thus when we speak of the existence in someone of a libidinal cathexis of an object, or of an object cathexis, we mean that his libidinal energy is directed towards, or rather infused into, the idea (Vorstellung) of some object in the outer world."

(8)

B. NURTURANCE DELAYS

The development of satisfactory object relationships through the process of cathexis is said to be the most important attainment in infancy for adequate ego development. To trace all the ramifications of ego development in infancy within the framework of psychoanalytic theory would entail the introduction and exposition of numerous basic concepts such as primary and secondary processes, omnipotence, projection, identification, oedipal complex, bisexuality, ambivalence, etc., all of which are said to play a role in producing the healthy as well as the pathological ego. In brief, the

infant's earliest experiences occur in an undifferentiated absolute. No psychological boundaries exist between internal sensations and external experience. Gradually, pleasurable experiences regardless of the source of gratification are introjected, while unpleasurable sensations, such as inevitable frustrations produce, are projected outside the body. If pleasurable sensations outweigh frustrations the ego begins to assume the properties of a valued object, i. e., self-esteem develops, and by the same token depression or self-hate result from accumulating an unfavorable balance of gratified versus frustrated experiences. Thus, by means of a 'feedback' principle, what at first is nothing more than one locus of an undifferentiated, all-inclusive bipolar organization in the infant, begins to differentiate into two, more or less separate, though complexly inter-related psychic structures, representing on the one hand the ego, and on the other hand the 'Vorstellung' of that object or objects responsible for regularly gratifying its needs, usually its Mother. This development of a bipolar organization, the psychic representation of an ego and cathected external objects, is crucial to all personal development, and depends on a preponderance of gratifying interactions between the infant and its environ-

ment. Piaget's empirical studies indicate that the young child imbues every aspect of the 'cosmos' with force, much as in primitive anthropomorphism. (57) In analogous fashion, one or both parents are invested with absolute power; he or she is omnipotent in the child's eyes. Apparently the cathexis with which external objects are invested imbues them with power and vitality, which are only gradually withdrawn into the ego as it begins to acquire mastery over the environment. In order to tolerate more easily the inevitable delays in need-gratification, or perhaps simply because it is endowed with a highly developed mental apparatus, the neonate hallucinates or anticipates the mother image since it is not yet capable of distinguishing between its mental images and externally perceived objects. If this anticipatory image is positive as a result of generally harmonious interactions between mother and infant, beside associating a positive feeling-tone with this first clearly apprehended external object, the same positive feeling-tone is generalized to the opposite locus of the bipolar organization, the ego.

C. ANXIETY AND "NOT-ME" EXPERIENCES

Consistent interaction between an anxious or disturbed, and consequently punitive, denying, or rejecting mother and her infant, on the other hand, Sullivan suggests, produces anxiety, dreadful and uncanny emotions, the "not-me" personality components of the infant. These reactions are prototypical of neurotic and psychotic symptoms in later life, symptoms like repression, dissociated behavior, depersonalization, and acute hallucinatory episodes in all of which the avoidance of anxiety plays a central role. (69) Avoidance of overwhelming anxiety, i. e., the intense and objectless fear which derives from interactions with a severely anxious and/or punitive mother, is also said to be the motivating force underlying the development of the self.

"The self-system thus is an organization of educative experience called into being by the necessity to avoid or to minimize incidents of anxiety." (69) The preconscious foundation for the self is organized around positive interactions with the nurturing figure, producing the concept of a "good-me", and the learning techniques developed for avoiding the arousal of anxiety associated

with punishment, the "bad-me". Chaotic, disorganizing "not-me" experiences are said to result from sudden, overwhelming disruptions of harmonious relationships between the undeveloped organism and its major link with the environment, namely - the mother.

IV. DEVELOPMENT OF SELF

A. SPEECH AND THE EMERGENCE OF SELF

The gradual acquisition of speech in the young child provides a powerful impetus for accurately representing objects, including the self, and for symbolizing anticipated actions and their effect on disciplinary figures. Gesell's developmental observations on the emergence of language and self offer a striking overview of the complex attributes and relationships incorporated into the child's self concept (26) :

"The progress which he (the child)* makes from the first to the tenth year might be summed up in a series of propositions which reflect his advancing insight:

1. "Johnny" - that's me. 2. I am I. 3. That's my mother. 4. That's my father. 5. He is a man.

*Writer's insertion

6. I am a boy. 7. Susan is a girl. 8. She has a father and mother too. 9. I was a baby. 10. I grew. 11. I came from my mother. 12. I am going to get bigger. 13. I am going to school. 14. I am in the first grade. I have a mother and a teacher. 15. I am in the second grade. I hope my teacher likes me. I hope Freddy is not mad at me. 16. I am eight years old. I want to grow up. 17. I am ten years old. I read the ... magazine. I want to be an engineer when I'm a man, like my father.

In rough outline these statements show how the self expands, differentiates, and incorporates new dimensions into its structure. "The first differentiations have to do with the me and the not me. But very early the child has to reckon also with the distinctions of sex ... Of great psychological significance is his gradual realization that he has an historical self as well as a present self. He was once a baby! At four or six his interests expand into the family tree from which he himself stemmed, and so he inquires about his relationships to parents, grandparents, and great-grandparents ... Having made a correct intellectual discrimination as to sex, it will still take years for the child to define and

establish his proper role as a boy or a girl ... the acquisition of a mature sense of self is an extremely intricate process in which the sphere of sex figures importantly, but not omnipotently." (25)

Mead has described the process of socialization, the development of a minded self, entirely through the agency of language and auxiliary processes such as games, play, and role-taking.

"Mind is the presence in behavior of significant symbols. (significant symbols evoke the same response or meaning in the individual which they call out in others.)* ... It is the same agency of language which on this theory makes possible the appearance of the self. Indeed, the self, the mind, "consciousness of", and the significant symbol are in a sense precipitated together. Mead finds the distinguishing trait of self-hood to reside in the capacity of the minded organism to be an object to itself." (53) Although Mead does not deal with the preverbal foundations of self-development his views coincide with the preceding theoretical positions. He is considered one of the early social behaviorists because instead of beginning with individual

*Writer's insertion

minds and working out to society, Mead starts with an objective social process and works inward, tracing the development of a social self, or ego, through the importation of the social process of communication into the individual by the medium of the vocal gesture. (53)

B. PLAY, GAMES, AND ROLE-TAKING

Mead stresses two stages in the development of self, the stages of play and the game. In play, the child assumes one role after another of persons and animals that have in some way or other entered into its life. In order to recreate an absent, cathected object, its teddy-bear or its mother, the child temporarily becomes that object because the distinction between the wish and the reality is sufficiently vague for the two perceptual poles of the bipolar organization to momentarily fuse. In the game, however, one has become, as it were, all of the others implicated in the common activity. In order to successfully play one's own part the whole organized activity must be formulated within one's self. The person has not merely assumed the role of a specific other, but of any other participating in the common activity; he

has generalized the attitude of role-thinking into a concept of the "generalized other". (53)

Cameron's description of play and role-taking is essentially in agreement with Mead's. He emphasizes the skill which one acquires in play of shifting from one role to another, for gaining an outsider's, impartial view of one's behavior, or for understanding the point of view of someone else. A child learns in group play to adopt as realistically as he is able, the attitude and points of view of father and mother as well as of their baby, of teacher as well as pupil, of storekeeper and customer at the same time. Rigid personalities, manifesting a fixity of perspective, are susceptible to persistent psychoses according to Cameron, because they have failed to develop the social skills involved in running through a repertory of different roles and viewpoints. (17) Only with the acquisition of language, play, role-taking, and the concomitant skill in representing the ego as a conscious object, can the self properly be said to begin functioning.

V. PHENOMENOLOGY AND AN AHISTORICAL CONCEPT OF SELF

A. A UNIFIED MOTIVATIONAL PRINCIPLE

Phenomenologists have translated Gestalt concepts of unity and organization and analytic ideas of motivation, into an ahistorical theory which stresses the importance of the self concept. Two of Roger's fundamental theoretical postulates state that the organism reacts as an organized whole to his phenomenal or perceived field, and that the organism has one basic tendency and striving - to actualize, maintain, and enhance the experiencing organism. (60) Although a number of writers, notably Goldstein (27), and Lecky (44), preceded Rogers with similar points of view, the latter also integrated this viewpoint with a practical method of treatment. With this approach Rogers seeks to correct the elementaristic tendency to isolate the many organic and psychological needs of the organism, and considers them instead as partial aspects of a posited, fundamental, unifying need. Proceeding from this point of view, Rogers defined the self in the following way:

"As a result of interaction with the environment, and parti-

cularly as a result of evaluational interaction with others, the structure of self is formed - an organized, fluid, but consistent conceptual pattern of perceptions and relationships of the "I" or the "me", together with value attached to these concepts." (60)

B. THE SELF AND THE IDEAL-SELF

In keeping with the ahistoric approach of Gestalt psychology and field theorists the phenomenologists have generally bypassed the thorny issues involved in the development of the self concept. Recognizing however that the self develops as a result of "evaluational interaction with others" which soon become internalized, Rogers describes this process in motivational, ahistorical terms as psychic activity or conflict between the self and the ideal-self. Comparable to the analytic school's concept of super-ego and ego-ideal, the non-directive group prefers the less metaphorical notion of an ideal-self for understanding the introjected parental and cultural standards and values according to which the person orients and directs his behavior. A wealth of research on the relationship between self and ideal-self ratings and personality adjustment, psychotherapy, etc., some of which will be cited in the

section dealing with research on the self concept, derives directly from the interest generated in these ideas by the non-directive orientation. (16)

VI. MAJOR HYPOTHESIS

The threads of the preceding theoretical history of the self concept and the outline of its growth and development in the individual converge in their emphasis on the vital importance of positive relatedness with the nurturing, evaluating parental figures for the very emergence of an ego, and for attaining a wholesome attitude towards one's self. In 1947, Murphy "hesitatingly offered" what may be considered the major hypothesis of this investigation:

"The tendency to value rather than disvalue the self is correlated with parental approval . . ." (55) In the framework of this study this hypothesis is operationally expressed in the following way:

The level and consistency of self-ratings is positively related to parental acceptance.

Before proceeding with the empirical discussion of this study, the following section surveys the empirical research dealing with the self concept.

VII. EXPERIMENTAL STUDIES RELATING TO THE SELF CONCEPT

Research dealing with the self concept has proliferated enormously in recent years. The Psychological Abstracts list six references to the self in 1939, in 1949 nine references are cited, while the index of the 1956 Psychological Abstracts yields fifty-four articles relating to the self concept.

A wide variety of measuring instruments have been utilized to investigate the self concept, written autobiographies (36), the Rorschach test (41, 11) personality tests such as the California Test of Personality (25, 29, 71) and the Minnesota Multiphasic Personality Inventory (61, 79), and self-ratings on trait and adjective lists (15, 39, 50, 11, 58), etc. The major portion of the studies in this area fall into the latter category because trait-lists are easily constructed, are readily administered, and quantified for a specific research problem. An important methodological ad-

vance in research on the self concept is the development of the Q sort by Stephenson (68). It is a forced - choice rating procedure in which a large number of descriptive statements are assigned to a fixed number of ordered categories. The extreme categories contain those statements judged to be most characteristic and least characteristic of the person being described. Intra-individual measures of stability are obtained by repeated self-sorts from different frames of reference, such as the self the person thinks he is, his ideal for himself, etc. Comparisons between groups or individuals measure the relative degree of self-acceptance or self-esteem.

Some of the parameters which have been related to the self concept are motivation (34), learning (20), memory (18), and most importantly, adjustment (52, 12, 64, 78), and interpersonal relationships (6, 15, 10, 56). Brownfain found significant differences on various sociometric indices of group acceptance, anticipation of group acceptance, and personality inventory differences, between groups with stable and unstable self concept ratings (15). A number of studies support the notion that self-acceptance and acceptance of others are positively related (58, 56). However, McIntyre found

that individuals who express acceptance of others and feel accepted, are in actuality not more or less accepted than individuals who express less acceptance of others (51). This, as well as other studies indicates that a simple, direct relationship does not necessarily obtain between phenomenological measures of group acceptance or popularity, or between phenomenological measures of most kinds, and reality. (74). The discrepancy between reality and the subject's self-ratings, the phenomenological measure, is attributed to the subject's defensiveness. Various researchers have used the K-scale of the M. M. P. I. (39, 50), and the F-scale (15), as measures of defensiveness. Depending on the purpose of the study, scales such as these may be used to eliminate highly defensive subjects, although the results of some studies argue against the elimination of defensive or rigid subjects (20). Since the K-scale, and similar measures, are said to measure the effectiveness of ego defenses, high scores in these scales may reflect ego strength as well as rigidity.

Self-esteem and stability as attributes of the self concept have been studied by numerous researchers (62, 50, 52, 39, 78). Brownfain describes stability within the structure of the individual

self in the following manner:

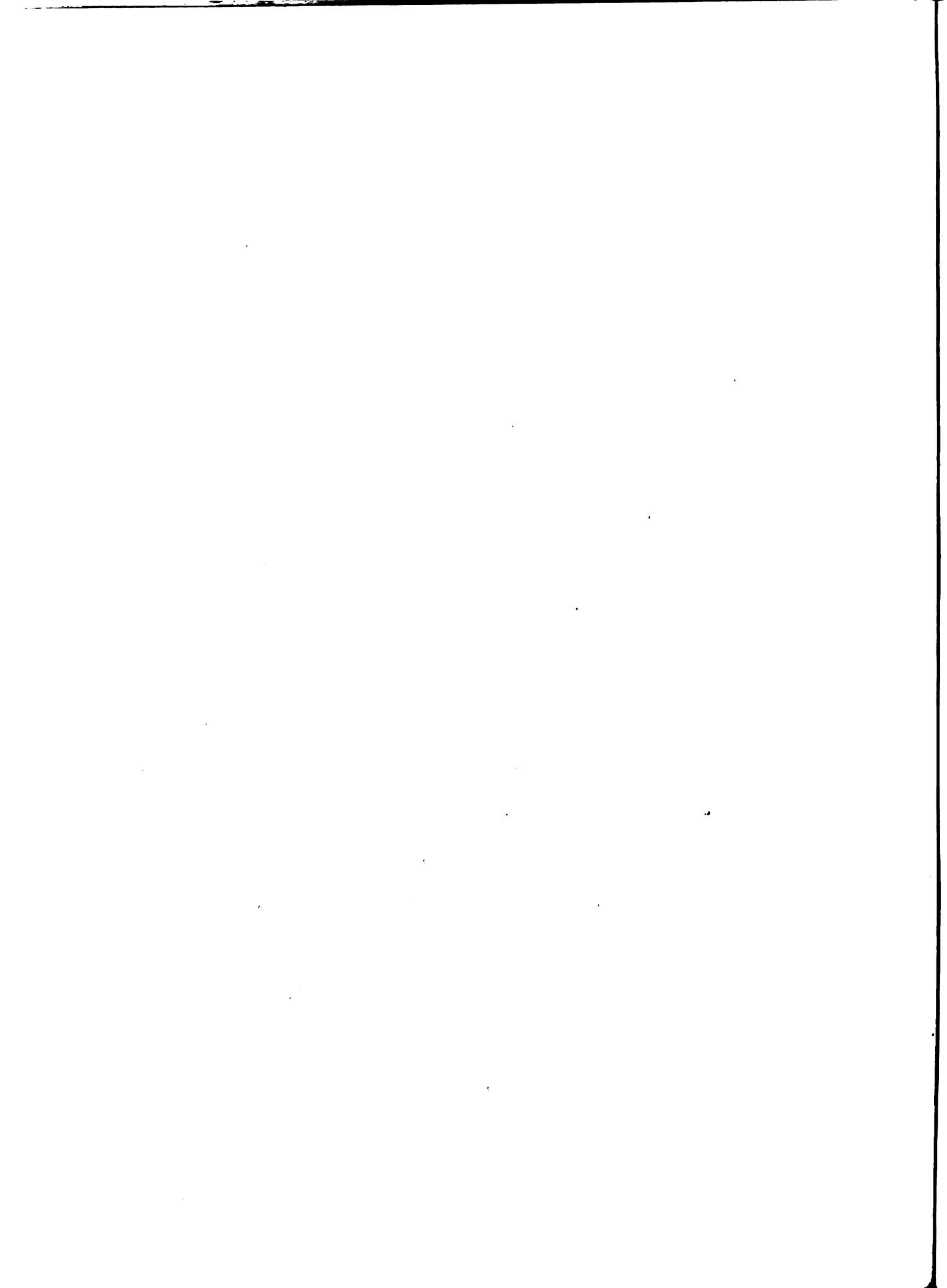
"The individual might, for example, conceive of the self that he really believes he is, the self that he realistically aspires to be, the self that he hopes he is now, the self that he fears he is now. The self concept is a configuration of these and of other possible self-definitions and the stability of the self concept derives from interrelations among the various ways of defining the self."

(15). The operational measure of stability derived from this definition is the discrepancy between repeated self-ratings from different points of view, the self the rater hopes he is, his positive self, and the self he fears he is, his negative self.

In measuring stability and self-esteem McGehee utilized a slightly modified version of Brownfain's self-rating inventory, which E. Lowell Kelly developed from the Cattell factors of personality (50). He found that the discrepancy between positive and negative self-rating, Brownfain's stability index, is not as satisfactory a measure of self-esteem as other measures, primarily test-retest reliability of the self concept, and the discrepancy between the self concept as the subject thinks his mother and his father respectively, view it. McGehee concludes that the introjection of contradictory

parental value systems produces unstable self-concepts. He also maintains that this measure of stability and individual test-retest measures of reliability measure stability independently of self-esteem, although dynamically stability and self-esteem are related aspects of the self concept. By obtaining actual measures of differential evaluations by a subject's parents on similar measuring instruments, the present study presents a realistic paradigm for investigating a finding which McGehee found significant at the phenomenological level.

Katz investigated the relationship between stability and such facets of interpersonal relations as sociometric status, perception of sociometric status, accuracy of sociometric perception, and sociometric predictability. He found that self concept stability relates significantly with social status, confidence that the person will be highly chosen, insight about one's social status, and with the insight of others in one's group concerning their acceptance or rejection by the subject (sociometric predictability). He did not find accuracy of sociometric perception to relate significantly with stability of the self concept, and in conclusion doubts whether "accuracy of social perception is a stable and reliable personality



characteristic." (39) His findings support McGehee's results inasmuch as he found temporal stability and measures of discrepancy between perceived mother and perceived father ratings of the self to be sensitive indices of stability. Thus evidence from another source, still on a phenomenological level however, points to the importance of positive and mutually consistent introjected parental evaluations in the formation of a stable self concept. One of the few investigations on the influence of parental attitudes is a study by Sommers on blind adolescents and their parents. She found that good adjustment was always related to attitudes on the part of parents described as accepting. Maladjustment was found to have its genesis not in blindness itself, but in the social environment of which parents are such a large and early part. (67)

A number of studies have sought to probe the relationship between attitudes towards the self and one's body. Symonds asserts that one's body is valued and becomes the core of the later self because it is the source of pleasure and pain, and the vehicle or tool for attaining satisfaction. (70) Secord and Jourard hypothesized that negative feelings about the body are associated with anxiety arising from undue concern with pain, disease, or bodily injury.

(32)

They found that the body and the self tend to be cathected to the same degree, that low body-cathexis is related to anxiety and insecurity about the self. (64)

II. STATEMENT OF HYPOTHESES

The following research considers the concept of self from one of a number of theoretical standpoints, as a system of traits whose meaning, structure, and affective values derives from experiences arising from interpersonal relationships. The contributions of Mead, Sullivan, Allport, Murphy, and others can be traced in this orientation. While essentially eclectic, this orientation may be contrasted with other approaches toward the self such as the psychoanalytic which conceives of the self or ego as process, i. e., the executive which mediates among biological needs (id), internalized social restraints (superego), and the demands of reality. The viewpoints regarding self as structure and process are obviously complementary although research has tended to emphasize one or the other aspect without attempting to integrate them into a larger, more meaningful concept of the self.

This study purports to investigate whether the level and stability of the self concept can be empirically related to two significant areas of interpersonal relationships, (1) to parents' concepts of the subject, and (2) to his peer relationships. To this effect the following hypotheses were formulated and tested:

Major Hypothesis

I. The level and consistency of self-ratings is positively related to parental acceptance.

Secondary Hypotheses

II. The level and consistency of self-ratings is positively related to measures of peer acceptance.

III. Significant and positive correlations obtain between measures of parental acceptance and measures of peer acceptance.

IV. Individuals with consistent and high self-ratings are more accurate in predicting how parents and peers perceive them than individuals with inconsistent and low self-ratings.

V. High and consistent self-ratings correlate positively with agreement between the subject's self concept and his estimate of parents' and peers' concepts of himself.

The experimental hypotheses will be stated later in terms of specific, predicted correlations between measures, following a description of the measuring instruments and the measures to be derived from them.

III. MEASURING INSTRUMENTS

A. SELF CONCEPT INVENTORY

The primary measuring instrument of this study is a slightly modified form of Brownfain's self-rating inventory developed by E. Lowell Kelly based on Cattell's factors of personality (see appendix). Using his class as the reference group each subject rates himself on twenty desirable traits along a ten-point scale. Thus, a self-rating of ten on a trait such as intelligence, indicates the subject considers himself within the highest tenth of his class with respect to this characteristic.

The twenty traits in the inventory are:

- | | |
|----------------------------|------------------------------|
| 1. Intelligence | 11. Sportsmanship |
| 2. Maturity | 12. Individuality |
| 3. At Ease Socially | 13. Self-Understanding |
| 4. Physical Attractiveness | 14. Interest in Opposite Sex |
| 5. Generosity | 15. Dependability |
| 6. Cheerfulness | 16. Understanding of Others |
| 7. Sincerity | 17. Accepting Oneself |
| 8. Initiative | 18. Popularity |
| 9. Trustfulness | 19. Persistence |
| 10. Adaptability | 20. Self-Control |

Each subject rates himself seven times on the inventory at

different times, and after receiving different rating instructions designed to elicit different aspects of his self concept. The seven self-ratings and their functions are:

1) "Private Self": the subject's most accurate estimate of himself.

2) "Private Self" repeated: the same inventory administered two weeks later with identical instructions. (Except for the second "private self" rating all self-ratings were administered in one group session.)

3) "Positive Self": a rating of himself slanted positively. Here the subject gives himself the benefit of every reasonable doubt while still conceiving of this self-picture as believable. This is the self as he hopes it is.

4) "Negative Self": a rating of himself slanted negatively. This time the subject denies himself the benefit of every reasonable doubt while still conceiving of this as a believable self-picture. This is the self as he fears it is.

5) "Phenomenal Mother Self": a rating of himself as he believes his mother sees him.

6) "Phenomenal Father Self": a rating of himself as he believes his father sees him.

7) "Phenomenal Peer Self": the subject's most accurate estimate as he believes his classmates see him.

B. DEFENSIVENESS SCALE

Self-ratings may be misleadingly high and consistent because of a subject's unwillingness to admit to inconsistencies or psychological weaknesses about himself. Therefore, a modified check list of twenty unflattering statements, developed by Taylor (71), was administered as a measure of defensiveness. (See appendix for a copy of this scale and other measures used in the study.)

C. PARENTS' AND PEERS' RATING OF THE SUBJECT

Each subject's mother, father, and his classmates were asked to rate the subject on the same trait inventory. The following ratings were obtained from them:

1) Mother Rating: a rating of the subject by his mother as she sees him.

2) Mother's Ideal Rating: a second rating of the subject by his mother with instructions to rate the inventory this time as she would like her son to be.

3) Father Rating:

4) Father's Ideal Rating: ratings identical to the two previous scales, administered to subjects' fathers.

5) Mean Peer Trait Ratings; Each subject is rated by his classmates on ten items, eight of which are traits taken from the self-rating inventory. These traits are:

- | | |
|------------------|----------------------------|
| 1. Intelligence | 5. Dependability |
| 2. Maturity | 6. Understanding of Others |
| 3. Adaptability | 7. Popularity |
| 4. Sportsmanship | 8. Persistence |

The two additional items are:

- 1) How well the rater knows the subject.
- 2) How well the rater likes the subject.

The first eight items are averaged to yield a mean peer estimate of the subject.

D. MEASURES OF GROUP ACCEPTANCE

Each subject indicates how well he likes every other subject of the experimental group on a ten-point sociometric scale. The same scale is then readministered with instructions to indicate how well the subject thinks every other member likes him. Including the entire group in each subject's judgment provides an advance over the

customary method of sociometric ratings in which the rater usually selects a predetermined number of chosen and rejected peers (22). This method provides quantitative data of the degree to which a subject accepts or rejects all his peers, and also of the extent to which he thinks he is, and the extent to which he actually is accepted or rejected by all members of the group.

IV. MATHEMATICAL DEFINITIONS OF THE DERIVED MEASURES AND THEIR PSYCHOLOGICAL SIGNIFICANCE

A. MEASURES OF THE LEVEL AND CONSISTENCY OF THE SELF CONCEPT

1) Private Real Self Concept: the arithmetic sum of the subject's self-ratings of twenty traits responded to as he really thinks he is.

This measure yields an overall index of how highly the subject values himself on a representative trait list in comparison with members of his class. Probably because of its obvious significance to the subject, and perhaps also because it is the first self-rating presented to him, investigators have generally found it not to be among the most sensitive measures of stability (20, 39, 50). On the other hand, the two following measures of self concept level and stability have been included in the study because of their proven sensitivity.

2) Negative Self Concept; the arithmetic sum of the subject's self-ratings of twenty traits as responded to from a negative point of view.

Cowen concludes that a subject relaxes his defenses for an

"apparently innocuous rating" such as the negative self (20). He suggests that the poorest rating a person admits to may actually be the closest approximation of the way he feels about himself.

3) Temporal Discrepancy: the absolute arithmetic sum of changes in the "private real self concept" readministered after a two-week interval.

McGehee found that this measure is one of the most potent measures of stability (50). This measure is not only an index of test reliability, but when it is computed for each subject also functions as a measure of individual difference, something which different subjects bring to the test situation in varying amounts. Thus, the consistency with which a subject rates himself on the same scale after an interval of time has elapsed is a sensitive measure of his stability.

B. MEASURES OF PARENTAL ACCEPTANCE

1) Actual Mother Acceptance: the arithmetic sum of all twenty traits of the mother's rating of the subject.

This measure is identical arithmetically to the subject's "Private Real Self-Concept", and is also the first and most obvious scale presented to the subject's mother. It serves as an over-all

measure of maternal acceptance.

2) Actual Mother - Mother Ideal Discrepancy: the arithmetic sum of discrepancies for each trait between a mother's rating of the subject as he is and as she would like him to be.

A high score on this measure may indicate that a mother rejects her son either because she sets unduly high standards for him, or because she values him low in comparison with his classmates, or both. This measure thereby functions as a measure of maternal acceptance or rejection.

3) Actual Father Acceptance:

4) Actual Father-Father Ideal Discrepancy: these two ratings by the subject's father are identical to the two preceding ratings by the subject's mother.

5) Actual Mother - Father Discrepancy: the arithmetic sum of the discrepancies between the mother's and father's rating for each trait as each thinks the subject really is.

The phenomenal counterpart of this measure, discrepancy between the concepts a subject believes his mother and father have of him, has been demonstrated to have potency and sensitivity as a measure of instability. (50) Discordant attitudes of acceptance or rejection between father and mother may have devastating effects

on the subject's stability.

C. MEASURES OF GROUP ACCEPTANCE

1) Social Expansiveness Score: the summed ratings ranging from one to ten assigned by a subject to every other member of the experimental group.

This is a direct, over-all measure of each subject's acceptance of the experimental group.

2) Actual Group Acceptance Score: summed ratings assigned by the entire experimental group to each subject indicating how highly accepted by the group he is.

3) Perceived Group Acceptance: each subject's summed ratings indicating how well he thinks he is liked by every other member of the group.

This measure is the phenomenal counterpart of the previous measure, Actual Group Acceptance Score.

4) Social Predictiveness Discrepancy Score: summed discrepancies between a subject's perceived group acceptance and his actual group acceptance.

This measure indicates the degree to which the subject's perception of acceptance by the group agrees or conflicts with the

group's actual acceptance.

D. MEASURES OF DISCREPANCY BETWEEN PERCEIVED AND
REAL PARENT AND PEER CONCEPTS

1) Actual Mother-Perceived Mother Discrepancy: summated discrepancies between the concept a subject thinks his mother has of him, and the obtained rating by the subject's mother.

This measure indicates how accurately a subject perceives his mother's opinion of him. For the subject who is highly regarded by his mother this task presents no particular problem, while the rejected child may be inclined to distort and therefore misperceive his mother's concept of him. (In rare cases however, a rejected child may nevertheless be able to accurately perceive his mother's attitude toward him and still maintain a stable self concept, where the factors which produce ego-strength have not been totally squelched by parental rejection.)

2) Actual Father-Perceived Father Discrepancy: summated discrepancies between the concept a subject thinks his father has of him, and the father's obtained rating.

The function and rationale of this measure is analogous with that of the previous measure.

3) Actual Average Peer-Perceived Peer Discrepancy: summated discrepancies between the concept a subject believes his classmates have of him, and the obtained average of ratings of the subject by his classmates on eight traits.

This measure functions in an analogous manner with the two previous measures except that comparisons now are made between the subject's estimated concept of himself by his classmates and the peer group's rendered concept of him. Unlike the four measures of group acceptance described in the previous section, which includes ratings of each subject by every other member of the entire experimental group (N=56), this measure is based only on ratings by the members of a given subject's classmates. The subjects fall into the following grade distribution:

<u>Grade Level</u>	<u>Number of Subjects</u>
7	8
8	6
9	9
10	13
11	7
12	13
Total	<u>56</u>

Consequently a tenth grade subject is rated by twelve classmates while an eighth grader is rated by only five classmates.

This procedure was followed because rating fifty-five subjects on

ten items per subject would have proven too repetitive and exhaustive for the subjects in addition to the other requirements of the study. Yet subjects were believed to be sufficiently familiar with one another to rate members of different grade levels on measures of group acceptance, because of the close ties which exist in this small, relatively stable rural community, and because of joint classes and shared facilities in the school.

E. MEASURES OF DISCREPANCY BETWEEN SELF CONCEPT RATINGS AND SUBJECTS' ESTIMATES OF SELF FROM THE VIEW-POINT OF PARENTS AND PEERS.

The functions and rationales of the four measures which comprise this group are essentially similar. Discussion of their rationale is therefore reserved until all the measures are mathematically defined.

1) Perceived Mother - Real Self Concept Discrepancy: arithmetically summed discrepancies between the subject's "Perceived Mother Self" ratings and his "Private Self" ratings.

2) Perceived Father - Real Self Concept Discrepancy: arithmetically summed discrepancies between the subject's "Perceived Father Self" ratings and his "Private Self" ratings.

3) Perceived Inter-Parent Discrepancy; arithmetically summed discrepancies between the subject's "Perceived Mother Self" ratings and his "Perceived Father Self" ratings.

4) Perceived Peer-Real Self Concept Discrepancy: arithmetically summed discrepancies between the subject's "Perceived Peer Self" ratings and his "Private Self" ratings.

Three of the four measures in this group compare subjects' private self concepts with the concepts which they believe both parents and their peers have of them. The third measure in this group, "Perceived Inter-Parent Discrepancy", indicates divergence between the concepts which a subject believes his mother and his father have of him. Katz and McGehee, using the same group of subjects found that this group of measures correlates very highly with measures of self concept level and stability and therefore used them interchangeably as measures of self concept stability (39, 50). On theoretical grounds, too, these measures may be considered indices of self concept stability. Subjects who perceive their parents and peers as having positive concepts of themselves will generally also have positive self concepts according to Sullivan's theory of "reflected appraisals" (69).

V. OPERATIONAL RESTATEMENT OF HYPOTHESES IN
TERMS OF RELATIONSHIPS BETWEEN MEASURES

HYPOTHESIS I. The level and consistency of self-ratings is positively related to measures of parental acceptance.

The following correlations are predicted between measures of level and consistency of the self concept and measures of parental acceptance:

Measures of Level and Stability of the Self Concept

(High)	Private Real Self Concept
(High)	Negative Self Concept
(Low)	Temporal Discrepancy

correlate significantly with:

Measures of Parental Acceptance

(High)	Actual Mother Acceptance
(High)	Actual Father Acceptance
(Low)	Actual Mother - Mother Ideal Discrepancy
(Low)	Actual Father - Father Ideal Discrepancy
(Low)	Actual Mother - Actual Father Discrepancy

The terms "High" or "Low" preceding each measure de-

note whether a given measure is a direct or inverse measure of the experimental variable. Thus, "Private Real Self Concept" is a direct measure of self concept level and is, therefore, preceded by the term "High", while "Temporal Discrepancy" is an inverse measure of stability and consequently is preceded by the term "Low". All measures with the term "discrepancy" in the title are inverse measures. Positive correlations are predicted between two "High" or two "Low" measures while negative correlations are predicted between "High" versus "Low" comparisons. (High) Private Real Self concept for example, is expected to correlate positively with (High) Actual Mother Acceptance, while the former measure should correlate negatively with (Low) Actual Mother - Mother Ideal Discrepancy. When three measures of level and consistency of the self concept are compared with five measures of parental acceptance, two at a time, a total of fifteen possible correlations obtain.

Research comparing measures of stability with phenomenal measures of parental acceptance (50), and theoretical statements regarding the significance of identification with the like-sexed parent, suggests that paternal acceptance is more significant than maternal acceptance for developing an adequate self-image in male adolescents. The experimental data should also throw empirical

light on this question.

HYPOTHESIS II. The level and consistency of self-ratings is positively related to measures of peer acceptance.

The following correlations are predicted between measures of level and consistency of the self concept and measures of peer acceptance:

Measure of Level and Consistency of Self Concept Ratings

(High)	Private Real Self Concept
(High)	Negative Self Concept
(Low)	Temporal Discrepancy

correlate significantly with:

Measures of Peer Acceptance

(High)	Actual Group Acceptance
(High)	Social Expansiveness
(High)	Perceived Group Acceptance
(Low)	Social Predictiveness Discrepancy

Significant correlations between all of the above measures would indicate that subjects with stable and high self concept ratings accept members of the peer group better, expect to be, and are,

better accepted by peers, and are more accurate in estimating how well accepted they are by individual peers than subjects with lower and less stable self concept ratings. Katz (39) obtained significant correlations between self concept ratings and measures of group acceptance, but he and earlier investigators failed to obtain significant relations between self concept ratings and accuracy in predicting peer acceptance, (Social Predictiveness Discrepancy). These data are replicated in the present study in order to compare and contrast the effect of parental acceptance with the effect of peer acceptance on self-esteem and stability of the self concept (Hypothesis III). Specifically, since it is anticipated that parents will be more ego-involved, and, therefore, more defensive in rating the subject than peers, the latter's ratings should correlate more highly with measures of self concept level and stability than parents' ratings. Twelve possibly significant relations obtain in comparing each of three measures from one group with each of four measures from the second group.

HYPOTHESIS III. Significant and positive correlations obtain between measures of parental acceptance and measures of peer acceptance.

The following correlations between measures of parental acceptance and measures of peer acceptance are predicted:

Measures of Parental Acceptance

- (High) Actual Father Acceptance
- (High) Actual Mother Acceptance
- (Low) Actual Father - Father Ideal Discrepancy
- (Low) Actual Mother - Mother Ideal Discrepancy
- (Low) Actual Mother - Father Discrepancy

correlate significantly with:

Measures of Peer Acceptance

- (High) Actual Group Acceptance
- (High) Social Expansiveness
- (High) Perceived Group Acceptance
- (Low) Social Predictiveness Discrepancy

In comparing each one of five measures from one group with each one of four measures from the second group, a total of twenty comparisons are possible. If all of these comparisons prove to be significant and in the predicted direction, it will be possible to assert that an adolescent who is accepted by both parents also accepts

his peer group, is accepted by it, and correctly perceives the degree of acceptance and rejection he receives from individual members of the group. The predicted relations between parental and peer acceptance challenges prevalent concepts of adolescence which maintain that the adolescent's sense of status is predicated entirely on the acceptance of his peer group, while he tends to rebel against parental opinion and authority. Results in the predicted direction would, on the contrary, tend to indicate that the adolescent whose security is firmly anchored by his parents' positive regard for him, also gains the support and acceptance of his peer group. Perhaps in antisocial groups, such as delinquent gangs, the adolescent who openly rebels against his parents, and in turn is rejected by them, tends to be more highly accepted by the delinquent peer group than youths in his group who are better accepted by their parents.

HYPOTHESIS IV. Individuals with consistent and high self-ratings are more accurate in predicting how parents and peers perceive them than individuals with inconsistent and low self-ratings.

The following correlations are predicted between measures of level and consistency of the self concept and measures of discrepancy between perceived and actual appraisals of the self by parents and

peers:

Measures of Level and Stability of the Self Concept

(High) Private Real Self Concept

(High) Negative Self Concept

(Low) Temporal Discrepancy

correlate significantly with:

Measures of Discrepancy Between Perceived and Actual Appraisals
of the Self by Parents and Peers

(Low) Actual Mother - Perceived Mother Discrepancy

(Low) Actual Father - Perceived Father Discrepancy

(Low) Actual Peer - Perceived Peer Discrepancy

Individuals with high and consistent self concepts are expected to be more accurate in anticipating how parents and peers perceive them than less consistent subjects for several reasons. The concept of "reflected appraisals" in the interpersonal theory of personality asserts that self-esteem develops from interactions in which an individual enjoys the positive regard of "significant others". Consequently an individual who enjoys a high level of self-esteem is also esteemed by parents and peers, and for this reason has no cause to

distort or in any way misperceive their attitudes about himself. On the other hand, individuals lacking in self-esteem probably also do not enjoy the acceptance of parents or peers. Such individuals may tend to inflate their estimate of others' acceptance of themselves in a compensatory manner, and thereby, produce discrepancies between perceived and real appraisals of acceptance. Theoretically, however, another alternative is available to individuals lacking in self-esteem which this hypothesis does not test. Such individuals may recognize that they are not well accepted by parents and peers and still evaluate accurately the opinion these others maintain toward them. (These individuals probably also withdrew from relationships which have proven to be costly to so essential a feeling as one's self-esteem, in order to protect themselves from further injury.) This group would comprise individuals with low self-esteem who also lack defenses to ward off recognition of this deficit. If a large portion of subjects fall into this category, the hypothesis will not be validated. Presumably however, a small number of subjects would fall into this category in a normal population. Still another possibility which would conflict with the stated direction of the hypothesis occurs when individuals with low self-esteem correctly anticipate low parental acceptance and yet are rated highly by their parents because of defensive-

ness on their parents' part. Indirect evidence of this eventuality may be obtained if the hypothesis is validated on the basis of perceived - versus - real peer discrepancies while analogous parent discrepancy scores fail to prove significant, since it may be assumed that peers are less ego-involved, and therefore less evasive in rating a subject than his parents would tend to be. Consequently, discrepancies between the way the subject thinks peers see him and the way he is actually perceived by them, may be more valid as an indication of low self-esteem than comparable discrepancy measures of the subject's parents.

Perhaps because of the number of alternative possibilities which tend to oppose the stated direction of the hypothesis, Katz concluded from a related study that the ability to predict peer members' acceptance of one's self is not a stable personality characteristic. (39). It is more likely however, that a positive relationship between self-esteem and ability to predict others' attitudes towards one's self could be demonstrated if hypotheses cognizant of the nature and degree of the subject's and the rater's defenses are elaborated. For this hypothesis, a total of nine possible significant relations occur when each of three measures from one group is compared with each of three measures in the second group.

HYPOTHESIS V. High and consistent self-ratings correlate positively with agreement between subjects' self concepts and their estimate of parents' and peers' concepts of themselves.

The following measures of level and stability of the self concept are expected to correlate with the measures of discrepancy between perceived parent-self ratings and peer-self ratings:

Measures of Level and Stability of the Self Concept

(High)	Private Real Self Concept
(High)	Negative Self Concept
(Low)	Temporal Discrepancy

correlate significantly with:

Measures of Perceived Parent-Self and Peer-Self Discrepancy

(Low)	Perceived Mother-Real Self Concept Discrepancy
(Low)	Perceived Father-Real Self Concept Discrepancy
(Low)	Perceived Inter-Parent Discrepancy
(Low)	Perceived Peer-Real Self Concept Discrepancy

Hypothesis V is the phenomenal analogue of Hypothesis I and II which assert that the level and consistency of self-ratings and

parental and peer acceptance are positively related. Previous investigators have found that these measures consistently covary with each other, and have simply included them under the rubric, measures of self concept stability (39, 50). However, because the design of this study permits a number of comparisons of measures of phenomenal versus actual discrepancies between self concept ratings and peer and parental acceptance, this hypothesis is stated independently. In comparing one group of three measures with four measures of another group, twelve correlations are obtained. A total of sixty-eight correlations are obtained from predictions based on five hypotheses.

VI. POPULATION

The experimental group consists of fifty-six white, male adolescents comprising all of the male pupils attending the seventh through twelfth grades in a rural community school. The subjects in the study live in the outskirts, or within, the small town in which the school is located. The community is relatively stable and is composed primarily of working class and some middle-class members, farmers, factory workers, small shop keepers, artisans, and a small scattering of professionals such as clergy and school teachers. The community is also relatively uniform in terms of its racial, ethnic, and religious characteristics, the overwhelming proportion of residents being white Protestants. (The stability and uniformity of the area is implied by the fact that members of minority groups such as Negroes and Jews are literally unknown by most subjects of the study.)

VII. PROCEDURES

1) Procedure with Subjects

The Superintendent of Schools, a popular and respected, although familiar faculty leader, introduced the author as a psychologist collecting research data and urged the students to actively cooperate. The author then briefly explained to the experimental group that he was interested in learning how boys of their age think and assured them that the information he gathered would be completely confidential and was not to be divulged to the school. Except for a small number of absentees, all of the subjects were tested in two group sessions, each of which lasted about one and one-half hours at the beginning of a regular school day.

In the first group session, subjects completed all of the self concept inventories and the defensiveness scale. In the second group session subjects completed the measures of group acceptance and the trait-ratings of their classmates. A brief third session was held two weeks after the first group session for completing the second rating of the "Private Real Self Concept", from which the "Temporal Discrepancy" measure is derived.

2) Procedure with Parents

Letters from the Parents-Teacher Association bearing the

signature of the Superintendent of Schools announced to the subjects' parents the author's presence at one of the group's regular meetings. Approximately one third of the total number of parents who cooperated in the research study were reached at the meeting. The remaining number were contacted by further letters, 'phone calls, and personal visits to the home of each subject's parent. The adolescents' reaction to the research study seemed to be favorable. The study also received the official support of the school authority as well as adequate publicity including some notice in the local newspaper. Nevertheless, the author encountered some indifference and occasional signs of resistance and suspicion on the part of some parents which to some extent may be attributed to the lack of sophistication of the population and specifically to its unfamiliarity with the function of research and the role which psychologists play in it.

VIII. STATISTICAL TREATMENT

Pearson's product-moment coefficient, r , was used to determine whether predicted experimental measures correlate significantly. Scattergrams were plotted to determine whether the assumptions of linearity and homoscedasticity underlying the product-moment coefficient were met. Use of this particular statistic is also justified on the basis of previous positive results in related research studies, and on the basis of the "robustness" of this statistic. Age, intelligence, and defensiveness were also correlated with relevant experimental measures, and wherever one or more of these variables correlated significantly with an experimental measure, the effect of that one or several variables on a predicted relationship was nullified by the method of partial correlation. However, it was only possible to apply the method of partial correlation where the populations of both experimental measures were equal in number.

IX. PRESENTATION OF RESULTS

Table 1 lists the mean age and intelligence quotient on the California Mental Maturity Test of the experimental group, as well as the range and standard deviation of the group's age and intelligence. Thus, the mean age of the group is 15.75 years and the mean intelligence quotient is 97.6.

TABLE 1

Means, Ranges and Sigmas of the Experimental Group's Age and Intelligence

	<u>Mean</u>	<u>Range</u>	<u>Sigma</u>
Age (years))	15.75	12.41-18.83	22.6
Intelligence (California Mental Maturity Test)	97.6	76 - 129	11.1

TABLE 2

Pearson Correlation Coefficients Between All Predicted Experimental Measures
and Between Age, Intelligence, Defensiveness and Experimental Measures

Perceived Parent-Self and Peer-Self Discrepancy			Parental Acceptance					Peer
Perceived Father- Ideal Self Concept	Perceived Inter- Parent Dis- crepancy	Perceived Peer Real-Self Concept Discrepancy	Actual Mother Accep- tance	Actual Mother- Ideal Dis- crepancy	Actual Father Accep- tance	Actual Father- Ideal Dis- crepancy	Actual Mother- Father Dis- crepancy	Actual Group Accept- ance
50	50	56	41	41	25	25	24	56
.655**	-.343*	-.285*	-.001	-.305	.221	-.452*	-.364	.582**
.328*	-.290*	-.244	.039	.072	.067	.007	-.123	.036
.114	.180	.084						
.634**	-.529**	-.417**	.234	-.085	.526**	-.492*	-.419*	.194
.373**	-.517**	-.474**	.372*	-.359*	.680**	-.512**	-.338	.169
.27**	.546**	.526**	-.179	.064	-.266	.335	.031	-.342*
			.315*	-.360*	.176	-.156	.078	
			.232	-.227	.275	-.290	-.333	
			.216	-.191	.468*	-.503**	-.374	
			.151	.089	-.089	.525**	.155	

*Indicates Significance at the 5% Level

**Indicates Significance at the 1% Level

redicted Experimental Measures
and Experimental Measures

al Acceptance			Per
al	Actual	Actual	Actual
or	Father-	Mother-	Group
pt-	Father-	Father	Accept-
e	Ideal Dis-	Dis-	ance
	crepancy	crepancy	
	25	24	56
1	-.452*	-.364	.582**
7	.007	-.123	.036
6**	-.492*	-.419*	.194
0**	-.512**	-.338	.169
6	.335	.031	-.342*
6	-.156	.078	
5	-.290	-.333	
8*	-.503**	-.374	
89	.525**	.155	

		Level and Stability of Self Concept			
		Private Real Self Concept	Negative Self Concept	Temporal Dis- crepancy	Perceived Mother- Real Self Concept Discrepancy
		N =	56	56	56
Control Variables	Age	.273*	.145	-.416**	-.338*
	Intelligence	.278*	.246	-.222	-.253
	Defensiveness	-.255	-.221	-.063	.118
Level and Stability of Self Concept	Private Real Self				-.550**
	Negative Self Concept				-.496**
	Temporal Discrepancy				.567**
Peer Acceptance	Actual Group Acceptance				
	Social Expansiveness				
	Perceived Group Acceptance				
	Social Predictiveness Discrepancy				

N	Critical Values of r	
	5% Level	1% Level
56	.264	.343
50	.279	.361
41	.307	.397
25	.394	.503
24	.404	.515

Table 2 represents the major experimental finding of the study. It lists all of the correlation coefficients which obtain between previously predicted experimental measures. It also shows the correlations which obtain between age and intelligence and all experimental measures, as well as the correlations which obtain between defensiveness and measures based on subjects' self-ratings.

A number of over-all conclusions may be drawn from Table 2. In the first place, of the sixty-eight specifically predicted correlations, twenty-eight correlations prove to be significant, at, or beyond, the one percent level while nine correlations are significant at, or beyond, the five per cent level, thereby making for a total of thirty-seven significant correlations which exceeds half the total number of predicted relations. On the basis of chance alone, less than one correlation in sixty-eight should prove significant at, or beyond, the one per cent level, while between three and four correlations in sixty-eight should prove significant at, or beyond, the five per cent level. Therefore, the conclusion that the over-all results of the study are significant far beyond the chance level of expectancy is warranted.

Table 2 also indicates that in addition to the significant correlations between experimental measures, age correlates significantly with

five of the experimental measures at, or beyond, the one per cent level. Subjects' age also correlates significantly with eight of the experimental measures, as well as with intelligence, at, or beyond, the five per cent level. Intelligence correlates with four experimental measures, as well as with age, at, or beyond, the five per cent level of significance, while correlations between defensiveness and measures based on ratings completed by the subjects never attain the five per cent level of significance.

TABLE 3

First-Order Partial Correlation Coefficients Showing the Relations Between Experimental Measures When Subject's Age is Held Constant and the Zero-Order Correlations When Age is

Not Held Constant

	Perceived Mother Real Self Concept Discrepancy	Perceived Peer-Real Self Concept Discrepancy	Actual Group Acceptance	Social Expansive- ness	Perceived Group Acceptance	Social Predictive- ness	Actual Peer-Perceived Peer Discrepancy
Negative Self Concept	-.480** (-.496**)	-.456** (-.474**)	.105 (.169)			.005 (-.057)	-.503** (-.518**)
Temporal Discrepancy	.498** (.567**)	.467** (.526**)	-.135 (-.342*)	-.193 (-.176)	-.187 (-.172)	-.102 (.093)	.287* (.369**)

* Indicates 5% Level of Significance

** Indicates 1% Level of Significance

() Indicates Zero-Order Coefficient: Age Not Held Constant

TABLE 4

Second-Order Partial Correlation Coefficients Nullifying the Effects

of Age and Intelligence on Experimental Measures, and the Zero-Order

Correlation Coefficients When Age and Intelligence are Not Held Constant

	Perceived Mother-Real Self Concept Discrepancy	Perceived Peer Real Self Concept Discrepancy	Actual Group Acceptance	Social Ex- pansiveness	Perceived Group Acceptance	Social Pre- dictiveness	Actual-Peer Perceived Peer Discrepancy
Private Real Self Concept	-.416** (-.550**)	-.265* (-.417**)	-.065 (.194)	.416** (.371**)	.411** (.346**)	-.102 (-.242)	-.552** (-.609**)

* Indicates 5% Level of Significance

** Indicates 1% Level of Significance

() Indicates Zero-Order Coefficient: Age and Intelligence
Not Held Constant

Tables 3 and 4 indicate the correlations which obtain between experimental measures significantly affected by age or intelligence, or both, when the effect of either, or both, is held constant by the method of partial correlation. Table 3 presents first-order partial coefficients in which age alone was found to correlate significantly with an experimental measure. Table 3 also lists the correlation coefficients which obtain between measures significantly affected by subjects' age when the effect of age on the relationship is not nullified, i. e., the zero-order coefficients found in Table 2. By comparing the zero-and first-order coefficients an estimate is obtained of the extent to which the experimental findings are changed by nullifying age differences between subjects. It is clear from this comparison that only one correlation out of six which previously was not significant attains statistical significance when age is held constant, namely the correlation between "Temporal Discrepancy" and "Actual Group Acceptance". On the other hand, of the six correlations which were significant before holding subjects' age constant, all but two increase in magnitude after age is held constant. In short, it may be generally concluded that although age correlates significantly with most of the experimental measures, it does not

to any great extent affect the predicted correlations between measures, and in most instances nullifying the effect of age increases the magnitude of predicted correlations.

Table 4 lists the second-order partial correlations coefficients between "Private Real Self Concept", which is significantly correlated with subjects' age and intelligence, and various other experimental measures having N's of equal size. (Although three other measures also correlate significantly with both age and intelligence second-order partial correlations could not be computed for these measures because the second-order coefficients would entail comparisons between N's of unequal size.) Table 4 clearly indicates that where a relationship was statistically significant before age and intelligence were taken into account that relationship remains significant. On the other hand, if a relationship failed to attain statistical significance before holding the effect of subjects' age and intelligence constant, nullifying the effect of age and intelligence on that relationship will not produce a statistically significant correlation. The conclusion seems warranted then, that the experimental results are not caused by an artifact produced by differences in subjects' age or intelligence level, and conversely that potentially significant results are not obscured by the presence of these variables.

X. DISCUSSION OF RESULTS

HYPOTHESIS I. The level and consistency of self-ratings is positively related to measures of parental acceptance.

TABLE 5
CORRELATION COEFFICIENTS BETWEEN MEASURES OF SELF
CONCEPT LEVEL AND CONSISTENCY AND MEASURES
OF PARENTAL ACCEPTANCE

		Measures of Parental Acceptance				
		Actual Mother Acceptance (High)	Actual Mother Ideal Discrepancy (High)	Actual Father Acceptance (High)	Actual Father Ideal Discrepancy (Low)	Actual Mother Actual Father Discrepancy (Low)
N=		41	41	25	25	24
Level and Consistency of Self Concept Ratings	(High) Private Real Self-Concept	.234	-.085	.526**	-.492*	-.419*
	(High) Negative Self Concept	.372*	-.359*	.680**	-.512**	-.338
	(Low) Temporal Discrepancy	-.179	.064	-.266	.335	.031

*Significant at or beyond 5% level

**Significant at or beyond 1% level

Seven out of fifteen predicted correlations for Hypothesis I proved significant beyond the five per cent level, indicating that on

the whole a demonstrable relationship exists between parental acceptance and the level and consistency of self concept ratings in the experimental group. All correlations are in the predicted directions, i. e. , two "high" measures correlate positively, etc.

Four out of six measures of paternal acceptance correlate significantly with self concept stability while only two out of six measures of maternal acceptance correlate significantly with the same stability measures. This finding attests to the importance in boys of achieving a satisfactory relationship with their fathers for developing feelings of positive self-regard. Little evidence on the empirical, interpersonal level has been adduced for the concept of identification. However, phenomenological studies have pointed to the importance of harmonious father-son relationships for developing feelings of positive self-regard (39, .50).

Only two studies on the self concept are cited in the literature in which parents actually rate their children. A study by Langford is only tangentially relevant because mothers and fathers were asked to complete a personality test also completed by their children as they thought their children would answer it, (42). One finding of interest to this study however, is the fact that Langford ob-

tained closest agreement between father and son, which suggests that fathers generally have better insight into their sons than mothers. The close cognitive ties between father and son which Langford's findings indicate are paralleled by their close affective ties as indicated by the results of Hypothesis I. A study by Helper is more pertinent to the present study (31). Using self concept ratings of children and parents and trait ratings of each other, he found that paternal acceptance of boys increases as boys' ideal selves are in closer harmony with their fathers' ideals for them. On the other hand, all of Helper's findings concerning boys fail to attain statistical significance among girls, while one correlation concerning boys actually goes in the opposite direction in the girls' case. Helper does not present comparisons between mother ratings and father ratings of the same child. Considering that father-son correlations fail to hold up between mothers and daughters one might speculate that mother-son ratings may also tend to be less clear-cut in his study than the father-son correlations obtained in his study and in the present one.

Table 5 also indicates that discrepancies of acceptance between parents significantly affects the stability of male adolescents'

self concept. Finally, from Table 5 comparisons may be made between the relative effectiveness of the three measures of self concept (two of level and one of consistency) for demonstrating significant correlations with parental acceptance. Thus, it is apparent that "Negative Self Concept" is the most effective measure for this purpose in so far as all predicted correlations between this measure and parental acceptance proved to be significant. Three out of six "Private Real Self Concept" correlations proved to be significant, while none of the predicted correlations for "Temporal Discrepancy" attained to the stated significance levels. It seems particularly interesting to note that the lowest realistic view a subject takes of himself, his "Negative Self Concept", correlates most highly with his parents' views of himself. This finding suggests either that the parents of subjects in this study take a generally critical view of their sons, and/or, as Cowen has previously suggested, that the poorest rating a subject admits to may actually be the closest approximation of the way he feels about himself (20).

HYPOTHESIS II. The level and consistency of self-ratings is positively related to measures of peer acceptance.

TABLE 6

Zero-Order and First or Second-Order Pearson Correlation Coefficients Between Level and Consistency of Self Concept Measures and Measures of Peer Acceptance with and without Age and/or Intelligence Differences Held Constant

N = 56 for all Measures		Measures of Peer Acceptance			
		(High) Actual Group Accept- ance	(High) Social Expansive- ness	(High) Perceived Group Accept- ance	(Low) Social Predict- iveness Discrepancy
Measures of Level and Consistency of Self Concept Ratings	(High) Private Real Self Concept	.194 ((- .065))	.371** ((.416))**	.346** ((.411))**	-.242 ((- .102))
	(High) Negative Self Concept	.169 (.105)	.327*	.355**	-.057 (.005)
	(Low) Temporal Discrepancy	-.342* (-.135)	-.176 (-.193)	-.172 (-.187)	.093 (-.102)

() Indicates First-Order Partial Coefficient: Age held constant
 (()) Indicates Second-Order Partial Coefficient: Age and Intelligence held constant

* Indicates Significance at or beyond 5% level
 ** Indicates Significance at or beyond 1% level

Of twelve correlations predicted for Hypothesis II four correlations attained the stated significance level after subjects' age and intelligence differences are nullified through partial correlations. Nine of the twelve predicted correlations are in the anticipated directions wherein two "low" or two "high" measures correlate positively, etc. The results of testing Hypothesis II indicate that measures of self concept level correlate significantly primarily with the subjects' own expressions of group acceptance. Specifically, ratings which indicate how well a subject accepts members of his group (Actual Group Acceptance) and ratings of how well he thinks he is accepted by the group (Perceived Group Acceptance) correlate significantly with the levels of his "Private Real" and "Negative" Self Concepts. On the other hand, neither the level nor the consistency of self-ratings correlates significantly with the group's actual acceptance of a subject (Actual Group Acceptance) or with a subject's ability to perceive the degree of acceptance received from his peer group (Social Predictiveness Discrepancy).

Helper found that similarity between boys' self concepts and their concepts of their father is associated with high peer status. Katz, who also investigated the question of peer status

found a relation between measures of peer acceptance and measures of level and consistency of the self concept. However, neither Katz, previous experimenter, nor this author, obtained a significant correlation between measures of level and consistency of the self concept and measures of social perception. The agreement among these researchers suggests that peer status does not necessarily go hand in hand with ability to accurately estimate one's social status. Katz suggests that the processes involved in social perception and its measurement are subtle and complex insofar as they involve the personality of the perceiving and the perceived subjects (39).

In contrast with the inconclusive results obtained in this study in comparing actual peer group acceptance with self-ratings, Katz¹ obtained consistently positive results from similar comparisons. Because of methodological differences however, Katz¹ results are not entirely comparable with the findings of this study. Instead of a continuous sociometric procedure he used forced-choice ratings in which each subject selects the five classmates he likes best and the five he likes least (39). The more significant factor in failing to confirm Katz¹ findings however, seems to be that he used smaller and older groups of subjects of a more uniform age and grade level whose members were presumably also better acquainted with one another than the subjects in this study.

Parental acceptance correlates more significantly with self-ratings than peer acceptance despite the possibility that parents may be more ego-involved, and therefore less candid than peers in rating a subject. Consequently, failure to fully establish the hypothesized relationship between self-ratings and peer acceptance probably reflects on a methodological shortcoming rather than on the validity of the hypothesis.

In comparing the potency of the three measures of level and consistency of self-ratings, "Temporal Discrepancy" again proves to be the least effective measure while the "Private Real Self Concept" correlates most highly with measures of peer acceptance, followed closely in effectiveness by "Negative Self Concept".

The findings regarding Hypothesis II fail to show a relation between self concept level and stability and actual group acceptance. They also fail to show a relation between self concept level and stability and social perception. On the other hand, the findings do indicate that a subject's self concept level and stability influences the extent to which he accepts and feels accepted by his peers.

HYPOTHESIS III. Significant and positive correlations obtain between measures of parental acceptance and measures of peer acceptance.

TABLE 7

Pearson Correlation Coefficients Between Measures of Parental Acceptance and Measures of Peer Acceptance.

Measures of Parental Acceptance						
	N=	41	41	25	25	24
		(High) Actual Mother Accept- ance	(Low) Actual Mother- Mother Ideal Discrep- ancy	(High) Actual Father Accept- ance	(Low) Actual Father- Father Ideal Discrep- ancy	(Low) Actual Mother- Actual Father Discrep- ancy
Measures of Peer Acceptance	(High) Actual Group Accept- ance	.315*	-.360*	.176	-.156	.078
	(High) Social Expansiveness	.232	-.227	.275	-.290	-.333
	(High) Perceiv- ed Group Accept- ance	.216	-.191	.468*	-.503**	-.374
	(Low) Social Predictiveness Discrepancy	.151	.089	-.089	.525**	.155

*Significant at or beyond 5% level

**Significant at or beyond 1% level

Five of the twenty correlations predicted for Hypothesis III are statistically significant. Eighteen of the twenty correlations are in the anticipated direction. The results of this Hypothesis as those of Hypothesis I show a tendency, although to a lesser degree in the case of this Hypothesis, for measures of paternal acceptance to correlate more significantly, this time with peer acceptance, than comparable measures of maternal acceptance. It seems reasonable that two of the highest of this group of correlations obtain between measures of paternal acceptance and subjects' expected acceptance by their peers (Phenomenal Group Acceptance). The amount of acceptance a boy expects to receive from other boys is apparently a rather direct function of the acceptance he receives from his father. If this interpretation is correct, familial relationships set a continuing pattern for later interpersonal expectancies as suggested by the analytic concept of transference. Further research might fruitfully investigate the question of whether boys who are highly accepted by their mothers also expect to receive greater acceptance from girls. Helper found that among boys a high degree of parental reward for similarity with their fathers is associated with high peer status, while among girls

a high degree of parental reward for similarity with their mothers is associated with low peer status (31). Sex differences in familial relationships resulting in personality differences between the sexes would seem to offer a rich area of untested hypotheses.

Table 7 presents an unexpected finding of considerable interest. It shows that paternal acceptance correlates to a greater extent than maternal acceptance with perceived group acceptance. Maternal acceptance on the other hand, correlates more significantly with actual group acceptance. A tentative hypothesis which this finding suggests is, adolescents who gain more maternal than paternal acceptance are actually better accepted by male peers than boys who receive a greater amount of paternal acceptance, although the latter group expects more peer acceptance. Since comparable data is not available in the literature, further study of the suggested hypothesis awaits corroboration of the experimental findings by cross-validating techniques. Such study may, however, be expected to shed light on questions of such far-reaching, though empirically untested significance, as the effect of various types of oedipal attachments on later patterns of interpersonal relationships.

One finding, at first glance, is difficult to reconcile with other correlations obtained from Table 7. Ability to correctly anticipate peer acceptance, ((low) Social Predictiveness Discrepancy,) correlates significantly with one measure of paternal acceptance, ((low) Actual Father-Father Ideal Discrepancy). This seems surprising in view of the previously discussed finding that paternal acceptance correlates significantly with expected group acceptance while maternal acceptance correlates with actual group acceptance. If these findings are confirmed by future research the explanation may lie in one or both of the following formulations. Subjects who obtain greater peer acceptance and more maternal acceptance may be less concerned and therefore less accurate in predicting peer acceptance than subjects who obtain more paternal acceptance and anticipate greater peer acceptance. If this proves to be the case, accuracy in predicting social acceptance may be the reflection of an unhealthy preoccupation with, and an exaggerated expectation of group acceptance. Alternatively, the obtained findings might be due to a tendency of subjects who receive greater maternal and actual peer acceptance to underestimate the amount of acceptance they expect to receive from male peers, perhaps because that has been their experience with their

fathers. As a result of this tendency to underestimate these subjects are inaccurate in their social perceptions, while the same tendency may in fact elicit greater peer acceptance. Thus, a benign cycle may be described wherein underestimated acceptance produces more actual acceptance leading eventually to more realistic social appraisals. These are only tentative hypotheses but they are amenable to study with research instruments essentially similar to those used in this study.

HYPOTHESIS IV. Individuals with consistent and high self-ratings are more accurate in predicting how parents and peers perceive them than individuals with inconsistent and low self-ratings.

TABLE 8

Pearson Correlation Coefficients Between Measures of Level and Stability of the Self Concept and Measures of Discrepancy Between Perceived and Actual Appraisals of the Self by Parents and Peers

Measures of Discrepancy Between Perceived and Actual Appraisals of the Subject by Parents and Peers				
		(Low) Actual Mother-Perceived Mother Discrepancy	(Low) Actual Father-Perceived Father Discrepancy	(Low) Actual Peer-Perceived Peer Discrepancy
N=		41	25	56
Measures of Self Concept Level and Stability	(High) Private Real Self	-.665**	-.594**	-.609** ((- .552))**
	(High) Negative Self Concept	-.563**	-.373	-.518** ((- .503))**
	(Low) Temporal Discrepancy	.438**	.535**	.369** (.287)*

* Indicates Significance at or beyond the 5% level

** Indicates Significance at or beyond the 1% level

() Indicates First-Order Partial Coefficient: Age held constant

(()) Indicates Second-Order Partial Coefficient: Age and Intelligence held constant

Eight of the nine correlations predicted for Hypothesis IV are significant beyond the one per cent level of significance; all correlate in the predicted directions. The only correlation which failed to attain the five per cent level of significance, the correlation of "Negative Self Concept" with "Actual Father-Perceived Father Discrepancy" approaches the five per cent level of significance. In view of the consistently positive results obtained in testing Hypothesis IV it seems not unreasonable to expect that this correlation too would have attained the stated significance level with a large number of fathers cooperating in the study. The hypothesis that level and consistency of self concept ratings is significantly associated with accuracy in predicting how parents and peers perceive subjects' self concepts is borne out with a high degree of confidence.

The "Negative Self Concept" produced generally more significant correlations than the "Private Real Self Concept" in Hypothesis I which compared these measures with parental acceptance. The reverse is true in the case of Hypothesis IV; all of the "Private Real Self Concept" correlations are of a greater magnitude than comparable "Negative Self Concept" correlations. A conclusive argument regarding the respective effectiveness of these two

measures is not possible on the basis of these findings. It would seem however, that at least with this relatively unsophisticated group even as patent a measure as the "Private Real Self Concept" assumes real psychological significance. "Temporal Discrepancy" in this hypothesis, as well as in Hypothesis I and II, produces the smallest number of significant correlations. Only in Hypothesis V, which compares perceived self-rating measures exclusively, "Temporal Discrepancy" correlates most highly for every predicted relationship. Hypothesis V indicates that test-retest reliability, measured by "Temporal Discrepancy", correlates most significantly with ratings of the self as the subject believes parents and peers perceive it.

A sufficiently consistent trend is established in comparing the effectiveness of two measures of the level of self concept ratings, "Private Real Self Concept" and "Negative Self Concept", with one measure of self concept consistency, "Temporal Discrepancy", in Hypothesis I, II, and IV, to forward the following formulation. The two measures of self concept level generally correlate more significantly with various indices of interpersonal adequacy such as parental and peer acceptance, and ability to perceive correctly the

self from their viewpoint, than the measure of self concept consistency. Self concept consistency on the other hand, produces correlations of greater magnitude when it is compared with measures of intrapersonal consistency, i. e. , discrepancies between the way subjects think parents and peers perceive them and the way they perceive themselves, than the measures of self concept level. Measures of level of self concept ratings correlate with measures of interpersonal adequacy while self concept consistency measures intrapersonal stability. McGehee in his study concluded that "Temporal Discrepancy" is a measure of self concept stability "free from contamination by the variable of self-esteem". On the other hand, he classified the two measures of self concept level as indices of self-esteem. (50). If the distinction between these two types of measures is valid, then this study suggests that self concept stability is associated with, or reflects, intrapersonal consistency while self-esteem is associated with interpersonal adequacy. This finding, too, seems to open fruitful areas for further investigations.

HYPOTHESIS V. High and consistent self-ratings correlate positively with agreement between the subject's self concept and his estimate of parents' and peers' concepts of himself.

TABLE 9

Pearson Correlation Coefficients Between Measures of Level and Stability of the Self Concept and Measures of Perceived Discrepancy Between Subjects' Self Concepts and Estimated Concepts of Self from Parents' and Peers' Views

	<u>Measures of Parent-Self and Peer-Self Discrepancy</u>			
	(Low)	(Low)	(Low)	(Low)
	Perceived	Perceived	Perceived	Perceived
	Mother-Real	Father-Real	Inter-Parent	Peer-Real
	Self Concept	Self Concept	Discrepancy	Self Concept
	Discrepancy	Discrepancy	Discrepancy	Discrepancy
N=	56	50	50	56
(High) Private	-.550**	-.634**	-.529**	-.417**
Real Self Concept ((-.416))**				(-.265)*
(High) Negative	-.496**	-.573**	-.517**	-.474**
Self Concept	(-.480)**			(-.456)**
(Low) Temporal	.567**	.727**	.546**	.526**
Discrepancy	(.498)**			(.467)**

*Indicates Significance at or beyond the 5% level

**Indicates Significance at or beyond the 1% level

() Indicates First-Order Partial Coefficient : Age held constant

(())Indicates Second-Order Partial Coefficient: Age and Intelligence held constant

Eleven of the twelve correlations predicted for Hypothesis V are significant beyond the one per cent level while the twelfth correlation is significant beyond the five per cent level. Although the magnitudes of correlation between measures decline when subjects' age alone, or age and intelligence are held constant by partial correlation they nevertheless remain significant. (The effect of age and intelligence on experimental predictions will be discussed in detail in the section titled, Additional Findings.) Hypothesis V which predicts significant correlations between level and consistency of self concept ratings and self-ratings from the points of view of parents and peers may, therefore, be said to be completely validated. Insofar as these findings completely support the results obtained by previous studies (39, 50), they may be considered cross-validating evidence obtained from a population unlike previous populations in a number of ecological and social class factors. Consequently the relationships between various measures of the self concept expressed by this hypothesis may be generalized at least to members of American culture with some degree of confidence. Previous investigators have, in fact, grouped all of these measures together as roughly comparable indices of self concept stability and self-esteem (15, 50).

Corroboration of this hypothesis suggests that a subject with high and stable self concept minimizes incongruities between the person he thinks he is and the conception which he believes others have of him. Corroboration of the previous hypothesis, Hypothesis IV, indicates that self concept level and stability is associated with recognition of one's social stimulus value. Evidence from testing hypothesis I and II on the other hand indicates that self concept level is associated with parental, particularly paternal acceptance, and with subjective measures of group acceptance. Integrating these findings leads to the conclusion that subjects with high and stable self concepts generally perceive themselves as others perceive them, and do so realistically, because they are accepted socially and therefore have less need to distort their own social stimulus value. Furthermore, because they are well accepted socially, they also interact more frequently than subjects with low and unstable self concepts, and consequently have more opportunity to appraise their social acceptability accurately. These social contacts also enable a subject to adjust his private self concept to social reality in terms of concrete social achievements and in terms of less tangible, affective parameters.

The foregoing concepts describe a benign cycle of intrapsychic and interpersonal relatedness. Analogous concepts would also seem to be applicable in describing vicious cycles of interpersonal withdrawal, rejection, and intrapsychic disturbance.

It is well to remember that the idea of personality structure based almost entirely on interpersonal relations which is generally accepted today was first expressed as radical doctrine by George Herbert Mead, less than thirty years ago (53). Empirically, however, the very ubiquity of numerous, complex relationships between inner experience and social behavior poses rather difficult procedural questions for determining what the nature and direction of the cause-effect relationships are.

Before closing the discussion of Hypothesis V, it is well to note that the highest correlations of the hypothesis obtain between level and stability of self concept ratings and discrepancies between subject's self concepts and the concepts they believe their fathers have of them. Thus, stable subjects in general, see themselves as they think their fathers see them while unstable subjects, on the whole, see themselves quite differently from the way they think fathers see them. This finding cross-validates data obtained from

previous research (39). At the same time it complements data obtained from testing Hypothesis I which indicates that actual father acceptance correlates more significantly than mother acceptance with self concept level and stability. Harmony between the view a male adolescent has of himself and the view he believes his father has of him, and actual acceptance by his father, is more important than comparable congruence of self concept and acceptance by mother or peers for a stable self concept and effective interpersonal relationships. This finding takes on added significance in view of the possibly exaggerated importance which recent writers have placed on the role of mother in the American Home.

Finally, Hypothesis V also indicates that the measure of self concept stability "Temporal Discrepancy" is more closely associated with measures of parent-self and peer-self discrepancy than measures of self concept level. From the discussion of Hypothesis IV, it will be recalled that this finding suggests parent-self and peer-self discrepancy measures function as measures of inner consistency, or stability, while the measures of self concept level are considered measures of self-esteem (50).

XI. ADDITIONAL FINDINGS, CRITICISMS, AND SUGGESTIONS FOR FURTHER RESEARCH

Additional Findings

The effect of individual differences in age and intelligence on experimental predictions has been briefly discussed but their effect on various types of experimental measures still remains to be noted. Thus, Table 2 indicates that both age and intelligence correlate significantly with "Private Real Self Concept", a measure of self concept level, while age alone correlates negatively and significantly with the measure of self concept stability, "Temporal Discrepancy". These findings suggest a general tendency for the level and consistency of self-ratings to increase with age - at least within the rather critical developmental period sampled by this study. The period of turbulent adolescence reflects itself in these findings by a fluctuating and unfavorable self concept in the earlier years of this difficult period.

Intelligence correlates significantly with only three other measures, "Perceived Father-Real Self Concept Discrepancy",

"Perceived Intra-Parent Discrepancy", and "Actual Mother-Perceived Mother Discrepancy". More intelligent subjects therefore tend to be more accurate in predicting how their mothers perceive them, express less discrepancy between their own concepts of themselves and their believed fathers' view of themselves, and perceive less discrepancy between the concept their mothers and the concept their fathers have of them. In general then, there is a tendency for more intelligent subjects to rate themselves more accurately and consistently from the points of view of each of their parents. However, higher and more consistent correlations obtain between level and stability of self-ratings and accuracy and consistency of self-ratings from parents' point of view than between intelligence and the latter two measures. Thus, the crucial variable in achieving accurate and consistent self-ratings from parents' point of view is self concept stability and self-esteem. Intelligence also affects test performance though to a lesser degree.

By referring again to Table 2 it may be noted that while intelligence correlates significantly with only four experimental measures, age is found to have a significant relation with thirteen

experimental measures. Age also correlates negatively and significantly with intelligence in the experimental group. One typical characteristic of this group is the fact that older boys are somewhat less intelligent than younger boys. Age also correlates significantly and negatively with all of the measures of parent-self and peer-self discrepancy. A consistent trend is thereby noted for older subjects to express greater consistency and stability in self-ratings than younger subjects. Age correlates negatively and significantly with "Actual Mother-Mother-Ideal Discrepancy" and "Father-Father-Ideal Discrepancy". As children grow older their parents apparently grow less critical of their failure to live up to parental ideals. This finding is consistent with previously noted positive correlations between age and self concept stability. Younger boys are less stable and less consistent in their self concepts probably because their parents are more critical of them in perceiving more discrepancy between the way they are and their expectations for them. Thus, the difficulties of adolescent development reveal themselves intrapsychically in self concept instability as well as inter-per-

sonally in parents' critical appraisals of the early adolescent.

Still referring to Table 2, it is noted that age also correlates significantly with all measures of accuracy in anticipating parents' and peers' views and acceptance of self. Again, it will be recalled that partial correlation which nullifies the effect of age on the relationships between the latter measures and measures of self concept level and stability indicates that the primary relationship is between self concept stability and accuracy in anticipating parents' and peers' concepts of self.

The obtained relations between measures of accuracy in estimating parents' and peers' concepts of one's self and age however, indicate that age is also a significant factor in this type of performance. It is interesting to find that age is a more significant factor than intelligence for accurately anticipating one's stimulus value on parents and peers. Experience would thus seem to outweigh intelligence in enabling one to recognize his effect on parents and peers.

Finally, age correlates positively and significantly with "Actual Group Acceptance". Not only are older boys therefore actually better accepted by peers than younger boys, but they also know more exactly where they stand in relation to parents

and peers. In this the data point to still another source of difficulty in the life of the young adolescent, i. e., low status in the peer group, and relative inexperience in knowing this social stimulus value.

Criticisms:

The most obvious objection that might be levelled against this study is the relatively small number of fathers engaged in it. This may be said to argue against the confidence with which the conclusions may be generalized to other populations. It may be pointed out against this objection that virtually all of the results turned out in the predicted directions. Furthermore, the results obtained from correlations based on mothers' ratings which comprised a considerably larger group than the fathers, generally parallel the results obtained with subjects' fathers. Insofar as the relative unresponsiveness of fathers would seem to be a function of the group's rural, working class lack of sophistication this would seem to be a disadvantage with positive as well as negative aspects. An unintentional merit of this study

is that it deals with a large and significant portion of our population; rural, working-class children and adults, on which very little psychological data is thus far available.

Objections might also be raised against the fact that only about one third of the parents' questionnaires were completed in the presence of the experimenter thereby diminishing confidence that the rating-sheets were completed independently, and by the parent in question. Defense of this procedure is the pragmatic one that the results, nevertheless, proved to be consistently significant and that no alternative method was available. (Future investigators might benefit from the suggestion that inexpensive rewards, distributed after subjects' participation might serve as effective motivation with individuals at this socio-economic level.)

Furthermore, attempting to evaluate parents' attitudes toward their sons by brief methods of trait rating might be criticized as being altogether too superficial to yield a valid picture of parents' real conscious and unconscious feelings toward their

children. An intensive study of parent-child relationships is beyond the intended scope of this study. Depth interviews and the application of projective methods to study the attitudes and effect of parents on their children may be expected to yield information of an entirely different order from that obtained in this study, without necessarily invalidating the obtained findings. Although the rating scale was not devised specifically for the purpose of investigating parental acceptance its reliability and validity as a self-rating inventory is well established by this study and a number of earlier investigations (15, 39, 50). In addition, the significance and consistency of the obtained results indicate that even a written questionnaire with a high degree of "face - validity" offers interesting and accessible research data.

In discussing Hypothesis II failure to obtain a clear-cut relation between self-ratings and actual peer acceptance was attributed primarily to the wide age and grade range of the experimental group. A somewhat different technique was also used in obtaining the sociometric data than that of earlier investigations in this area. It is felt that failure to obtain results com-

parable with previous findings is a function of the group's diverse age and grade levels rather than a function of methodological differences.

A further criticism previously alluded to is that an experimental design which makes use of correlation coefficients does not permit assertion of a causal relationship between variables or of the direction of causality between them. To achieve this aim experiments using a stimulus-response (S - R) design are needed rather than the response-response (R - R) designs almost exclusively employed in this area. One of the few S - R type experiments in this area is that of Benjamins in which self concept ratings are used to predict the direction of change in estimates of performance on an intelligence test following suggestion by an authority figure (9). His study also represents a bridge between two previously unrelated types of studies, namely, level of aspiration studies and self concept experiments.

An experimental design which produces a large number of correlation coefficients is also open to the criticism that repeated use of the same statistic may obscure qualitative differences in

relationship between measures. Although some scattergrams were plotted to determine whether the assumptions underlying the use of Pearson's product-moment correlation coefficient were met, and although previous investigations have obtained consistent results using the same statistic, Block and Thomas obtained a curvilinear relationship between expressed self-satisfaction and personal adjustment (12). Whereas this study is an extensive investigation of the relationship between numerous variables, further studies might explore intensively the exact nature of the relationships between relevant variables in this area.

Suggestions for Further Research:

A few research suggestions included in this section may have been mentioned elsewhere but they are restated more explicitly here:

- 1) The emphasis of our contemporary democratic Psychology leans to the environmental side of the ancient heredity-environment dichotomy of personality determinants. In keeping with this emphasis, research, including this study, has occupied itself

exclusively with environmental determinants and concomitants of the self concept.

Winston Churchill has said that one of the most powerful incentives to future success is an unhappy childhood (73). While it surely requires a person of extraordinary inborn talents to conquer adversity in early life, further research might do well to study intensively the personalities of those exceptional rejected children who nevertheless develop into self-respecting, productive adults. As longitudinal studies of entire families are launched the interaction between environmental and hereditary factors, which produce such extremes as the schizophrenics or the "drifters" on the one hand, and the creative individuals on the other, will be systematically studied. Gluecks' recent success in applying Sheldon's body types to a large group of juvenile offenders suggest one approach to the question of hereditary factors in subjects who develop adequate self concepts in the face of strong, negative environmental forces (65).

2) A less ambitious program than the previous suggestion would deal with the relation between parents' self-esteem and

stability and the self-esteem and stability of their children.

The hypothesis to be tested would state: positive and significant correlations obtain between the level and stability of parents' self concept ratings and their ratings of their children, and between parents' self concept ratings and their children's self concept ratings. Such a study might use the instruments and experimental design of this study. Some preliminary steps in that direction have been taken by this writer.

3) One of the most interesting findings obtained in this study indicates that paternal acceptance produces expectation of greater male peer acceptance and more accurate social perception while maternal acceptance produces greater actual male peer acceptance. This finding seems to have important implications concerning the effect of early patterns of family relationships on extra-familial, adult interpersonal ties and bears further investigation. Study of the general climate and pattern of family relationships and the effect of these patterns on later interpersonal relationships would seem to be a natural, direct, and yet unattempted means of testing numerous psychoanalytic concepts, such as transference, identification, oedipal conflicts, etc.

4) Related to the previous suggestion is the study of sex differences in family relationships which produce masculine and feminine personality differences. This suggestion is derived from obtained differences between measures of paternal and maternal acceptance, and Helper's data based on male and female subjects (31). While the previous suggestion is aimed at revealing individual differences among males and females, and is therefore idiographic in its approach, this suggestion is aimed at revealing nomothetic, sex-linked characteristics. A tentative hypothesis emerges from this study, Helper's findings, and common observation: girls' greater social awareness and empathy, i. e., freedom from rigidity in assuming the viewpoint of others in social interactions, is related to a tendency to form less intense identification with the mother and instead to develop multiple identifications, than in the case of boys who identify primarily with their fathers.

5) A number of hypotheses may be tested with the data obtained from this study:

(a.) Popular subjects perceive peer members in a generally more positive light than less popular subjects.

(b) Subjects who select each other on sociometric rating scales have more similar self concept ratings than peer members who neither accept nor reject one another.

(c.) Classmates' estimate of a subject's intelligence and popularity correlate significantly with objective measures of these characteristics such as intelligence quotients and sociometric measures of group acceptance.

XII. SUMMARY AND CONCLUSIONS

Fifty-six male adolescents in the seventh through twelfth grades of a rural school completed seven self concept rating scales from their own viewpoint and the points of view of parents and peers, a measure of defensiveness, and sociometric acceptance - rejection scales. To obtain measures of parental acceptance forty-one mothers and twenty-five fathers cooperated in rating the subjects from two points of view on scales identical to the self concept ratings. Pearson product-moment correlation coefficients were computed to test a number of hypotheses operationally expressed in terms of correlations between measures derived from the parent ratings, self concept ratings, and sociometric scales.

The results indicate that the level and stability of self concept ratings is significantly associated with paternal acceptance and to a lesser degree with maternal acceptance. Level and stability of self concept ratings is also significantly associated with perceived measures of peer acceptance but not with actual measures of peer acceptance or with accuracy of social percep-

tion. Actual peer acceptance also correlates with measures of maternal acceptance while paternal acceptance is associated with measures of expected peer acceptance and accuracy of social perception. Level and Stability of self concept ratings is consistently and significantly associated with accuracy in perceiving the self as parents and peers perceive it. Finally, high and stable self concept ratings are positively associated with congruence between a subject's private self concept and the concepts which he believes parents and peers have of him.

While defensiveness, as it is measured in this study, was not found to correlate significantly with any self concept rating measures, age, and to a lesser degree, intelligence, correlated with measures of self concept level, parental acceptance, peer acceptance, and measures of ability to perceive the self from parents' and peers' points of view. However, nullifying the effects of age and intelligence on predicted correlations by partial correlations left the experimental findings essentially unchanged. Measures of self concept level and stability were compared and a tentative conclusion was reached that test-re-

test reliability is a measure of intrapsychic stability while the level of self concept ratings is a measure of interpersonal adequacy although both are statistically and psychologically related concepts.

Suggestions for further research dealing with hereditary factors contributing to self concept adequacy, study of the relationship between patterns of familial relationships and later patterns of social interactions, study of personality differences between the sexes in terms of single and multiple identifications, and criticisms of the study, were presented in the final section of the study.

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APPENDIXES

GENERAL INSTRUCTIONS FOR SELF RATING

We want to find out what kind of person YOU REALLY THINK YOU ARE. We are, therefore, asking you to evaluate yourself on various personality traits. Since YOU will be rating YOURSELF, it will be necessary to follow these instructions carefully in order to achieve the greatest degree of accuracy.

1. You are to rate yourself on each item of the inventory according to a 10-point scale. "1" is the low or least desirable point on the scale and "10" is the high or most desirable point. In evaluating your position on the scale on any trait, compare yourself to those in your class.

2. Use a fresh approach on each item. Your rating on one trait should not influence your rating on other traits. There is no reason why you might not see yourself low on some items, high on others, and in-between on still others. People, after all, rarely stand uniformly high or low in all qualities.

3. You are asked to rate yourself on the inventory several times, each time following the different instructions on the rating blanks. It is important that you make each set of ratings without referring to the others. Therefore, after you have completed one set of ratings, fold back the sheet and DO NOT REFER to it again when you make your later ratings.

Your ratings will be of value only insofar as you are frank and honest in evaluating yourself. Remember, these ratings will be kept entirely confidential. You are not being evaluated by me in any sense. You are simply evaluating yourself as a contribution to psychological research and to your self-understanding. The results will be reported in terms of the group and not by individuals. I will be happy to discuss the results or any questions you might have concerning this inventory with you privately.

Thank you for your cooperation.

THE HISTORY OF THE UNITED STATES

The history of the United States is a story of growth and change. It begins with the first settlers who came to the Americas, and continues through the years of exploration, settlement, and the struggle for independence. The story is one of a people who have built a nation of freedom and opportunity.

The early years of the United States were marked by a period of rapid growth and expansion. The country was a young nation, and its people were determined to build a better life for themselves. They fought for independence, and they won. They built a nation of freedom and opportunity, and they have passed it on to us.

The story of the United States is a story of a people who have built a nation of freedom and opportunity. It is a story of a people who have fought for their rights, and who have won. It is a story of a people who have built a nation of freedom and opportunity, and who have passed it on to us.

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THE HISTORY OF THE UNITED STATES

SELF-RATING INVENTORY

Every person has a picture of himself or a way he sees himself. This inventory consists of 20 traits which all people possess to a greater or lesser degree. These traits are used by persons in order to point this picture of themselves. Only the extremes of each trait are described. The low end, "1", describes in approximate terms the students who stand lowest on a particular trait, while the high end, "10" describes the people who stand highest on the trait.

LOW END (1)	-versus-	HIGH END (10)
1. INTELLIGENCE Is among the least bright of his classmates. Is not especially quick or alert in grasping complicated ideas and tasks.		Is among the most brilliant of his class. Is alert, quick, and imaginative in understanding complicated ideas and tasks.
2. MATURITY In many ways is "childish" and seems younger than actual age. Simply is not "grown-up". Is among the least mature in the group.		Acts his age and is not at all childish. Is among the most grown-up and mature in his class.
3. AT EASE SOCIALLY Tends to be awkward and clumsy in social situations; seems embarrassed or shy in mixing with classmates and adults.		Acts skillfully and smoothly in social situations; is confident and at ease in meeting and mixing with classmates and adults.
4. PHYSICAL ATTRACTIVENESS Is among those in the class who are physically most homely or plain-looking.		Is among the physically most attractive in the class. Could be considered quite handsome or, if a girl, beautiful.
5. GENEROSITY Tends to be selfish with money and possessions; not helpful to others; self-centered and thinks of self first.		Gives generously of possessions and money; wants to help other people; usually thinks first of the welfare of others.
6. CHEERFULNESS Tends to be gloomy and "sour" about life; is something of a "wet-blanket" in social groups.		Is very cheerful and optimistic about things; tends to spread good will in a group.
7. SINCERITY Is <u>insincere</u> : you can't tell whether or not he is kidding or means what he says or does.		Is sincere in what he says and does: you can always tell whether he is being earnest or is kidding.
8. INITIATIVE Is dependent upon others; has trouble making up his mind; seems to need reassurance and support from others.		Is self-reliant; makes up own mind without difficulty; does not lean on others in situations where he could act by himself.

LOW END (1)

HIGH END (10)

- | | |
|--|---|
| <p>9. TRUSTFULNESS</p> <p>Is suspicious of others and looks for hidden reasons; might feel mistreated or disliked without good reason.</p> | <p>Trusts other people without being fooled by them; gives people the benefit of the doubt without looking for hidden motives.</p> |
| <p>10. ADAPTABLE</p> <p>Is among the most stubborn in the class. Sticks to own ideas and ways of doing things even though they may not be suitable to the situation.</p> | <p>Is among the most readily adjustable to changing conditions; accepts compromises and suggestions where needed.</p> |
| <p>11. SPORTSMANSHIP</p> <p>Can't take a joke; tends to hold a grudge; is a poor loser and a boastful winner.</p> | <p>Can take a joke and give one; takes victory and defeat in stride.</p> |
| <p>12. INDIVIDUALITY</p> <p>Conforms very closely to what the class expects; is quite conservative and cautious, and afraid to be different.</p> | <p>Expresses feelings and opinions easily and freely; is not a rebel or a radical but is not afraid to be different.</p> |
| <p>13. SELF-UNDERSTANDING</p> <p>Does not understand or recognize his weak and strong points. Is uncertain of own abilities and not aware of personality handicaps.</p> | <p>Understands own weak and strong points especially well. Is well aware of his shortcomings and personality handicaps.</p> |
| <p>14. INTEREST IN OPPOSITE SEX</p> <p>Talks very little about opposite sex. Does not use opportunities for contact and may avoid association with opposite sex.</p> | <p>Associates a great deal and talks a lot about the opposite sex. Well aware of the opposite sex and enjoys being with them.</p> |
| <p>15. DEPENDABILITY</p> <p>Is among the least reliable in a number of ways. Might fail to keep promises, appointments, or to return borrowed things. Lacks a sense of responsibility to others.</p> | <p>Is among the most dependable; can be relied upon to meet promises and to fulfil responsibilities to others.</p> |
| <p>16. UNDERSTANDING OF OTHERS</p> <p>Tends to be indifferent and blind to the needs and feelings of others; doesn't understand what makes other people "tick".</p> | <p>Is very aware of the needs and feelings of other people and shows good understanding of their personality.</p> |
| <p>17. ACCEPTING ONESELF</p> <p>Is very dissatisfied to be the kind of person he is; wants very much to be a different kind of person; doesn't accept self.</p> | <p>Is generally pleased (but not conceited) about being the person he is; accepts himself; feels no need to be like a different person.</p> |

1. The first part of the document is a letter from the President of the United States to the Congress, dated January 3, 1862. It is a very important document, as it contains the President's views on the state of the Union and the progress of the war.

2. The second part of the document is a report from the Secretary of the War Department, dated January 10, 1862. It contains a detailed account of the military operations of the Army during the year 1861.

3. The third part of the document is a report from the Secretary of the Navy Department, dated January 15, 1862. It contains a detailed account of the naval operations of the Navy during the year 1861.

4. The fourth part of the document is a report from the Secretary of the Department of the Interior, dated January 20, 1862. It contains a detailed account of the operations of the Department during the year 1861.

5. The fifth part of the document is a report from the Secretary of the Department of the Treasury, dated January 25, 1862. It contains a detailed account of the operations of the Department during the year 1861.

6. The sixth part of the document is a report from the Secretary of the Department of the State, dated January 30, 1862. It contains a detailed account of the operations of the Department during the year 1861.

7. The seventh part of the document is a report from the Secretary of the Department of the War, dated February 5, 1862. It contains a detailed account of the operations of the Department during the year 1861.

8. The eighth part of the document is a report from the Secretary of the Department of the Navy, dated February 10, 1862. It contains a detailed account of the operations of the Department during the year 1861.

9. The ninth part of the document is a report from the Secretary of the Department of the Interior, dated February 15, 1862. It contains a detailed account of the operations of the Department during the year 1861.

10. The tenth part of the document is a report from the Secretary of the Department of the Treasury, dated February 20, 1862. It contains a detailed account of the operations of the Department during the year 1861.

11. The eleventh part of the document is a report from the Secretary of the Department of the State, dated February 25, 1862. It contains a detailed account of the operations of the Department during the year 1861.

12. The twelfth part of the document is a report from the Secretary of the Department of the War, dated March 1, 1862. It contains a detailed account of the operations of the Department during the year 1861.

13. The thirteenth part of the document is a report from the Secretary of the Department of the Navy, dated March 5, 1862. It contains a detailed account of the operations of the Department during the year 1861.

14. The fourteenth part of the document is a report from the Secretary of the Department of the Interior, dated March 10, 1862. It contains a detailed account of the operations of the Department during the year 1861.

15. The fifteenth part of the document is a report from the Secretary of the Department of the Treasury, dated March 15, 1862. It contains a detailed account of the operations of the Department during the year 1861.

16. The sixteenth part of the document is a report from the Secretary of the Department of the State, dated March 20, 1862. It contains a detailed account of the operations of the Department during the year 1861.

17. The seventeenth part of the document is a report from the Secretary of the Department of the War, dated March 25, 1862. It contains a detailed account of the operations of the Department during the year 1861.

18. The eighteenth part of the document is a report from the Secretary of the Department of the Navy, dated April 1, 1862. It contains a detailed account of the operations of the Department during the year 1861.

LOW END (1)

HIGH END (10)

18. POPULARITY

Has very few close friends and few acquaintances, tends to be disliked by others

Has many friends and acquaintances; is among the best liked in the class.

19. PERSISTENCE

Does not "stick" to his work; delays or treats lightly his assignments and under-takings.

Works consistently, attentively and industriously at any task undertaken or assigned, without slighting or postponing the task.

20. SELF-CONTROL

Loses temper easily; becomes upset when angered or cannot get his way.

Has very good control of temper and emotions; calmly attempts to find solutions to frustrating events.

1911-1912

1911-1912

1911-1912

1911-1912

1911-1912

1911-1912

1911-1912

1911-1912

Initials:
 1st Middle Last

 Birthdate:
 Mo. Day Year

Now, keeping the general instructions in mind, rate yourself on each of the items making up the inventory as YOU REALLY THINK YOU ARE. Make the most accurate estimate of HOW YOU SEE YOURSELF and write the numerical scale value (from 1 to 10) of this self-rating on the little line opposite each trait name.

SELF-RATING INVENTORY

RATING SCALE

_____ 1. INTELLIGENCE		
_____ 2. MATURITY	10 -	In the top 10% of your High School Class
_____ 3. AT EASE SOCIALLY	9 -	In the Second 10% from the top
_____ 4. PHYSICAL ATTRACTIVENESS	8 -	In the Third 10% from the top
_____ 5. GENEROSITY	7 -	In the Fourth 10% from the top
_____ 6. CHEERFULNESS	6 -	In the 10% just above the Middle
_____ 7. SINCERITY	Middle	
_____ 8. INITIATIVE	5 -	In the 10% just below the Middle
_____ 9. TRUSTFULNESS	4 -	In the Fourth 10% from the Bottom
_____ 10. ADAPTABLE	3 -	In the Third 10% from the Bottom
_____ 11. SPORTSMANSHIP	2 -	In the Second 10% from the Bottom
_____ 12. INDIVIDUALITY	1 -	In the bottom 10% of your High School Class
_____ 13. SELF-UNDERSTANDING		
_____ 14. INTEREST IN OPPOSITE SEX		
_____ 15. DEPENDABILITY		
_____ 16. UNDERSTANDING OF OTHERS		
_____ 17. ACCEPTING ONESELF		
_____ 18. POPULARITY		
_____ 19. PERSISTENCE		
_____ 20. SELF-CONTROL		

PLEASE DO NOT REFER BACK TO PREVIOUS RATINGS FOR GUIDANCE

Rating Sheet No. 2

Most people are not entirely certain as to exactly where they stand on these traits as compared to other people. We still want to know HOW YOU SEE YOURSELF, but with this difference. This time rate yourself taking a favorable view of yourself. Give yourself the benefit of any reasonable doubt you might have on any trait and rate yourself the HIGHEST THAT YOU REALISTICALLY THINK YOU ARE on that trait. Remember, be realistic in your favorable self-rating. Do not, without careful consideration, give yourself a high rating on every trait.

NOTE: On some traits, you may see yourself as higher than any member in the class. In this case, you may use an "11" to rate your standing on that trait instead of a "10".

SELF-RATING INVENTORY

RATING SCALE

___ 1. INTELLIGENCE		
___ 2. MATURITY		10 - In the top 10% of your High School Class
___ 3. AT EASE SOCIALLY		9 - In the Second 10% from the top
___ 4. PHYSICAL ATTRACTIVENESS		8 - In the Third 10% from the top
___ 5. GENEROSITY		7 - In the Fourth 10% from the top
___ 6. CHEERFULNESS		6 - In the 10% just above the Middle
___ 7. SINCERITY		5 - In the 10% just below the Middle
___ 8. INITIATIVE	Middle	4 - In the Fourth 10% from the Bottom
___ 9. TRUSTFULNESS		3 - In the Third 10% from the Bottom
___ 10. ADAPTABLE		2 - In the Second 10% from the Bottom
___ 11. SPORTSMANSHIP		1 - In the Bottom 10% of your High School Class
___ 12. INDIVIDUALITY		
___ 13. SELF-UNDERSTANDING		
___ 14. INTEREST IN OPPOSITE SEX		
___ 15. DEPENDABILITY		
___ 16. UNDERSTANDING OF OTHERS		
___ 17. ACCEPTING ONESELF		
___ 18. POPULARITY		
___ 19. PERSISTENCE		
___ 20. SELF-CONTROL		

PLEASE DO NOT REFER BACK TO PREVIOUS RATINGS FOR GUIDANCE

Rating Sheet No. 3

This time, when you are uncertain as to exactly where you stand on each trait as compared to other people in the group, rate yourself taking an unfavorable view of yourself. Do not give yourself the benefit of any reasonable doubt you might have on any trait. Instead, rate yourself the LOWEST THAT YOU REALISTICALLY THINK YOU ARE on that trait. But remember to be realistic. Do not, without careful consideration, give yourself a low rating on every item.

NOTE: On some items, you may see yourself as lower than any member in the group. In this case, you may use a zero (0) to rate your standing on that item instead of a "1".

SELF RATING INVENTORY

RATING SCALE

___ 1. INTELLIGENCE	10 -	In the top 10% of your High School Class
___ 2. MATURITY		
___ 3. AT EASE SOCIALLY	9 -	In the Second 10% from the top
___ 4. PHYSICAL ATTRACTIVENESS	8 -	In the Third 10% from the top
___ 5. GENEROSITY	7 -	In the Fourth 10% from the top
___ 6. CHEERFULNESS	6 -	In the 10% just above the Middle
___ 7. SINCERITY	5 -	In the 10% just below the Middle
___ 8. INITIATIVE		
___ 9. TRUSTFULNESS	4 -	In the Fourth 10% from the Bottom
___ 10. ADAPTABLE		
___ 11. SPORTSMANSHIP	3 -	In the Third 10% from the Bottom
___ 12. INDIVIDUALLY	2 -	In the Second 10% from the Bottom
___ 13. SELF-UNDERSTANDING		
___ 14. INTEREST IN OPPOSITE SEX	1 -	In the Bottom 10% of your High School Class
___ 15. DEPENDABILITY		
___ 16. UNDERSTANDING OF OTHERS		
___ 17. ACCEPTING ONESELF		
___ 18. POPULARITY		
___ 19. PERSISTENCE		
___ 20. SELF-CONTROL		

PLEASE DO NOT REFER BACK TO PREVIOUS RATING FOR GUIDANCE

[The page contains extremely faint, illegible text, likely bleed-through from the reverse side. The text is organized into two main columns, with a header section at the top and a footer section at the bottom. The content appears to be a formal document or report.]

Rating Sheet No. 4

This time we want you to estimate as accurately as you can HOW THE BOYS IN YOUR CLASS WOULD RATE YOU on all the items. This is how you believe OTHERS OF YOUR AGE GROUP would see you.

SELF-RATING INVENTORY

RATING SCALE

- ____ 1. INTELLIGENCE
- ____ 2. MATURITY
- ____ 3. AT EASE SOCIALLY
- ____ 4. PHYSICAL ATTRACTIVENESS
- ____ 5. GENEROSITY
- ____ 6. CHEERFULNESS
- ____ 7. SINCERITY
- ____ 8. INITIATIVE
- ____ 9. TRUSTFULNESS
- ____ 10. ADAPTABLE
- ____ 11. SPORTSMANSHIP
- ____ 12. INDIVIDUALITY
- ____ 13. SELF-UNDERSTANDING
- ____ 14. INTEREST IN OPPOSITE SEX
- ____ 15. DEPENDABILITY
- ____ 16. UNDERSTANDING OF OTHERS
- ____ 17. ACCEPTING ONESELF
- ____ 18. POPULARITY
- ____ 19. PERSISTENCE
- ____ 20. SELF-CONTROL

- | | |
|------|---|
| 10 - | In the top 10% of your High School Class |
| 9 - | In the Second 10% from the top |
| 8 - | In the Third 10% from the top |
| 7 - | In the Fourth 10% from the top |
| 6 - | In the 10% just above the Middle |
| 5 - | In the 10% just below the Middle |
| 4 - | In the Fourth 10% from the Bottom |
| 3 - | In the Third 10% from the Bottom |
| 2 - | In the Second 10% from the Bottom |
| 1 - | In the Bottom 10% of your High School Class |

PLEASE DO NOT REFER BACK TO PREVIOUS RATING FOR GUIDANCE

Rating Sheet No. 5

This time we want you to estimate as accurately as you can HOW YOUR MOTHER WOULD RATE YOU on all the items. This is your self-picture as you believe your MOTHER sees it.

SELF-RATING INVENTORY

RATING SCALE

- ___1. INTELLIGENCE
- ___2. MATURITY
- ___3. AT EASE SOCIALLY
- ___4. PHYSICAL ATTRACTIVENESS
- ___5. GENEROSITY
- ___6. CHEERFULNESS
- ___7. SINCERITY
- ___8. INITIATIVE
- ___9. TRUTHFULNESS
- ___10. ADAPTABLE
- ___11. SPORTSMANSHIP
- ___12. INDIVIDUALITY
- ___13. SELF-UNDERSTANDING
- ___14. INTEREST IN OPPOSITE SEX
- ___15. DEPENDABILITY
- ___16. UNDERSTANDING OF OTHERS
- ___17. ACCEPTING ONESELF
- ___18. POPULARITY
- ___19. PERSISTENCE
- ___20. SELF-CONTROL

- | | |
|------|---|
| 10 - | In the top 10% of your High School Class |
| 9 - | In the Second 10% from the top |
| 8 - | In the Third 10% from the top |
| 7 - | In the Fourth 10% from the top |
| 6 - | In the 10% just above the Middle |
| 5 - | In the 10% just below the Middle |
| 4 - | In the Fourth 10% from the Bottom |
| 3 - | In the Third 10% from the Bottom |
| 2 - | In the Second 10% from the Bottom |
| 1 - | In the Bottom 10% of your High School Class |

PLEASE DO NOT REFER BACK TO PREVIOUS RATINGS FOR GUIDANCE

1. The first thing I noticed when I stepped out of the plane was the cold. It was a sharp contrast to the warm, humid air of the tropics. I shivered slightly, pulling my jacket closer.

2. The second thing I noticed

was the silence. It was a heavy, oppressive silence that seemed to

press down on me. I had heard that the city was a bustling metropolis, but in this moment, it felt like I had been dropped into a void. The only sounds were the distant hum of traffic and the occasional cough or whisper from the people around me.

3. The third thing I noticed was the smell. It was a mix of old stone, damp earth, and the faint scent of incense. I had never smelled anything like it before. It was both comforting and unsettling at the same time. I took a deep breath, trying to absorb the new scents.

4. The fourth thing I noticed was the architecture. The buildings were tall and narrow, with intricate carvings and paintings. They seemed to tell stories of a long and rich history. I walked through the streets, marveling at the craftsmanship and the way the buildings seemed to blend into the landscape.

5. The fifth thing I noticed was the people. They were

different from anyone I had ever met before. They had a certain

quality about them that was both intriguing and mysterious.

6. The sixth thing I noticed was the food. It was

delicious and unlike anything I had ever tasted before. I

wasn't used to the spices, but I found myself craving them.

7. The seventh thing I noticed was the weather. It was

perfect. Not too hot, not too cold. Just what I needed.

8. The eighth thing I noticed was the music. It was

soft and melodic, filling the streets with a sense of peace.

9. The ninth thing I noticed was the art. It was

everywhere. In the markets, in the homes, in the streets.

10. The tenth thing I noticed was the love. It was

in the way people looked at each other, in the way they

spoke to each other. It was a love that was both

passionate and gentle. I had never felt it before.

11. The eleventh thing I noticed was the beauty. It was

in the way the buildings were built, in the way the streets

were laid out. It was a beauty that was both

simple and complex. I had never seen it before.

12. The twelfth thing I noticed was the life. It was

in the way people lived, in the way they worked. It was a

life that was both hard and easy. I had never lived it before.

Rating Sheet No. 6

This time we want you to estimate as accurately as you can HOW YOUR FATHER WOULD RATE YOU on all the items. This is your self-picture as you believe your FATHER sees it.

SELF-RATING INVENTORY

RATING SCALE

___1.	INTELLIGENCE	
___2.	MATURITY	10 - In the top 10% of your High School Class
___3.	AT EASE SOCIALLY	9 - In the Second 10% from the top
___4.	PHYSICAL ATTRACTIVENESS	8 - In the Third 10% from the top
___5.	GENEROSITY	7 - In the Fourth 10% from the top
___6.	CHEERFULNESS	6 - In the 10% just above the Middle
___7.	SINCERITY	5 - In the 10% just below the Middle
___8.	INITIATIVE	4 - In the Fourth 10% from the Bottom
___9.	TRUSTFULNESS	3 - In the Third 10% from the Bottom
___10.	ADAPTABLE	2 - In the Second 10% from the Bottom
___11.	SPORTSMANSHIP	1 - In the Bottom 10% of your High School Class
___12.	INDIVIDUALITY	
___13.	SELF-UNDERSTANDING	
___14.	INTEREST IN OPPOSITE SEX	
___15.	DEPENDABILITY	
___16.	UNDERSTANDING OF OTHERS	
___17.	ACCEPTING ONESELF	
___18.	POPULARITY	
___19.	PERSISTENCE	
___20.	SELF-CONTROL	

PLEASE DO NOT REFER BACK TO PREVIOUS RATINGS FOR GUIDANCE

1. The first part of the report is a general introduction to the subject of the study.	1. The first part of the report is a general introduction to the subject of the study.
2. The second part of the report is a detailed description of the methods used in the study.	2. The second part of the report is a detailed description of the methods used in the study.
3. The third part of the report is a presentation of the results of the study.	3. The third part of the report is a presentation of the results of the study.
4. The fourth part of the report is a discussion of the results and their implications.	4. The fourth part of the report is a discussion of the results and their implications.
5. The fifth part of the report is a conclusion and a list of references.	5. The fifth part of the report is a conclusion and a list of references.
6. The sixth part of the report is a list of appendices.	6. The sixth part of the report is a list of appendices.
7. The seventh part of the report is a list of figures and tables.	7. The seventh part of the report is a list of figures and tables.
8. The eighth part of the report is a list of abbreviations.	8. The eighth part of the report is a list of abbreviations.
9. The ninth part of the report is a list of symbols.	9. The ninth part of the report is a list of symbols.
10. The tenth part of the report is a list of footnotes.	10. The tenth part of the report is a list of footnotes.
11. The eleventh part of the report is a list of references.	11. The eleventh part of the report is a list of references.
12. The twelfth part of the report is a list of appendices.	12. The twelfth part of the report is a list of appendices.
13. The thirteenth part of the report is a list of figures and tables.	13. The thirteenth part of the report is a list of figures and tables.
14. The fourteenth part of the report is a list of abbreviations.	14. The fourteenth part of the report is a list of abbreviations.
15. The fifteenth part of the report is a list of symbols.	15. The fifteenth part of the report is a list of symbols.
16. The sixteenth part of the report is a list of footnotes.	16. The sixteenth part of the report is a list of footnotes.
17. The seventeenth part of the report is a list of references.	17. The seventeenth part of the report is a list of references.
18. The eighteenth part of the report is a list of appendices.	18. The eighteenth part of the report is a list of appendices.
19. The nineteenth part of the report is a list of figures and tables.	19. The nineteenth part of the report is a list of figures and tables.
20. The twentieth part of the report is a list of abbreviations.	20. The twentieth part of the report is a list of abbreviations.
21. The twenty-first part of the report is a list of symbols.	21. The twenty-first part of the report is a list of symbols.
22. The twenty-second part of the report is a list of footnotes.	22. The twenty-second part of the report is a list of footnotes.
23. The twenty-third part of the report is a list of references.	23. The twenty-third part of the report is a list of references.
24. The twenty-fourth part of the report is a list of appendices.	24. The twenty-fourth part of the report is a list of appendices.
25. The twenty-fifth part of the report is a list of figures and tables.	25. The twenty-fifth part of the report is a list of figures and tables.
26. The twenty-sixth part of the report is a list of abbreviations.	26. The twenty-sixth part of the report is a list of abbreviations.
27. The twenty-seventh part of the report is a list of symbols.	27. The twenty-seventh part of the report is a list of symbols.
28. The twenty-eighth part of the report is a list of footnotes.	28. The twenty-eighth part of the report is a list of footnotes.
29. The twenty-ninth part of the report is a list of references.	29. The twenty-ninth part of the report is a list of references.
30. The thirtieth part of the report is a list of appendices.	30. The thirtieth part of the report is a list of appendices.
31. The thirty-first part of the report is a list of figures and tables.	31. The thirty-first part of the report is a list of figures and tables.
32. The thirty-second part of the report is a list of abbreviations.	32. The thirty-second part of the report is a list of abbreviations.
33. The thirty-third part of the report is a list of symbols.	33. The thirty-third part of the report is a list of symbols.
34. The thirty-fourth part of the report is a list of footnotes.	34. The thirty-fourth part of the report is a list of footnotes.
35. The thirty-fifth part of the report is a list of references.	35. The thirty-fifth part of the report is a list of references.
36. The thirty-sixth part of the report is a list of appendices.	36. The thirty-sixth part of the report is a list of appendices.
37. The thirty-seventh part of the report is a list of figures and tables.	37. The thirty-seventh part of the report is a list of figures and tables.
38. The thirty-eighth part of the report is a list of abbreviations.	38. The thirty-eighth part of the report is a list of abbreviations.
39. The thirty-ninth part of the report is a list of symbols.	39. The thirty-ninth part of the report is a list of symbols.
40. The fortieth part of the report is a list of footnotes.	40. The fortieth part of the report is a list of footnotes.
41. The forty-first part of the report is a list of references.	41. The forty-first part of the report is a list of references.
42. The forty-second part of the report is a list of appendices.	42. The forty-second part of the report is a list of appendices.
43. The forty-third part of the report is a list of figures and tables.	43. The forty-third part of the report is a list of figures and tables.
44. The forty-fourth part of the report is a list of abbreviations.	44. The forty-fourth part of the report is a list of abbreviations.
45. The forty-fifth part of the report is a list of symbols.	45. The forty-fifth part of the report is a list of symbols.
46. The forty-sixth part of the report is a list of footnotes.	46. The forty-sixth part of the report is a list of footnotes.
47. The forty-seventh part of the report is a list of references.	47. The forty-seventh part of the report is a list of references.
48. The forty-eighth part of the report is a list of appendices.	48. The forty-eighth part of the report is a list of appendices.
49. The forty-ninth part of the report is a list of figures and tables.	49. The forty-ninth part of the report is a list of figures and tables.
50. The fiftieth part of the report is a list of abbreviations.	50. The fiftieth part of the report is a list of abbreviations.

Initials first middle last

Birthdate month day year

This time we want you to rate _____ as you see him on the following items.

RATING INVENTORY

- ____ 1. INTELLIGENCE
- ____ 2. MATURITY
- ____ 3. ADAPTABLE
- ____ 4. SPORTSMANSHIP
- ____ 5. DEPENDABILITY
- ____ 6. UNDERSTANDING OF OTHERS
- ____ 7. POPULARITY
- ____ 8. PERSISTENCE

RATING SCALE

- | | |
|----|---|
| 10 | - In the top 10% of your High School Class |
| 9 | - In the Second 10% from the top |
| 8 | - In the Third 10% from the top |
| 7 | - In the Fourth 10% from the top |
| 6 | - In the 10% just above the Middle |
| 5 | - In the 10% just below the Middle |
| 4 | - In the Fourth 10% from the Bottom |
| 3 | - In the Third 10% from the Bottom |
| 2 | - In the Second 10% from the Bottom |
| 1 | - In the Bottom 10% of your High School Class |

To answer the next two questions about _____ just circle the number to the left of the rating scale item which most nearly answers the question:

1. How well do you know him?

- | | |
|--------|---|
| | 10. I know him better than any other boy. |
| | 9. I know him very well. |
| | 8. I know him well. |
| | 7. I know him better than most other boys in the class. |
| Middle | 6. I know him just a little better than other boys in the class |
| | 5. I know him about the same as other boys in the class |
| | 4. I know just a little about him. |
| | 3. I know him just well enough to greet him. |
| | 2. I hardly know him |
| | 1. I don't know him at all |

2. How well do you like him?

- | | |
|--------|--|
| | 10. He is my best friend. |
| | 9. He is one of my best friends. |
| | 8. He is a very good friend |
| | 7. He is a good friend |
| Middle | 6. He is a casual friend |
| | 5. He is neither a friend nor an enemy |
| | 4. I dislike him a little |
| | 3. I dislike him a lot |
| | 2. I dislike him intensely |
| | 1. He is my enemy |

PART II

Initials
 First Middle Last

Birthdate
 Month Day Year

Please place a check in one of the four columns, next to each of the following twenty statements. On this sheet, too, try not to let your rating of one item influence your rating of other items.

	Almost Never	Once in A While	Often	Almost Always
1. I sometimes disobey my parents				
2. I sometimes say bad words or swear.				
3. I sometimes copy or cheat on schoolwork.				
4. I sometimes am rude to other people.				
5. I sometimes tell lies.				
6. I sometimes make fun of other school-mates.				
7. I sometimes pretend to forget things I am supposed to do.				
8. I sometimes steal things when I know I will be caught.				
9. I sometimes fib to my classmates.				
10. I sometimes pretend to be sick to get out of things.				
11. I sometimes am unkind to younger children.				
12. I sometimes am lazy and won't do my work.				
13. I sometimes tell dirty stories.				
14. I sometimes cheat in games.				
15. I sometimes am unruly at school.				
16. I sometimes do not brush my teeth on purpose.				
17. I sometimes talk back to my mother.				
18. I sometimes am mean to animals.				
19. I sometimes waste my time when I should be working.				
20. I sometimes show off in front of other fellows.				

GENERAL INSTRUCTIONS

We want to find out what kind of person YOU THINK YOUR SON IS. We are therefore asking you to evaluate him on various personality traits. In order to achieve the greatest degree of accuracy, it will be necessary to follow these instructions carefully.

1. You are to rate your son on each item of the inventory according to a 10-point scale. "1" is the low or least desirable point on the scale, and "10" is the high or most desirable point. In evaluating your son's position on the scale on any trait, compare him with members of his class or his friends.

2. Please use a fresh approach on each item. Your rating on one trait should not influence your rating on other traits. There is no reason why you might not rate your son low on some items, high on others, and in-between on still others. People, after all, rarely stand uniformly high or low in all qualities.

3. You are asked to rate your son twice on the inventory, each time following the different instructions on the rating blanks. It is important that you make each set of ratings without referring to the others. Therefore, after you have completed one set of ratings, please fold back the sheet and DO NOT REFER to it again when you make your second ratings.

Your ratings will be of value only insofar as you are frank and honest in evaluating your son. Remember, these ratings will be kept entirely confidential. Your son is not being evaluated by me in any sense. Your evaluation serves as a contribution to psychological research, while at the same time, it may increase your understanding of your son and his self-awareness.

The results will be reported in terms of the group and not by individuals.

Thank you for your cooperation.

Rating Sheet No. 1

Please check one:

Mother _____

Father _____

Your son's initials _____
first middle last

Your son's Birthdate _____
month day year

Now, keeping the general instructions in mind, rate your son on each of the items making up the inventory as YOU REALLY THINK HE IS. Make the most accurate estimate of HOW YOU SEE HIM and write the numerical scale value (from 1 to 10) of this rating on the line opposite each trait name.

RATING INVENTORY

RATING SCALE

- ____ 1. INTELLIGENCE
- ____ 2. MATURITY
- ____ 3. AT EASE SOCIALLY
- ____ 4. PHYSICAL ATTRACTIVENESS
- ____ 5. GENEROSITY
- ____ 6. CHEERFULNESS
- ____ 7. SINCERITY
- ____ 8. INITIATIVE
- ____ 9. TRUSTFULNESS
- ____ 10. ADAPTABLE
- ____ 11. SPORTSMANSHIP
- ____ 12. INDIVIDUALITY
- ____ 13. SELF-UNDERSTANDING
- ____ 14. INTEREST IN OPPOSITE SEX
- ____ 15. DEPENDABILITY
- ____ 16. UNDERSTANDING OF OTHERS
- ____ 17. ACCEPTING ONESELF
- ____ 18. POPULARITY
- ____ 19. PERSISTENCE
- ____ 20. SELF-CONTROL

10 -	In the top 10% of your High School Class
9 -	In the Second 10% from the top
8 -	In the Third 10% from the top
7 -	In the Fourth 10% from the top
6 -	In the 10% just above the Middle
5 -	In the 10% just below the Middle
4 -	In the Fourth 10% from the Bottom
3 -	In the Third 10% from the Bottom
2 -	In the Second 10% from the Bottom
1 -	In the Bottom 10% of your High School Class

Initials:

First

Middle

Last

Birthdate:

Month

Day

Year

Next to the name of each boy on the following list write the number
of the rating scale which indicates how well you think he likes you.

- _____ 1. Subject's Name
- _____ 2. Subject's Name
- _____ 3. Subject's Name
- _____ 4. Subject's Name
- _____ 5. Subject's Name

RATING SCALE

- 10. I think he considers me his best friend.
- 9. I think he considers me one of his best friends.
- 8. I think he considers me a very good friend.
- 7. I think he considers me a good friend.
- 6. I think he considers me a casual friend.
- 5. I think he considers me neither a friend nor an enemy.
- 4. I think he dislikes me a little.
- 3. I think he dislikes me a lot.
- 2. I think he dislikes me intensely.
- 1. I think he considers me an enemy.

- _____ 54. Subject's Name
- _____ 55. Subject's Name
- _____ 56. Subject's Name
- _____ 57. Subject's Name
- _____ 58. Subject's Name

ABSTRACT

Fifty-six male adolescents in the seventh through twelfth grades of a rural school completed seven self concept rating scales from their own viewpoint and the points of view of parents and peers, a measure of defensiveness, and sociometric acceptance - rejection scales. To obtain measures of parental acceptance forty-one mothers and twenty-five fathers cooperated in rating the subjects from two points of view on scales identical to the self concept ratings. Pearson product-moment correlation coefficients were computed to test a number of hypotheses operationally expressed in terms of correlations between measures derived from the parent ratings, self concept ratings, and sociometric scales.

The results indicate that the level and stability of self concept ratings is significantly associated with paternal acceptance and to a lesser degree with maternal acceptance. Level and stability of self concept ratings is also significantly associated with perceived measures of peer acceptance but not with actual measures of peer acceptance or with accuracy of social perception. Actual peer acceptance also correlates with measures of maternal acceptance while paternal acceptance is associated with measures

of expected poor acceptance and accuracy of social perception. Level and Stability of self concept ratings is consistently and significantly associated with accuracy in perceiving the self as parents and peers perceive it. Finally, high and stable self concept ratings are positively associated with congruence between a subject's private self concept and the concepts which he believes parents and peers have of him.

While defensiveness, as it is measured in this study, was not found to correlate significantly with any self concept rating measures, age, and to a lesser degree, intelligence, correlated with measures of self concept level, parental acceptance, peer acceptance, and measures of ability to perceive the self from parents' and peers' points of view. However, nullifying the effects of age and intelligence on predicted correlations by partial correlations left the experimental findings essentially unchanged. Measures of self concept level and stability were compared and a tentative conclusion was reached that test-retest reliability is a measure of intrapsychic stability while the level of self concept ratings is a measure of interpersonal adequacy although both are statistically and psychologically related concepts.

Suggestions for further research dealing with hereditary factors contributing to self concept adequacy, study of the relationship between patterns of familial relationships and later patterns of social interactions, study of personality differences between the sexes in terms of single and multiple identifications, and criticisms of the study, were presented in the final section of the study.

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