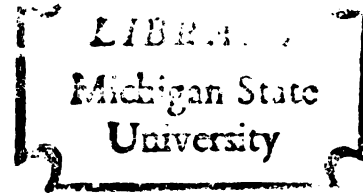


THESIS



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COPING AND DEFENDING IN COLLEGE STUDENTS
OF TWO SOCIAL CLASSES

presented by

Ronald E. Hopson

has been accepted towards fulfillment
of the requirements for

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COPING AND DEFENDING IN COLLEGE STUDENTS
OF TWO SOCIAL CLASSES

By

Ronald E. Hopson

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ABSTRACT

COPING AND DEFENDING IN COLLEGE STUDENTS OF TWO SOCIAL CLASSES

By

Ronald E. Hopson

This study was designed to delineate the relationship between socioeconomic status during childhood and current psychological functioning. The California Personality Inventory (CPI) and selected items from the Minnesota Multiphasic Personality Inventory (MMPI) were used to measure coping and defending for each individual. The scoring criteria conformed to that set forth by Haan (1977). The Hollingshead two-factor index of social class position was employed to determine socioeconomic class standings. The results of 33 lower class students--six men, and 27 women and 32 middle class students--11 men and 21 women, were compared. T-tests indicated that lower class subjects scored significantly higher than middle class subjects on the defending scale. The middle class students evidenced greater use of coping mechanisms than the lower class student. The limitations of assessing dynamic processes via static laboratory methods, and those aspects of the middle class and lower class environments which promote coping or defending were discussed.

Approved: Albert I. Rabin, Chairperson
Martha Karson
Donald Olmsted (Sociology)

Date: Fall, 1981

To my parents, Robert and Anna,
and to my daughter, Karis.

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To God be all the gratitude and praise for the things He has done.

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Day-belle, what can I say--I love you!

Danny, you're a brother and a true friend.

Bernard, you live Philemon 7. Thank you for being real, and for refreshing the heart of your brother.

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INTRODUCTION

The current state of theories of personality development and value formation lack clear delineation of the effect the socio-economic environment may have upon the developing individual. Many people may feel that an attempt to delineate the legion factors which may impinge upon an individual from the environment is virtually an impossible task. However, one is reminded of the prominence of such concepts as psychic energy, dynamism, cathexes, etc., in current theories of personality and the equally formidable task of clearly defining these ideas. Therefore, the decisions to search for the effect of environmental circumstances on individuals should not be based on the relative likelihood of attaining to the "truth," but rather the hope that some reasonable notions may be advanced concerning this relationship which may aid us in prevention and intervention.

The problem as generally stated is far too awesome for one research project to address. This resesrch will focus upon the environmental conditions as determined by socioeconomic class standing, and their relationship to coping and defensive functioning in academic achievers.

The term human environment in this context is taken to include those non-ecological life circumstances which directly effect the

psychological functioning of the individual and require some adaptation or adjustment of the individual to these circumstances.

REVIEW OF LITERATURE

Significance of the Problem

The effects of the environment on psychological functioning and development has been of much concern to social scientists (Levine, 1973; John, 1963; Keller, 1963). Theoretical formulations from psychoanalytic theory to contemporary theories of personality have placed varying emphasis on factors in the environment and their effect on the individual's psychological functioning and development (Adler, 1969; Bandura, 1978). Current trends in the investigation of the relationship between life circumstances and personality have focused on the epidemiology of mental disorders in the general population.

The person's interaction with his environment begins before birth. The expectant woman has need of certain kinds of nutrients in order to insure the proper physical development of the child (Gussow, 1975). Prenatal experiences of the mother may also directly affect the child emotionally and psychologically. Mothers who are under constant stress during gestation may secrete various chemicals which will predispose the child to certain temperamental characteristics which may not be harmonious with the environment in which the child is raised. Though the emphasis on prenatal care has been on the importance of physical aspects of the mother's health, there is growing emphasis on the psychological health of the mother. As the

child develops after birth, interaction with and effects of the environment become increasingly complex.

Social Class Considerations

A primary determinant in this country of the kind of environment a person will live in is their social class position. The American class system has evolved primarily along two interdependent dimensions: occupation and education (Barber, 1968; Krauss, 1968). Those persons who hold positions with sufficient remuneration to afford higher education for their children ordinarily send their children to college (Sanford, 1962). When these students graduate, they usually secure jobs which will provide sufficient income for them to live comfortably by American standards, and send their children to college. Those persons who are not sufficiently compensated have little resources to insure higher education for their children. If these students do not seek whatever financial assistance may be available to them (outside the family), they will not be able to pursue an education which will lead to the likelihood of their obtaining a secure, well-paying job. These persons, therefore, usually join the working and poor classes which remain for generations in the lower socioeconomic or marginal segment of society. Thus, we see a cycle of those that have, retaining and gaining, and those that have not, remaining and losing.

Social class as defined by Sorokin is ". . . the coalescence of occupational and economic bonds plus the bond of belonging to the same basic stratum. . . ." (Sorokin, 1961, p. 87). Research on

social classes conceives of this society as divided into four classes: (1) lower class--unskilled manual laborers; (2) working class--manual laborers in semi-skilled and skilled occupations; (3) middle class--white collar workers and professionals; and (4) elite class--differentiated from the middle class in terms of wealth and lineage (Kohn, 1977). The vast majority of persons in this country are either of the lower, working, or middle class. The conditions of life (environment) are distinctively different among the classes (Bendix & Lipset, 1966).

The Lower Class

According to some researchers, the lower class home is characterized by overcrowding and impoverished conditions. The overcrowded home is not cluttered with play objects, but with persons. There is less variety of stimuli in the home, particularly that which is similar to stimuli at school (i.e., books, pictures, etc.) (Deutsch, 1968). Money for food and clothing is a basic problem and children's playthings are few; educational tools are also less available to the lower class child. There is less labeling of objects for the child and less teaching of the subtle differences between stimuli. Thus, the lower class child has in his stimulus field both less repetition of important concepts (for the purpose of learning) and less direction of his attention to the relevant properties of stimuli (Deutsch, 1968).

The child may be cared for by many people, and greater emphasis is placed on meeting his basic physical needs. There is less verbal

interaction and play among the parents and the child and siblings of the kind which will prepare the child for school life (Jensen, 1968). Children in lower class homes are reinforced less, in traditional ways, for behavior indicating developmental progress than are children in middle class homes. There is greater emphasis on meeting the basic material needs of the family, and emotional aspects of development may be often overlooked.

The parents in lower class homes are usually less educated than those of the middle class homes, and therefore offer less encouragement to their children toward higher educational and occupational achievement (Whiteman & Deutsch, 1968). Along with this, the parents have lower expectations of their child's ultimate attainment, both educationally and occupationally, than middle class parents; however, this may not be the case in the Black lower class family (Scanzoni, 1971).

The parents' occupation is also typically of the kind that limits or even disallows the exercise of self-direction. Thus, the parent is usually working under the scrutinizing eye of his supervisor who directs every step of the task the worker is to perform (Kohn, 1977). These tasks are usually not intellectually challenging, and are often boring (assembly line work). The parent, consequently, does not feel in control of his environment, but feels that he is subject to some external forces in the world, forces that are inaccessible to him (Sennett & Cobb, 1972).

The conditions of the lower class urban schools are worse than the middle class schools. The student/teacher ratio is much higher,

and facilities/equipment often less adequate. Due to lower tax bases in urban centers as opposed to suburban areas, lower class schools are unable to provide adequate educational supports such as reading and language labs (Conant, 1961). School equipment tends to be outdated, and teachers who usually are from the middle class group, may experience greater frustration due to the impoverished conditions, which will sometimes affect their job performance. Consequently, achievement standards are lower in lower class schools (Katz, 1968). This often leads to the notion that some teachers in lower class environments expect less academic achievement from some of their students and this expectation becomes a self-fulfilling prophecy (Davidson & Greenberg, 1967; Clark, 1965). Gottlieb (1964) and Rosenthal and Jacobson (1968), found that not only were those children who were expected to achieve, and did achieve, favorably viewed by their teachers, but those children for whom they held less expectations, who had some degree of academic achievement, were regarded less favorably than their aforementioned peers!

Perhaps one of the best known aspects of life in the lower class community is the occurrence of crime and delinquency among its members which directly effect the physical safety of all the members of the community. The broader society observes the plight of the lower class communities and persons and sees social disorganization and deviance. The living conditions of these persons are conducive to deviance according to the social disorganization theorists Traub and Little (1975). For poorer areas, families may move

more frequently due to financial problems, thereby rendering any feeling of community commitment virtually impossible (Conant, 1961). Organized gangs man the streets in large urban ghettos wreaking havoc on persons and properties within the community. Often, the primary reference group for the lower class child is the "gang." These groups take on greater importance than the family in establishing the value system of the child because members of the gangs collectively establish the norms of behavior expected of the youngster (Suttles, 1968). Even among the larger society, the peer group exercises a significant influence on individual values (Davis & Hess, 1963). Within the lower class, there may be an even greater degree of importance ascribed to the peer group than in the middle class, and in light of their life conditions, the lower class children may internalize norms of behavior which are not conducive to achieving the goals of the middle class society. Thus, we see a great many environmental conditions of the lower class person represent a direct counterforce to academic achievement. The middle class environment, however, offers a different set of circumstances.

The Middle Class

The middle class home is characterized by spacious, materially, relatively comfortable living. There is generally sufficient living space to accommodate movement and exploration without getting in another family member's way. The parents are usually college-educated and many hold professional degrees (Conant, 1961). If parents are college-educated, they usually hold higher status and higher

paying jobs than their lower class counterparts. There is greater verbal interaction and play of the kind which the child will later encounter in school in the middle class home. Children are encouraged to talk earlier than in lower class homes, and there is more involvement on the part of the adults in this process. Communication in the middle class home is usually more flexible, detailed and abstract (Jensen, 1968). Preoccupation with the basic physical needs of the child is less necessary, and greater emphasis may be given to the emotional and cognitive aspects of life in the home. Though the parents may be preoccupied with professional and social organizations, there is generally an abundance of objects in the home which provides stimuli that will aid in developing the child's verbal and perceptual capabilities (Deutsch, 1968). Because of the greater involvement of middle class children with objects rather than people early in life, however, these children may develop less interpersonal sensitivity than the lower class child.

Parents, particularly fathers, hold jobs which allow self-direction and independent thinking; thus, the children are exposed to people who may experience and exercise greater control over their lives than their lower class counterparts. Middle class parents provide much encouragement and support for educational pursuits, both verbally and behaviorally (Scanzoni, 1971), and more frequently reward their children in tangible ways for behaving in a socially desirable manner. These parents have higher aspirations and expectation levels for their children than lower class parents.

This discussion of life in the middle class may lead one to feel that the writer views the middle class experience as utopia, which is certainly not the case. The middle class is, however, the definer of normality and desirability in the larger society, therefore, the norms which are created by middle class experiences and aspirations have become the ideal against which those of the lower class assess their life circumstances. One need not look far to find conflict and crises in the middle class milieu--this is not the issue--the issue is the extent to which the experiences in living are particularly antithetical to academic achievement. The middle class environment provides the child with sufficiently challenging opportunities for the child to aspire to and attain higher educational objectives than the lower class child. The emphasis here is on the congruence between the experiences of the middle class child, and the way of living which is required in order to obtain higher education and be considered "successful" in the larger society.

Considering the vastly different experiences of the lower class, there may surely be particular impairments to which the lower class person may be subject, to which the middle class person may not be as vulnerable. More specifically, I shall explore the particular impairments that may result in the intellectual and psychological realm of the person's life, and the possible effects of these impairments on the child's motivation for intellectual and academic pursuits.

Consequences of Class Experiences

Restricted communication in the lower class can result in slower development of intelligible speech by the child. The lack of reinforcement of socially acceptable speech patterns when they begin to develop means the child may develop syntactically different patterns of speaking. Non-standard verbal development in general results in slower learning of traditional English skills, therefore, lowered performance in traditional language arts subjects (Jensen, 1968). Every failure in school contributes to the impairment of the child's self-confidence, thus educational settings may acquire negative valence. This can become a vicious circle with less developed abilities leading to lowered achievements, leading to less opportunity to develop abilities.

The class differentiated value system which underlies our stratified society leads the lower class person to "adapt their values to their deprived circumstances" (Rodman, 1963). However, ". . . another culture very different from one's own cannot be completely acquired in adulthood, if in the term culture, we include not only the institutionalized forms of public behavior (customs) but also the more private patterns of thought and emotion that accompany these behavioral forms in their indigenous context" (Levine, 1973). Consequently, while recognizing and valuing the prescriptions of the larger societal norms (defined by the middle class), the lower class person develops some alternative values that may not be highly valued in the larger society. These are formed

because of the lower class persons' recognition that although certain levels of educational and occupational attainment are desirable, they may indeed be unattainable for him, thus alternative attainable values are developed. The lower class person, in order to avoid on-going internal discomfort, will adjust his values to include that which is attainable within the constraints of this environment, and this society.

The lack of encouragement may prevent children from using the abilities they possess. These children form low expectations of themselves, possibly because of their introjected parental values and expectations which are non-conducive to traditional high achievement. "Stretched" values of the parents and the community allow these children to perform satisfactorily at lower levels than their abilities would permit. This weakens their commitment to higher educational goals (Rodman, 1963). Intelligence tests correlate highly with school achievement and because lower class children usually are not school achievers, they score markedly lower on traditional intelligence tests. As a result, these children are often labeled as slow learners, thus lending credence to the self-fulfilling prophecy situation previously discussed.

Indeed, the implication of lower class conditions in regard to educational achievement are far-reaching. The child learns that the locus of causation of events in his life is not internal, consequently, he will not derive a high level of satisfaction arising from his own personal striving. Satisfaction attributed to personal effort

(positive affect), is the result of learned preferences and standards of performance (McClelland, 1976; DeCharms, 1968). Thus, for the individual who does not attribute results to his own personal efforts, reward producing behaviors, because they are not viewed as rewarding, may not be as frequently emitted. Since the individual does not see the locus of causation within himself, he does not emit the behaviors which are indeed the source of the positive results, the results do not occur as frequently, and motivation to achieve in these pursuits is lessened.

When people experience deprivation, particularly of basic needs, the behavior and perception of these individuals is motivated primarily to remediate this deficit. These people of the lower class may experience threats of deprivation of their basic needs such as food and shelter, behaviors consequently are directed toward obtaining these things, and any higher satisfactions, such as academic achievement, may not be accorded the same attention (Maslow, 1970). Further, it must be understood that people's aspirations are formed from that which is presented as realistically available to them. The lower class person quite accurately perceives the traditional middle class standards of living (i.e., large house, two cars, recreational vehicle, college education) as largely unavailable to him. He may continue to aspire to attain these things; however, that which he is realistically able to perceive as available to him will also be satisfying achievements, though these achievements may be well below the individual's capacity.

Hebb (1968) experimented with sensory deprivation and found that after subjects had experienced visual, auditory, tactile and temporal sense deprivation, they experience hallucinations and for some time afterwards, reported feelings of listlessness, apathy, and an absence of motivation to perform basic duties, thereby providing empirical support for the foregoing discussion. Similarly, deprivation of educational stimuli in the lower class home may result in impaired intellectual functioning.

Differences in environmental factors among first grade children with various reading levels were also found by Esther Milner (1951). She notes that children from homes with many reading materials and other objects contributory to traditional educational attainment, tended to score higher on reading tests.

Persons from a deprived background have probably been subject to some form of sensory deprivation which could adversely effect their academic performance. It is difficult to explain all of these factors which are essential to the development of academic achievement motivation. Consequently, one may never determine exactly how much of what kind of environment is necessary for optimum motivational development. One may safely assume, however, that life in the lower class home does not solely provide adequate basis for development of academic achievement motivation.

We have observed how environmental conditions may force the individual to abandon, or relegate to a lower priority, certain values which are promoted within the larger society, however, this

is not the final decree. Many people from these environments develop high achievement motivation and attain high levels of achievement (Smith et al., 1978). What are some influences which aid these persons in "overcoming" their environmental constraints? First, I shall consider some theories of achievement motivation in search of an explanation for this phenomenon. Subsequently, I shall focus on what psychological processes develop which may compensate for environmental deficiencies.

Theories of Motivation

The leading contemporary motivation theorists, David McClelland, emphasizes past and present situational factors as the primary determinant of achievement motivation. The achievement motive develops out of growing expectations. The child is presented with an object or opportunity; his previous experience will determine his expectations, and positive or negative affect results from the confirmation or non-confirmation of these expectations. A motive is defined as the learned result of pairing cues with affect or pairing cues with the conditions which produce affect (unconditioned stimuli), (McClelland et al., 1953). If there is too frequent confirmation of expectations, the person loses interest, attention is withdrawn, and the development of motivation is impaired. Consequently, there must be some discrepancy between expectations and outcomes. As the child develops, we can see that he must be presented with increasingly complex situations in order to derive pleasure from mastery of experiences. As already discussed, increasingly complex stimuli are

largely not available to the lower class persons, thus the developmental progression, according to this theoretical perspective, may soon be curtailed.

This process does not proceed ad-infinitum; in his paradigm McClelland (1976) cites three limiting factors: (1) native intelligence restricts the upper range of complexity of experiences which may be mastered; (2) negative affect may result from the large discrepancies between expectations and outcomes, the situation would require an aversive quality prompting withdrawal of interest and cessation of motivational development; and (3) finally, the parents and environmental circumstances must contrive to provide opportunities of increasing complexity. The more varied or irregular the circumstances in which mastery occurs, the more generalized the motive will become. Thus, children who are provided mastery experiences in many settings will develop a stronger, more generalized achievement motive than those experiencing success in few situations. Families that emphasize excellence in a wide variety of pursuits and expose the child to a variety of environmental stimuli will facilitate the development of achievement motivation.

McClelland feels that stronger achievement motives also require some structuring of performance standards. This situation is usually provided by the parents and surrounding community (Scanzoni, 1971). When this structure is not present or is weak as in the lower class home, stronger educational achievement motives may not develop (Rosen, 1959).

According to this theoretical stance, there must be other factors, especially in the case of the lower class achiever, which serve to aid development of the achievement motive in the absence of support and encouragement from the external environment.

Kelly (1958) and DeCharms (1968) move from a concept of motivation as a have or have not and to what extent issue toward the idea of flexible, alternative seeking persons who continually assess their circumstances and modify their own perceptions of the environment. Motivation no longer carries the implication of a type of global functioning with a measurable "g" factor, but is specific to the particular goal of the individual. Thus motivation becomes more situation specific, and may be present for some activity, such as acquiring chess game playing skills, yet absent for other activities requiring similar highly cognitive skills, such as logical reasoning from premise to conclusion, when presented with deductive reasoning tasks in school.

Behavior is contingent upon the person's construct system according to Kelly. The person makes choices contingent upon the alternatives he sees open for himself. The person's processes (ways of behaving and viewing the world), are determined by the manner in which he anticipates events. The person chooses for himself that alternative which further extends, yet is consonant with, his already existing system. Kelly's system has direct implications for the lower class academic achiever. Although in an environment which de-emphasizes the importance, or more accurately, the practicality of academic achievement or opposes the expression of it (this

opposition resulting from various economic and social barriers to opportunities), some persons choose to pursue these kinds of goals. As have been noted, the lower class individual does not experience himself as the agent with control of his environment, thus those positive events which the lower class person may experience he often feels have come to him as a result of luck or chance (Sennett & Cobb, 1972). The lower class individual's perception of his environment does not facilitate the development of behaviors which may result in educational achievement.

Whether considered from McClelland's psychodynamic viewpoint or Kelly's cognitive viewpoint, there must be some intervening variables and particular modes of functioning, such as is the case for the lower class achiever, which serves to facilitate traditional achievement oriented behaviors. These crucial variables demand some investigation.

The task of ascertaining those factors which are most important in propelling a lower class person to academic achievement is monumental. The author recognizes the myriad inexplicable incidents in the life of any lower class academic achiever which may have been the touchstone which may be present in some form for many of these persons.

Compensatory Mechanisms

Scanzoni (1971) labeled the most crucial variable in aiding children's achievement "parental functionality." Despite the fact that parents are of the lower socioeconomic class, it is important

to achievers from this environment to have parents who behaved in a manner indicating the importance of education. The parents must not only give "lip service" to this idea, but behaviorally indicate personal concern for the educational attainment of the child. This is reflected by such things as concern about the child's grades. These parents also attempt to minimize the child's investment in his peer group, often in lower class communities--a gang, by encouraging long-range goal-oriented thinking. Whatever the condition of deprivation of the parents, they are convinced their children can escape the situation.

The mother is most effective in one-parent households in terms of encouraging traditional achievement (Heiss, 1975). Lower status women are considered more achievement oriented than their male counterparts, therefore, it is logical that female-dominant homes would have a positive influence on the achievement of the children. Hunt and Hunt (1975) found that not only was father absence not detrimental to success orientation, but among the black lower class, there were gains in sex role identification among boys whose fathers were not in the home. They suggest that if fathers are unable to provide sufficient tangible support, they may actually become a source of negative identification for the children, particularly sons.

The lower class child not raised in an environment where parents encourage academic achievement may seek non-family members as role models. Andrew Billingsley (1968) suggests the influence of non-family members on the success of persons from the lower class.

Billingsley refers to "screens of opportunity" or persons who provide moral, spiritual, psychological and sometimes economic support to the child at crucial points in his development. The external positive influence may even reach beyond the community and symbolically involve persons of national prominence. One is reminded of the tremendous influence of such persons as Dr. Martin Luther King, Jr., on the self-concept of millions of underprivileged Americans.

According to Davidson and Greenberg (1967), an underlying commonality among achievers from a deprived background is their strong self-perception and ability to view and respond to the world more accurately than lower class non-achievers. They are able to draw on their own inner resources, and cope more effectively with feelings of hostility and aggression. Lower status achievers also are able to give well-organized and accurately perceived responses and effectively integrate their inner impulses and outer reality. Here, as well as in previous discussion, we find indications of psychological processes which may be uniquely employed among lower class persons.

What are the particular psychological processes which grow out of the previously mentioned compensatory experiences, that these lower class achievers employ to overcome the "road-blocks" of their environment?

Theories of Ego Functioning

The entity which is responsible for the organization of our intra- and interpersonal world, and from which psychological processes are expressed, has been commonly referred to as the ego (Brenner,

1974; Loevinger, 1976; Haan, 1977). The term ego was first employed by Sigmund Freud to designate that part of the human mentality which is responsible for organizing the perception of stimuli and regulating the expression of impulses (Fenichel, 1945).

The ego arises from the inborn capacity of the individual to perceive and comprehend environmental demands. The primary function of the ego, therefore, is adaptive. Loevinger (1976) cites Hartmann's view that the individual and the environment place reciprocal demands on each other, and the individual, via the ego, subsequently effects changes in himself or his environment. As the individual develops and becomes more independent, this adaptive capacity increases and the individual is able to temporarily withdraw from the environment, organize and process relevant information, and return to the environment with the appropriate actions in mind. Here again, we see the emphasis on environmental conditions and the effect they have on the psychological processes of the individual. However, Hartmann went further than Freud in his emphasis on environmental determinants, postulating that the ego arises from the innate mechanisms responsible for ordering the interactions with the environment. We also see in Hartmann's formulation the rudiments of a process view of the ego. Hartmann emphasized the activity which the ego is responsible for in its organizing function; whereas Freud emphasized the state of the ego at various levels of development. Hartmann emphasized the increasingly complex process in which the ego could engage as the individual developed. Finally, the functions

of the ego can be viewed as necessary coping mechanisms for the individual.

Norma Haan (1977) has advanced a process view of the ego which facilitates the conceptualization of varying kinds of human behavior. Haan views the ego processes work as interchange with internal and external situations with the ultimate goal of assimilating "new" information about (oneself) and (ones) environment and accommodating to these assimilations by construing actions that attain and re-attain an unremitting sense of "dynamic equilibrium" (Hann, 1977, p. 33). These processes serve as vehicles through which the person's cognitive, moral and social modes of functioning may be expressed. Haan (1963, 1969) and Kroeber (1963) have delineated a taxonomic classification expressed in a coping, defending, or fragmenting (psychotic) mode (see Table 1).

While maintaining the Freudian focus of the ego as the origin of defense mechanisms, Haan also sees ego processes as sometimes purposeful, flexible, and adhering to subjective reality (Haan, 1963). People are capable of non-defensive problem solving which reflects their successful negotiations with the environment. Processes may also be ritualistic, irrational and privatistic, fragmenting; however, even this kind of functioning reflects the attempt by the individual to preserve his status in relation to his environment. "The person will cope if he can, defend if he must, and fragment if he is forced, but whichever mode he uses, it is still in the service of his attempt to maintain organization" (Haan, 1963, p. 42).

TABLE 1. Taxonomy of Ego Processes

Generic Processes			
Coping		Defense	Fragmentation
Cognitive Functions			
1. Discrimination	Objectivity	Isolation	Concretism
2. Detachment	Intellectuality	Intellectualizing	Word salads, neologisms
3. Means-end symbolization	Logical analysis	Rationalization	Confabulation
Reflexive-Intrceptive Functions			
4. Delayed response	Tolerance of ambiguity	Doubt	Immobilization
5. Sensitivity	Empathy	Projection	Delusional
6. Time reversion	Regression-ego	Regression	Decompensation
Attention-Focusing Functions			
7. Selective awareness	Concentration	Denial	Distraction, fixation
Affective-Impulse Regulations			
8. Diversion	Sublimation	Displacement	Affective preoccupation
9. Transformation	Substitution	Reaction formation	Unstable alternation
10. Restraint	Suppression	Repression	Depersonalization, amnesic

The processes are subsumed under four interrelated functions, cognitive, reflexive-intrceptive, attention focusing, and affective impulse regulating (see Table 1). The first category represents the intellectual functioning of the individual, the second category represents the person's subjective involvement with his own thoughts and feelings; the third category represents the person's internal prioritizing processes (determining which are the most relevant stimuli of the variety which constantly impinge on the senses); the fourth category represents the processes responsible for ordering emotional or affect-laden behavior. As stated previously, these categories are highly interrelated and the person moves among these functions using various combinations as the particular situation may warrant.

Haan (1964) investigated the relationship of social status and social mobility to ego functioning. She found significant relationships between higher social status during childhood and cognitive functions. More specifically, for men, objectivity, intellectualizing and intellectuality, and logical analysis were positively related to higher social status in childhood. There were no significant relationships between ego functioning and childhood social status for women. Further, high social status in adulthood was significantly associated with sublimation and suppression, as well as two summary measures, total coping (sum of ten coping measures) and total ego (sum of all measures). Denial and regression were negatively related to social status in adulthood. All of these relationships were stronger for men than for women.

Investigation of the environmental antecedents of specific ego mechanisms by Weinstock (1967) found various environmental factors significantly influencing the use of certain defense mechanisms. Results indicated that the primitive defense mechanisms such as denial and indecision related to a weak father figure in early life and a poor relationship between mother and child in adolescence. The defensive processes of discrimination and diversion were also significantly related to an anxiety-ridden home environment.

These findings, together with the previous discussion, present a strong case for an investigation of the type of psychological processes employed by lower class achievers compared to middle class achievers. Haan's model presents a fairly comprehensive view of psychological functioning, and is particularly suited for use in an investigation of academic achievement among lower class people.

The purpose of this investigation is to embark upon a search for the type (coping or defending) of processes which the lower class achiever employs in successfully negotiating his environment in contrast to middle class achievers. As has been stated previously, much epidemiological research has found differences in the psychological processes of people of different racial and socioeconomic backgrounds, however, the results were varied. The strongest case which can be presented is that lower class achievers must have developed sufficient coping processes to counteract opposition from their environment. If coping indeed involves purposive, flexible, alternative-seeking behavior (Haan, 1977), it must of necessity be

an attribute of the lower class achiever. Further, because of the nature of the society, the lower class achiever is presented with conflicting alternatives. The conflict may lead to a defensive posture, leading to the proliferation of defense mechanisms (Mahl, 1971). Thus, we see conditions necessitating coping, yet promoting defending, co-existing within the lower class milieu. Haan's model allows independent assessment of each of these modes of functioning, therefore, is particularly suited to this investigation.

As has been previously advanced, the lower class environment is often antithetical to the attainment of higher educational objectives of its members. Therefore, I suggest that these lower class individuals who do achieve higher educational objectives are a relatively select group of people. Whereas the middle class person is exposed to many stressful situations, these situations are more often of the kind which are not antithetical to their educational achievement. In fact, as cited earlier, most middle class conditions are conducive to educational achievement. These middle class people are likely to develop a wide range of coping or defense processes to facilitate their adaptation to stress, the particular process dependent on the type of stress experienced (Langner & Michael, 1963). The lower class person is also exposed to a variety of stressful situations. In addition to whatever else they may represent, these situations are, however, a direct threat to one's educational attainment, particularly for those individuals actively seeking educational goals. For example, the young man who is required to work during his high

school years in order to help support his family may find it particularly difficult to maintain good study habits and good grades even though he may indeed have a strong interest in academic pursuits. Therefore, though the nature of the stress may be heterogenous among lower class individuals, this stress generally represents direct opposition to educational achievement. The lower class educational achievers do represent a "special" group of people with, I suggest, some similar pressures opposing their academic achievement. Consequently, an investigation to delineate the general mode of functioning of these lower class achievers, may aid in clarifying those cognitive/psychological processes necessary to achieve within a disadvantaged environment. The middle class educational achiever represents a more heterogenous group of people, employing processes corresponding to their particular situation-obstacle versus goal, constellation.

Hypotheses

Hypothesis 1: College students raised in the lower socioeconomic class environment will evidence stronger use of coping processes than students raised in the middle socioeconomic class environment, as reflected in a higher score on the coping scale of the Haan Inventory.

Coping is generally correlated with effective functioning in this society, regardless of social class standing. Coping involves "purpose, choice, and flexible shift . . . (and continues) . . . an open system . . ." (Haan, 1977, p. 34). For the lower class student this attribute must be present in order to negate the immediate

environmental conditions which are opposed to academic achievement. The lower class student must continually direct his energies away from his immediate environment to more promising circumstances. He must remain open to influence outside of his immediate environment which will facilitate his academic pursuits.

Hypothesis 2: College students of the lower class will evidence stronger use of the defensive processes than students of the middle class.

There is an inherent conflict experienced by people who grow up in an environment where the realities of poverty disallow the primary extrinsic sources of life satisfaction. These people live in a society which strongly emphasizes aspirations to acquire material affluence, titles, and various other "marks of success." However, to hold values which one may have difficulty attaining may have marked negative effects on one's self-esteem. Because the maintenance of self-esteem is a basic motivation for activity (Fenichel, 1945), the holding of, yet rejecting (in order to maintain self-esteem) of middle class values may be conceptualized as an approach-avoidance conflict (see Diagram 1). This conflict produces an aversive internal state (anxiety) which motivates the individual to respond in ways to alleviate this aversive state. These protective responses are characteristically considered defense mechanisms (Mahl, 1971). Consequently, the lower class individual may be predisposed to develop more defensive ego processes than the middle class individual.

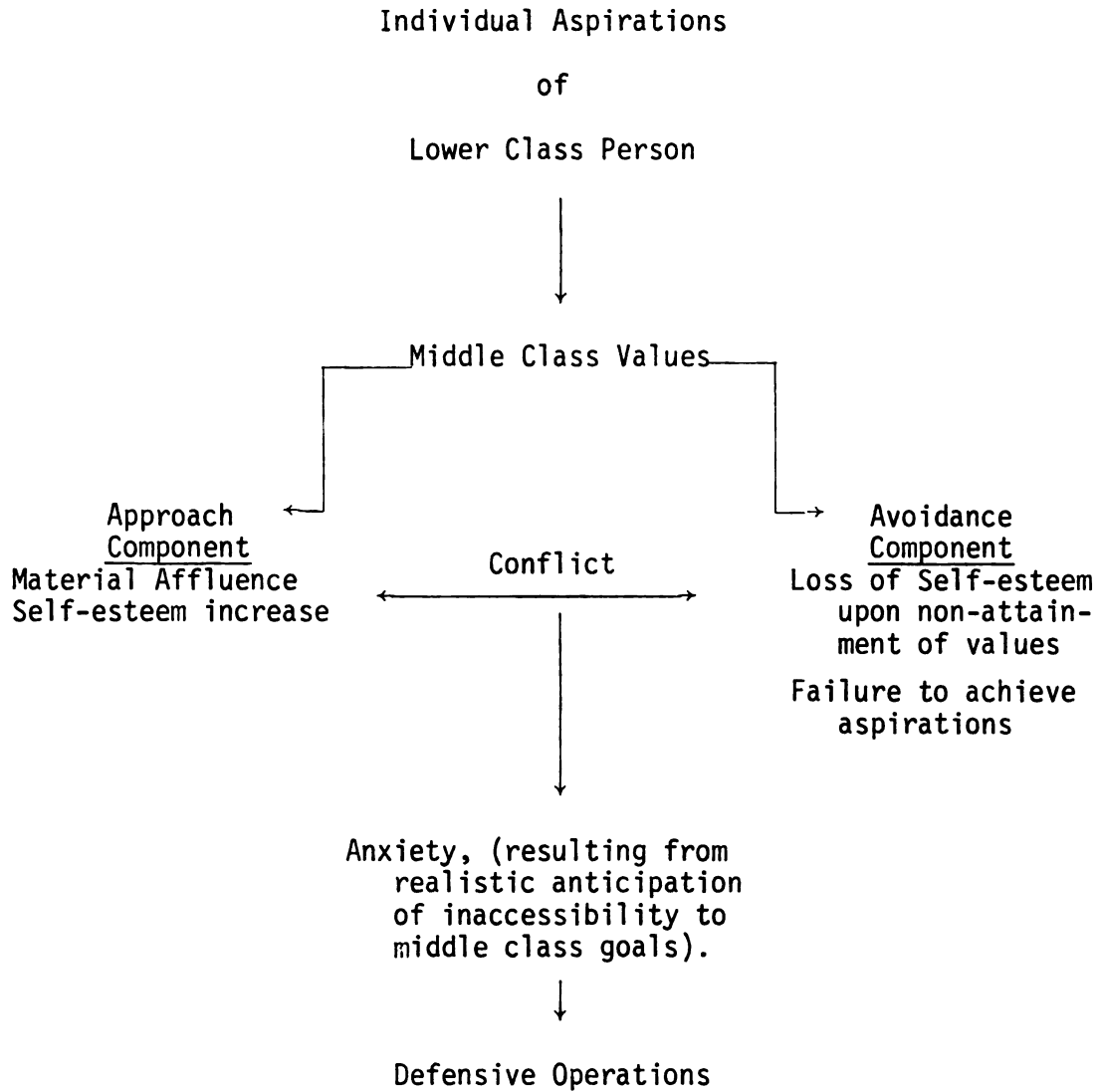


Diagram 1. Sociological Origin of Defense Processes in Lower Class Person (adapted from George F. Mahl, Psychological Conflict and Defense, 1971).

METHOD

The sample consisted of 65 students attending a large mid-western university and a community college located in the capital of a large industrial mid-western state. Forty-five of the students were enrolled in an introductory psychology course at the university. The students enrolled in this course are encouraged to participate in departmental research. The remainder of the subjects were enrolled in an introductory course in psychology at the community college. These students were recruited by the instructor and received extra credit for their participation in the study. One subject was Hispanic, eight were black and 56 were white. Thirty-three of the subjects were classified as lower class and 32 were classified as middle class. Six of the black students were classified lower class; two were classified middle class. Socioeconomic class standing was determined by using Hollinghead's (1958) two-factor index of parental education and parental occupation. The middle class sample was drawn primarily from the university, and the lower class sample was primarily from the community college. Subjects ranged in age from 17 to 43 years of age with the median age of 18 (see Table 2). Typical parental occupations of the lower class people were semi-skilled or unskilled manual labor, while the middle class subjects' parents tended to hold middle level management

TABLE 2. Distribution of Subjects by Class, Age, and Sex

Class	Sex	Age Range			Total
		<19	20-24	>25	
Middle	Male	8	3	0	11
	Female	19	2	0	21
Lower	Male	2	2	2	6
	Female	18	6	3	27

positions with the major industry in the state, owned small businesses, or were skilled craftsmen or technical workers.

The location of the samples was determined by availability of subjects. The university sample did not yield sufficient numbers of lower class students, consequently subjects were recruited from the community college. The community college population consists of high school graduates from the area who primarily are students who either (1) do not have the economic resources to attend the local university, (2) do not meet the academic criteria for admittance to the local university, or (3) wish to secure technical or vocational training which may be obtained for substantially less cost at the community college. The introductory psychology course at the university is one of the basic courses required by the university from which incoming undergraduate students may choose as part of their general education curriculum. The course is an elective at the community college.

Instrument

The CPI (California Personality Inventory) and selected items from the MMPI (Minnesota Multiphasic Personality Inventory) were combined to create an ego process inventory. The scoring system was developed by Haan (1977) and was used because of its utility in independently assessing both coping and defending processes within the same individual (see Appendix A). The CPI is generally considered an instrument for assessing "non-pathological" functioning.

The scales for each ego mechanism, and the summary measures of interest in this study, were developed by obtaining ratings by clinical psychologists participating in the original standardization study, of each subjects' utilization of the process. These ratings were then correlated with each item on the original inventory by the staff working with Dr. Haan. Scales were then generated for each item successively by adding the highest correlated items in order of descending significance, one at a time. These scales were then cross-validated and the test with the highest cross-validity was selected as the first stage test. Items were then added to the core test to maximize the variance and cross-validities were again computed to determine the best test for each process; this was determined to be the final test.

The coping scale for females consist of 34 items and for males 35 items. The defense scale contains 36 items for males and 35 for females. The scales are scored by totaling the number of questions

endorsed true or false for each scale (e.g., a male respondent could obtain a maximum score of 35 on the coping scale. If the respondent endorsed 21 items in the direction of the criterion, they would then receive a score of 21).

The Hollingshead two-factor index of social position is widely used for the determination of social class and is also useful for group administration. Social class position is determined by ranking the occupation and education of the parent. The two-factor index assigns a factor weight of seven for occupation, and a factor weight of four for education (see Appendix B). To obtain a scale score, the factor weight is multiplied by the scale ranking. The resulting score is then assigned a social class rank according to the following breakdown (for purposes of the study, classes IV and V were combined and compared with class II).

Social Class	Ranges of Scores
I Upper Class	11-17
II Middle Class	18-31
III Lower Middle Class	32-47
IV Lower Class	48-63
V Lowest Class (Marginal society)	64-77

Procedure

The Haan inventory and social position questionnaire were administered by the writer to the university sample: the community college sample was recruited by the instructor.

Subjects from the university sample are encouraged to participate in some departmental research as part of the introduction psychology course requirement. Sign-up sheets are posted in classrooms and students sign up for projects which "sound" interesting or offer a sufficient number of credits to satisfy the course requirements. Sheets were removed when sufficient numbers of subjects sign up; the subjects were then notified by telephone of the time, date, and place of the testing. The Hollingshead questionnaire was distributed first, when subjects completed the Hollingshead questionnaire, they were given the Haan inventory. Instructions were printed and distributed with the questionnaire as well as verbally given in the testing situation (see Appendix C). The community college sample were instructed to complete the questionnaire and return it to a specific location; they would be given extra credit for their participation in the project. Code numbers were placed on each answer sheet and the social position questionnaire to identify respondents' scores, social position, and other demographic variables. Subjects were informed that aggregate results would be available, however, individual results would not be available. Scoring for determination of all relevant variables was done by hand. Hollingshead (1957) was used to determine class position (see Appendices B, C). Coping and defense scores were obtained by scoring designated questions and determining the number endorsed true and false (see Appendix A). Thus, each subject received a score indicating class level and coping/defense functioning. In addition to age, sex, and class

standing, population of hometown and GPA information were also obtained.

T-tests were used to determine the significance of mean differences between coping and defense scores by class and sex. Correlations were computed to measure the strength and direction of relationships among the dependent variables--coping and defense--and all independent variables. These correlations also provide additional descriptive information about the sample.

RESULTS

Hypothesis 1

Hypothesis 1 that college students raised in the lower socioeconomic class environment will evidence significantly stronger use of coping mechanisms, as reflected in a greater coping score, than their middle class counterparts, was not supported. The results were in the opposite direction--the middle class students scored higher on the coping scale. A post-hoc comparison of the differences between the means (two-tailed t-test) suggests the alternative hypothesis, college students raised in the middle socioeconomic class environment evidence stronger use of coping mechanisms than students raised in the lower socioeconomic class environment (Table 3). The mean score for middle class students is 18.84, while that of the lower class students is 17.54 ($t = 1.82$, $p = .07$).

Hypothesis 2

Hypothesis 2 states that colleges students of the lower class environment evidence significantly stronger use of defensive processes than students of the middle class environment. This hypothesis was supported when a one-tailed test was applied to the data (Table 3). The mean defense score for lower class students is 14.81, for middle class students, 12.97 ($t = -1.91$, $p = .03$).

TABLE 3. Means, Variance, Standard Deviations, T-Value and Significance Level for Coping and Defending Scores by Class

	M	Var.	S.D.
Coping			
Middle Class	18.84	7.02	2.65
			T = 1.82
			p ≤ .073
Lower Class	17.54	9.36	3.06
Defending			
Middle Class	12.97	15.28	3.91
			T = -1.91
			p ≤ .030
Lower Class	14.81	15.21	3.90

Additional Findings

Findings which provide further description of the sample are as follows: Two-tailed tests of mean differences by sex did not yield significant results. Males and females scored similarly on the coping scale (\bar{X} = 18.82 for males, 17.95 for females; t = 1.05, p = .297). The mean difference approached significance on the defense scale (\bar{X}_{male} = 15.35, \bar{X}_{female} = 13.39; t = 1.77, p = 0.82). (see Table 4).

Correlations among some of the variables though small, were found to be significant. Age is positively related to social class (r = .2779, p = .025), suggesting greater economic stability with

TABLE 4. Means, Standard Deviations, T-Value and Significance Level for Coping and Defending Scores by Sex

	M	S.D.	T-Value	
Coping				
Male	18.82	3.39	1.05	p = .297
Female	17.95	2.73		
Defending				
Male	15.35	4.09	1.77	p ≤ .082
Female	13.39	3.87		

increasing age. Class standing (year in college) is negatively related to social class ($r = -.2515$, $p = .05$). Coping was significantly correlated with the greatest number of variables. The correlation of coping and defending ($r = -.3883$, $p = .025$) indicates that these two modes of functioning covary inversely within an individual, contrary to the present hypotheses. Race and coping are positively related ($r = .3164$, $p = .025$) according to the current coding scheme, however the N for non-white students is too small to make this result meaningful. Higher class standing also related to greater usage of coping processes ($r = .2997$, $p = .025$); and finally subjects with higher high school grade point averages (GPA) tended to utilize coping processes ($r = .2828$, $p = .05$). The older subjects tended to have lower high school GPAs than the younger subjects ($r = -.4504$, $p = .025$). Finally, college GPA was positively related to class standing ($r = .3897$, $p = .025$) as students at higher levels (sophomore, junior, etc.) tended to have higher GPAs (see Table 5).

TABLE 5. Intercorrelation Matrix of All Variables

	Social Class	Coping	Defending	Age	Sex	Race	School Class Standing	College GPA	School GPA	Population of Hometown
SC	1.0000	-.2240	.2335	.2779*	.1842	-.1417	-.2515*	.0776	-.0864	-.1957
C		1.0000	-.3833*	-.1739	-.1313	.3164*	.2977*	.0819	.2828*	.1234
D			1.0000	-.0345	-.2172	-.2078	-.0735	-.0003	-.1442	-.1234
A				1.0000	.0151	.0897	-.0771	.0650	-.4505**	.0913
S					1.0000	-.0974	-.1253	-.0407	.1803	-.1155
R						1.0000	.1220	.0772	.2256	-.1632
SCS							1.0000	.3897	.1686	.1803
CGPA								1.0000	.1994	-.0622
HSGPA									1.0000	.0659
POH										1.0000

*p .05

**p .01

DISCUSSION

Hypothesis 1 did not receive statistical confirmation. The results indicate that coping processes are more evident among middle class students. Persons who have been raised in the middle class environment have been exposed to parents whose behavior has facilitated their social and economic advancement. We have previously discussed the importance of positive role models in the life of the child. Positive behaviors are readily learned by the child and they grow to internalize values and attitudes which facilitate success more readily than the lower class child who has not had such direct exposure to people who valued behaviors which foster achievement. The inference may be made from the results that a certain level of coping skills is required by most people in order to successfully negotiate the educational system. The level of coping skills need not be the same for middle and lower class students. The essential requirement is that some coping skills be present.

The author's conceptualization of the lower class environment (promoting defensive behavior) may also contribute to the understanding of these results. The greater the disposition of defensive functioning, the less capacity for effective (coping) behavior. The results with regard to intra-class variance suggests that this is true.

The nature of the particular sample may also account for the present results. The lower class students were primarily drawn from a local community college. There are some differences between people who attend a large university and people who attend a community college. Universities have more stringent entrance requirements than community colleges. Consequently, community college students may not have developed coping skills sufficient to secure entry into a university. The author recognizes that this explanation would not apply in all cases as many community college students may choose that setting for reasons other than lack of academic preparedness.

Another sample characteristic which renders interpretation of the results difficult is the preponderance of females. The lower class sample had less than one-fourth males, consequently, one may have sex and social class interaction affecting the results.

The statistical results confirmed Hypothesis 2. As set forth in the previous discussion, the conflicting messages which may come to the lower class academic achiever may lead to defensive functioning due to the nature of approach-avoidance conflict situations. Although these students were able to pursue higher education, their environment of origin, interacting with their personal characteristics, created an atmosphere in which defensive attitudes and behavior were adaptive. This may lead one to question the applicability of the concept coping when applied in various situations with various demand characteristics. Indeed, if "defensive"

functioning is adaptive within a particular context, is this undesirable?

The results contradicted one of the major assumptions of the hypotheses that the lower class group of academic achievers represents a more homogenous subpopulation of people in terms of psychological functioning. The variance results indicate that this is not the case with the present sample. The lower class results as regards coping processes suggests much greater intergroup variance in the coping behavior. The middle class sample evidences greater homogeneity than the lower class sample in coping processes. The defending scale results indicate that the variance within each group is approximately equal meaning that the use of defensive processes within each group varies similarly. This may imply that though psychological processes may differ between groups stratified along class lines, psychological processes may be equally as varied within the same socioeconomic group. Class membership evidently is not the sole determiner of psychological functioning among college students.

The issue of state-trait versus process conceptualizations of ego functioning may also offer some insight into the results. Most theorists of the psychodynamic orientation have viewed the ego as developing through various stages which determine in part the manifest behavior of the individual (Loevinger, 1976). The assumption which follows from this perspective is that ego processes are relatively stable within a given stage and may be reliably assessed

given an appropriately sensitive instrument. However, contemporary theoreticians have advanced the notion that ego processes are flexible and may sometimes be adaptive, while at other times appearing constricted and maladaptive (Haan, 1977; Kelly, 1968). Assuming that the latter theorists are "closer to the truth," the notion may be advanced that the characteristics of the situation in which this instrument was administered may have been of the kind which do not elicit defensive operations, nor require the application of coping mechanisms. Consequently, psychometric findings when assessing ego processes are skeletal findings which may do no more than suggest a rudimentary framework within which the individual functions, given minimal environmental demands. A more veridical measure of the presence of defensive and coping predispositions may be possible in naturalistic settings where both observation and direct self-report may be used.

The relationship of sociocultural demands and behavior, to the measurement of these processes is evident when males are compared to females. While there was very little difference between the sexes on the coping scale, the defense score differed substantially. Males evidence greater use of defensive processes than females. This result may be explained by considering the differing socialization experiences of men and women in this society. Men are socialized to be emotionally inexpressive, aggressive, and dominating; females are expected to be passive, emotionally expressive, and less effective leaders. These attributes are reflected in the oft-cited findings of

higher rates of mental problems requiring professional attention among women (Hollingshead, 1958), and more characterological (developmentally based) mental problems among men (Dohrenwend & Dohrenwend, 1969). Therefore, according to prevailing psychodynamic theories of personality, men would be expected to evidence greater defensiveness in their transaction with the interpersonal environment.

The final issue relevant to the current research is the consideration of the immediate interpersonal environment and its effects on the functioning of individuals. Sarason (1980) states ". . . we are embedded in, and are expressions of a near and distant social world." It has been argued that the "near" social world of the lower class achiever presents many situations which are stressful. We shall, in the final section of this discussion, turn to the consideration of stress and psychological processes.

Theories of personality and psychopathology have for many years conceived of stress as engendering pathological processes in individuals. These processes were felt to originate within the individual and result in a disruption of the normal flow of activity (Lazarus, 1980). Many researchers have attempted to address this issue, and have consistently found a positive relationship between stressful life events and the development of Psychopathology (Barrett, Rose, & Klerman, 1978).

Implications for Further Research

The present project only considers one aspect of the problem of life events and their relationships to the development of coping

behaviors and educational achievement. It may be difficult to determine an individual's manner of coping with stress by means of a paper and pencil inventory administered in a relaxed innocuous atmosphere. The author's assumption is that lower class academic achievers have developed certain modes of functioning which are relatively stable and constantly operative. Lazarus (1980) argues that coping is a constellation of many situation-specific acts and not a global trait. Therefore, it is important to assess people's coping behavior "en vivo." Haan (1977) argues that coping behavior arises from a set of variable processes, however, she feels these processes may be accurately measured outside the stressful environment.

What is needed is naturalistic observation of behavior in real life settings, or an experimental manipulation of stressful situations. For purposes of this research, the latter may not be ethically feasible; however, observation of the lower class academic achiever in the home environment may supply a great deal of information. Though we have found that the lower class academic achiever is capable of coping behavior similar to the middle class academic achiever, the question remains--has this coping been effective? What have been the gains and losses resulting from these behaviors? While the individual may have achieved on a socially sanctioned level, he may have sacrificed such things as close, supportive relationships with others in his environment of origin who did not form the same value system. Doubtless, many lower class academic achievers have experienced returning to their home environment and finding that they

are unable to relate to those people who were most important to them during their early development. In order to assess this aspect of the problem, it may be useful to obtain information concerning the level and source of anxiety within lower class achievers. An inquiry concerning the degree of change in the person's inner circle of significant others would also be useful.

Another assumption of this research has been that the presence of stress in the lower class environment may be consensually validated by all people within that environment. Dohrenwend (1967) suggests that this may not be the case. An individual's subjective definition of a situation has a significant impact on the manner in which he/she responds to that situation.

Finally, one must acknowledge that the assessment of coping necessarily involves values. Consequently, one cannot emphatically state that people of the lower class who have remained in that environment are less effective copers or have fewer psychological resources from which he/she may draw upon in daily interaction.

Individuals choose various paths which their life will follow, and these choices are influenced by a myriad of factors, only some of which may be understood. The ultimate determinant of successful adaptation is the individual's personal sense of self-worth and happiness. We, in the ivory towers of academia, must not succumb to the grandiose delusion that we hold the key to life satisfaction. As class distinctions blur with increasing economic turmoil in this country, perhaps we must rethink our view of the source of inner peace and psychological stability. This source, in the mind of the

author, is not how much one possesses, nor how much one knows, but rather whom does one know . . .

Let not the rich man boast of his riches,
nor the wise man boast of his wisdom.
But let him who boasts, boast about this,
that he knows and understands Me. That I am
the Lord who exercises kindness, justice
and righteousness on earth; for in these I
delight declares the Lord.

Jeremiah 9:23-24

APPENDICES

APPENDIX A

ITEMS OF THE COPING SCALE

APPENDIX A

ITEMS OF THE COPING SCALE

Males		Females	
Item No.	Criterion Response	Item No.	Criterion Response
Answer Sheet No. 1			
18	Fales	18	False
32	False	32	False
37	Fales	37	False
54	False	60	False
76	True	76	True
86	Fales	86	False
94	True	94	True
121	True	121	True
143	True	143	True
165	True	165	True
186	False	192	False
197	False	197	False
201	False	212	False
212	False	213	False
213	False	225	False
217	False	245	False
245	False	252	True
252	Treu	253	True
253	Treu	257	True
257	True	258	True
258	True		
Answer Sheet No. 2			
64	False	64	False
83	True	83	True
110	False	110	False
122	False	122	False
158	True	158	True
159	True	159	True
161	True	160	False

ITEMS OF THE COPING SCALE
(Continued)

Males		Females	
Item No.	Criterion Response	Item No.	Criterion Response
Answer Sheet No. 2			
162	True	161	True
162	True	162	True
171	True	171	True
173	True	173	True
178	True	178	True
187	False	187	False
205	True	205	True
208	False	208	False
Answer Sheet No. 1		Answer Sheet # 2	
18	True	18	True
30	True	25	True
41	False	30	True
45	False	41	False
55	False	45	False
69	True	55	False
73	False	73	False
76	False	76	False
103	True	101	False
114	True	103	True
141	False	114	True
143	False	141	False
152	True	143	False
160	True	152	True
165	False	160	True
211	True	165	False
213	True	209	True
219	True	211	True
223	True	213	True
225	True	225	True
230	False	230	False
253	False	253	False
255	False	255	False
258	False	258	False

ITEMS OF THE COPING SCALE
(Continued)

Males		Females	
Item No.	Criterion Response	Item No.	Criterion Response
Answer Sheet No. 2			
34	True	34	True
82	False	82	False
89	False	89	False
117	True	117	True
120	True	120	True
139	False	139	False
146	False	146	False
149	True	149	True
160	True	160	True
178	False	178	False
205	False		

APPENDIX B

OCCUPATIONAL SCALE

APPENDIX B

OCCUPATIONAL SCALE

(Factor Weight 7)

Ranking	Occupation
1	Higher executives of large concerns, proprietors, and major professionals
2	Business managers, proprietors of medium-sized businesses, and lesser professionals
3	Administrative personnel, owners of small businesses, and minor professionals
4	Clerical and sales workers, technicians, and owners of little businesses
5	Skilled manual employees
6	Machine operators and semi-skilled employees
7	Unskilled employees

EDUCATIONAL SCALE (Factor Weight 4)

Ranking	Level Attained
1	Professional (M.A., M.S., M.E., M.D., Ph.D., L.L.B., etc.)
2	Four-year college graduate (A.B., B.S., B.M.)
3	1-3 years college (also business schools)
4	High school graduate
5	10-11 years of school (part high school)
6	7-9 years of school
7	Under 7 years of school

APPENDIX C

QUESTIONNAIRE

APPENDIX C

QUESTIONNAIRE

This is a study of people's perceptions of themselves, the effects of your parents (or those people who reared you) educational level, and employment status will also be considered as they effect your personality. A personality test and a questionnaire about your background will be used to measure them.

Instructions for Personality Questionnaire:

Please answer all questions as accurately as possible. All responses are completely confidential.

Important: Please Stop at Number 222. Do no go beyond this point.

Use both sides of each answer sheet. Please fill this out in pencil.

Instructions for Social Class Questionnaire:

If the head of household is your mother or father, please designate this on the sheet. Answer all questions on the sheet provided. No answer sheet for this questionnaire is needed. Please note there are questions on both sides of the sheet.

Do not place your name on any materials. Responses will be identified by code number. Thank you for your participation in this study. Please see the experimenter if you desire the results of this study.

Age: _____ Class Standing (Freshman, Sophomore, etc.) _____
 Sex: _____ G.P.A.: _____
 Race: _____ High School G.P.A.: _____

Head of household's educational level: (please check appropriate category)

Less than (7) year of school (elementary) _____
 Less than ten (10) years of school (junior high) _____
 Less than twelve (12) years of school (some high school) _____
 High school graduate (high school diploma only) _____
 College attendance or technical school training (post high school) but no college diploma _____
 College or University graduate (completion of four-year college program) _____
 Graduate or Professional Training (post-bachelors degree) _____
 Head of household occupation (please be specific) _____
 Your relationship to head of household (son, nephew, no relation etc.): _____

Father's educational level: (please check appropriate category)

Less than seven (7) years of school (elementary) _____
 Less than ten (10) years of school (junior high) _____
 Less than twelve (12) years of school (some high school) _____
 High school graduate (high school diploma only) _____
 College attendance or technical school training (post high school) but no college diploma _____
 College or University graduate (completion of four-year college program) _____
 Graduate or professional training (post-bachelors degree) _____
 Father's occupation (please be specific) _____

Mother's educational level: (please check appropriate category)

Less than seven (7) years of school (elementary) _____
 Less than ten (10) years of school (junior high) _____
 Less than twelve (12) years of school (some high school) _____
 High school graduate (high school diploma only) _____
 College attendance or technical school training (post-high school) but no college diploma _____

Mother's educational level (continued)

College or University graduate (completion of four-year college program) _____

Graduate or Professional Training (post bachelors degree) _____

Mother's occupation (please be specific) _____

Population of Hometown: (please check appropriate category)

Less than 10,000 _____

10,000 to 100,000 _____

More than 100,000 _____

IMPORTANT: PLEASE READ THESE INSTRUCTIONS BEFORE CONTINUING

This is a series of statements. Read each one, decide how you feel about it, and mark your answer on the sheet provided.

PLEASE DO NOT MARK THE TEST BOOKLET. If you agree with a statement, or feel that it is true about you, answer TRUE (T). If you disagree with a statement, or feel that it is not true about you, answer FALSE (F). If you find a few questions which you cannot or prefer not to answer, they may be omitted.

Mark only your answers and your code number on the answer sheet. Write in the code number of the line labeled NAME, on the side of your answer sheet.

1. I enjoy social gatherings just to be with people.
2. The only interesting part of the newspaper is the "funnies."
3. I looked up to my father as an ideal man.
4. A person needs to "show off" a little now and then.
5. Our thinking would be a lot better off if we would just forget about words like "probably," "approximately," and "perhaps."
6. I have a very strong desire to be a success in the world.
7. When in a group of people, I usually do what the others want rather than make suggestions.
8. I liked "Alice in Wonderland" by Lewis Carroll.
9. I usually go to the movies more than once a week.
10. I am about as able to work as I ever was.
11. People can pretty easily change me even though I thought that my mind was already made up on a subject.
12. I often feel that I made a wrong choice in my occupation.
13. I am very slow in making up my mind.
14. I always follow the rule: business before pleasure.
15. Several times a week I feel as if something dreadful is about to happen.
16. There's no use in doing things for people; you only find that you get it in the neck in the long run.
17. I would like to be a journalist.
18. A person who doesn't vote is not a good citizen.
19. I think I would like the work of a building contractor.
20. I have had very peculiar and strange experiences.
21. My daily life is full of things that keep me interested.
22. When a person "pads" his income tax report so as to get out of some of his taxes, it is just as bad as stealing money from the government.

23. In most ways the poor man is better off than the rich man.
24. I always like to keep my things neat and tidy and in good order.
25. Clever, sarcastic people make me feel very uncomfortable.
26. At times I have fits of laughing and crying that I cannot control.
27. It makes me feel like a failure when I hear of the success of someone I know well.
28. I think I would like the work of a dress designer.
29. I am often said to be hotheaded.
30. I gossip a little at times.
31. I doubt whether I would make a good leader.
32. I tend to be on my guard with people who are somewhat more friendly than I had expected.
33. Usually I would prefer to work with women.
34. There are a few people who just cannot be trusted.
35. I become quite irritated when I see someone spit on the sidewalk.
36. When I was going to school, I played hooky quite often.
37. I have very few fears compared to my friends.
38. It is hard for me to start a conversation with strangers.
39. I must admit that I enjoy playing practical jokes on people.
40. I get very nervous if I think that someone is watching me.
41. For most questions, there is just one right answer, once a person is able to get all the facts.
42. I sometimes pretend to know more than I really do.
43. It's no use worrying my head about public affairs; I can't do anything about them anyway.
44. Sometimes I feel like smashing things.
45. As a child I used to be able to go to my parents with my problems.

46. I think I would like the work of a school teacher.
47. Women should not be allowed to drink in cocktail bars.
48. Most people would tell a lie if they could gain by it.
49. When someone does me a wrong, I feel I should pay him back if I can, just for the principle of the thing.
50. I seem to be about as capable and smart as most others around me.
51. Every family owes it to the city to keep their sidewalks cleared in the winter and their lawns mowed in the summer.
52. I usually take an active part in the entertainment at parties.
53. I think I would enjoy having authority over other people.
54. I find it hard to keep my mind on a task or job.
55. Some of my family have quick tempers.
56. I hate to be interrupted when I am working on something.
57. I have sometimes stayed away from another person because I feared doing or saying something that I might regret afterwards.
58. I get very tense and anxious when I think other people are disapproving of me.
59. The trouble with many people is that they don't take things seriously enough.
60. I have often met people who were supposed to be experts who were no better than I.
61. I liked school.
62. I think Lincoln was greater than Washington.
63. It is always a good thing to be frank.
64. A windstorm terrifies me.
65. I think I would like the work of a clerk in a large department store.
66. Sometimes I feel like swearing.
67. I feel sure that there is only one true religion.

68. I am embarrassed by dirty stories.
69. I would disapprove of anyone's drinking to the point of intoxication at a party.
70. Sometimes I cross the street just to avoid meeting someone.
71. I get excited very easily.
72. I used to keep a diary.
73. Maybe some minority groups do get rough treatment, but it's no business of mine.
74. It is very hard for me to tell anyone about myself.
75. We ought to worry about our own country and let the rest of the world take care of itself.
76. I often feel as if the world was just passing me by.
77. When I get bored, I like to stir up some excitement.
78. I like to boast about my achievements every now and then.
79. I am afraid of deep water.
80. There have been times when I have been very angry.
81. I must admit I often try to get my own way regardless of what others may want.
82. I think I would like the work of a garage mechanic.
83. I usually feel nervous and ill at ease at a formal dance or party.
84. I have at one time or another in my life tried my hand at writing poetry.
85. I don't like to undertake any project unless I have a pretty good idea as to how it will turn out.
86. Most of the arguments or quarrels I get into are over matters of principle.
87. I like adventure stories better than romantic stories.
88. I do not like to see people carelessly dressed.
89. Once a week or oftener I feel suddenly hot all over, without apparent cause.

90. As long as a person votes every four years, he had done his duty as a citizen.
91. Sometimes I think of things too bad to talk about.
92. People often expect too much of me.
93. I would do almost anything on a dare.
94. With things going as they are, it's pretty hard to keep up hope of amounting to something.
95. The idea of doing research appeals to me.
96. I take a rather serious attitude toward ethical and moral issues.
97. I would like the job of a foreign correspondent for a newspaper.
98. People today have forgotten how to feel properly ashamed of themselves.
99. I cannot keep my mind on one thing.
100. I prefer a shower to a bathtub.
101. I must admit that I often do as little work as I can get by with.
102. I like to be the center of attention.
103. I like to listen to symphony orchestra concerts on the radio.
104. I have had periods of days, weeks, or months when I couldn't take care of things because I couldn't get going."
105. I am in just as good physical health as most of my friends.
106. The average person is not able to appreciate art and music very well.
107. I can be friendly with people who do things which I consider wrong.
108. I have no dread of going into a room by myself where people are already gathered and are talking.
109. I get pretty discouraged sometimes.
110. The thought of being in automobile accident is very frightening to me.

111. When in a group of people I have trouble thinking of the right things to talk about.
112. I set a high standard for myself and I feel others should do the same.
113. School teachers complain a lot about their pay, but it seems to me that they get as much as they deserve.
114. At times I feel like picking a fist fight with someone.
115. Sometimes I have the same dream over and over.
116. It is annoying to listen to a lecturer who cannot seem to make up his mind as to what he really believes.
117. I don't blame anyone for trying to grab all he can get in this world.
118. I believe we are made better by the trials and hardships of life.
119. Planning one's activities in advance is very likely to take most of the fun out of life.
120. I do not always tell the truth.
121. I was a slow learner in school.
122. I like poetry.
123. I think I am stricter about right and wrong than most people.
124. I am likely not to speak to people until they speak to me.
125. There is something wrong with a person who can't take orders without getting angry or resentful.
126. I do not dread seeing a doctor about a sickness or injury.
127. I always try to consider the other fellow's feelings before I do something.
128. It takes a lot of argument to convince most people of the truth.
129. I think I would like to drive a racing car.
130. Sometimes without any reason or even when things are going wrong, I feel excitedly happy, "on top of the world."
131. One of my aims in life is to accomplish something that would make my mother proud of me.

- 132. I fall in and out of love rather easily.
- 133. I feel as good now as I ever have.
- 134. It makes me uncomfortable to put on a stunt at a party even when others are doing the same sort of thing.
- 135. I wake up fresh and rested most mornings.
- 136. Most people make friends because friends are likely to be useful to them.
- 137. I wish I were not bothered by thoughts about sex.
- 138. I seldom or never have dizzy spells.
- 139. It is all right to get around the law if you don't actually break it.
- 140. I enjoy hearing lectures on world affairs.
- 141. Parents are much too easy on their children nowadays.
- 142. Most people will use somewhat unfair means to gain a profit for an advantage rather than to lose it.
- 143. I like to be with a crowd who plays jokes on one another.
- 144. I am somewhat afraid of the dark.
- 145. I have a tendency to give up easily when I meet difficult problems.
- 146. I believe in the second coming of Christ.
- 147. I certainly feel useless at times.
- 148. I believe women should have as much sexual freedom as men.
- 149. I consider a matter from every standpoint before I make a decision.
- 150. Criticism or scolding makes me very uncomfortable.
- 151. I have strange and peculiar thought.
- 152. I read at least ten books a year.
- 153. If I am not feeling well, I am somewhat cross and grouchy.

154. I like tall women.
155. A person should adapt his ideas and his behavior to the group that he happens to be with at the time.
156. I hardly ever get excited or thrilled.
157. I have had periods in which I carried on activities without knowing later what I had been doing.
158. I have never felt better in my life than I do now.
159. I feel nervous if I have to meet a lot of people.
160. I would like to hear a great singer in an opera.
161. I am sometimes cross and grochy without any good reasons.
162. Every citizen should take the time to find out about national affairs even if it means giving up some personal pleasures.
163. I like parties and socials.
164. My parents have often disapproved of my friends.
165. I do not mind taking orders and being told what to do.
166. In school I always looked far ahead in planning what courses to take.
167. I feel weak all over much of the time.
168. My home life was always happy.
169. Teachers often expect too much work from the students.
170. I often act on the spur of the moment without stopping to think.
171. I think I could do better than most of the present politicians if I were in office.
172. I do not have a great fear of snakes.
173. My way of doing things is apt to be misunderstood by others.
174. I never make judgments about people until I am sure of the facts.
175. I have had blank spells in which my activities were interrupted and I did not know what was going on around me.

176. I commonly wonder what hidden reason another person may have for doing something nice for me.
177. I am certainly lacking in self-confidence.
178. Most people are secretly pleased when someone else gets into trouble.
179. When I work on a committee, I like to take charge of things.
180. My parents have generally let me make my own decisions.
181. I always tried to make the best school grades that I could.
182. I would rather go without something than ask for a favor.
183. Sometimes I feel as if I must injur myself or someone else.
184. I have had more than my share of things to worry about.
185. I often do whatever makes me feel cheerful here and now, even at the cost of some distant goal.
186. I usually don't like to talk much unless I am with people I know very well.
187. I am inclined to take things hard.
188. It is not hard for me to ask help from my friends even though I cannot return the favor.
189. In school my marks in deportment were quite regularly bad.
190. Only a fool would ever vote to increase his own taxes.
191. I can remember "playing sick" to get out of something.
192. When I meet a stranger, I often think that he is better than I am.
193. I would be ashamed not to use my privilege of voting.
194. I like to keep people guessing what I'm going to do next.
195. The most important things to me are my duties to my job and to my fellow man.
196. I think I would like to fight in a boxing match sometimes.
197. Once in a while I laugh at a dirty joke.

176. I commonly wonder what hidden reason another person may have for doing something nice for me.
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194. I like to keep people guessing what I'm going to do next.
195. The most important things to me are my duties to my job and to my fellow man.
196. I would like to fight in a boxing match sometimes.
197. I am often at a dirty joke.

198. Before I do something I try to consider how my friends will react to it.
199. I would like to be a soldier.
200. In a group of people I would not be embarrassed to be called upon to start a discussion or give an opinion about something I know well.
201. I have no patience with people who believe there is only one true religion.
202. If given the chance I would make a good leader of people.
203. When things go wrong I sometimes blame the other fellow.
204. I like to plan a home study schedule and then follow it.
205. I enjoy a race or game better when I bet on it.
206. I have often found people jealous of my good ideas, just because they had not thought of them first.
207. Sometimes at elections I vote for men about whom I know very little.
208. I like to go parties and other affairs where there is lots of loud fun.
209. Most people are honest chiefly through fear of being caught.
210. I very much like hunting.
211. I have frequently found myself, when alone, pondering such abstract problems as freewill, evil, etc.
212. I have never been in trouble with the law.
213. It makes me angry when I hear of someone who has been wrongly prevented from voting.
214. In school I was sometimes sent to the principal for cutting up.
215. I would like to write a technical book.
216. At times I have worn myself out by undertaking too much.
217. I think I would like the work of a librarian.
218. I love to go to dances.

- 219. Most people inwardly dislike putting themselves out to help other people.
- 220. I feel uneasy indoors.
- 221. People have a real duty to take care of their aged parents, even if it means making some pretty big sacrifices.
- 222. I would like to belong to a discussion and study club.
- 223. I keep out of trouble at all costs.
- 224. I usually expect to succeed in things I do.
- 225. People pretend to care more about one another than they really do.
- 226. Most people worry too much about sex.
- 227. It is hard for me to find anything to talk about when I meet a new person.
- 228. I like to read about history.
- 229. I much prefer symmetry to asymmetry.
- 230. I would rather be a steady and dependable worker than a brilliant but unstable one.
- 231. I am apt to show off in some way if I get the chance.
- 232. Sometimes I feel that I am about to go to pieces.
- 233. A person does not need to worry about other people if only he looks after himself.
- 234. We ought to pay our elected officials better than we do.
- 235. I never worry about my looks.
- 236. I am so touchy on some subjects that I can't talk about them.
- 237. The future is too uncertain for a person to make serious plans.
- 238. Sometimes I just can't seem to get going.
- 239. I like to talk before groups of people.
- 240. I would like to be a nurse.

- 241. The man who provides temptation by leaving valuable property unprotected is about as much to blame for its theft as the one who steals it.
- 242. I am a good mixer.
- 243. I am often bothered by useless thoughts which keep running through my mind.
- 244. If I were a reporter I would like very much to report news of the theater.
- 245. Most of the time I feel happy.
- 246. I like to plan out my activities in advance.
- 247. When a man is with a woman he is usually thinking about things related to her sex.
- 248. I must admit that I have a bad temper, once I got angry.
- 249. I like the mechanics magazines.
- 250. I must admit I find it very hard to work under strict rules and regulations.
- 251. I like large, noisy parties.
- 252. I sometimes feel that I am a burden to others.
- 253. When prices are high, you can't blame a person for getting all he can while the getting is good.
- 254. I have never deliberately told a lie.
- 255. Only a fool would try to change our American way of life.
- 256. I want to be an important person in the community.
- 257. I often feel as though I have done something wrong or wicked.
- 258. In school I found it very hard to talk before the class.

BEGIN ANSWER SHEET NO. 2 HERE

- 1. I usually feel that life is worthwhile.
- 2. I always try to do at least a little better than what is expected of me.

3. We ought to let Europe get out of its own mess; it made its bed, let it lie in it.
4. There have been a few times when I have been very mean to another person.
5. Lawbreakers are almost always caught and punished.
6. I would be very unhappy if I was not successful at something I had seriously started to do.
7. Something exciting will almost always pull me out of it when I am feeling low.
8. I think most people would lie to get ahead.
9. I am a better talker than a listener.
10. At times I have been very anxious to get away from my family.
11. I like science.
12. I often lose my temper.
13. My parents were always very strict and stern with me.
14. I must admit I feel sort of scared when I move to a strange place.
15. I am bothered by people outside, on streetcars, in stores, etc., watching me.
16. I'm pretty sure I now how we can settle the international problems we face today.
17. Sometimes I rather enjoy going against the rules and doing the things I'm not supposed to.
18. I have very few quarrels with members of my family.
19. I have no fear of water.
20. If I get too much change in a store, I always give it back.
21. I often get disgusted with myself.
22. I enjoy many different kinds of play and recreation.
23. Society owes a lot more to the businessman and the manufacturer than it does to the artist and the professor.

24. A large number of people are guilty of bad sexual conduct.
25. I like to read about science.
26. It is hard for me to act natural when I am with new people.
27. I refuse to play some games because I am not good at them.
28. I have never done anything dangerous for the thrill of it.
29. I think I would like to belong to a singing club.
30. As a youngster I was suspended from school one or more times for cutting up.
31. There have been times when I have worried a lot about something that was not really important.
32. I have never been in trouble because of my sex behavior.
33. I think I would like to belong to a motorcycle club.
34. I used to like it very much when one of my papers was read to the class in school.
35. Every now and then I get into a bad mood, and no one can do anything to please me.
36. I feel that I have often been punished without cause.
37. I would be willing to give money myself in order to right a wrong, even though I was not mixed up in it in the first place.
38. I would like to be an actor on the stage or in the movies.
39. At times I have a strong urge to do something harmful or shocking.
40. I often get feelings like crawling, burning, or "going to sleep" in different parts of my body.
41. I don't seem to care what happens to me.
42. Police cars should be especially marked so that you can always see them coming.
43. I am afraid to be alone in the dark.
44. I have often gone against my parent's wishes.

45. We should cut down on our use of oil if necessary, so that there will be plenty left for the people fifty or one hundred years from now.
46. I have never been in love with anyone.
47. I often wish people would be more definite about things.
48. I have nightmares every few nights.
49. If I am driving a car, I try to keep others from passing me.
50. I have a great deal of stomach trouble.
51. I have been afraid of things or people that I knew could not hurt me.
52. I would rather have people dislike me than look down on me.
53. I cannot do anything well.
54. Any man who is able and willing to work hard has a good chance of succeeding.
55. I hardly ever feel pain in the back of my neck.
56. I must admit I try to see what others think before I take a stand.
57. People should not have to pay taxes for the schools if they do not have children.
58. My parents wanted me to "make good" in the world.
59. I often think about how I look and what impression I am making upon others.
60. When I was a child I didn't care to be a member of a crowd or gang.
61. In a group I usually take the responsibility for getting people introduced.
62. I would be willing to describe myself as a pretty "strong" personality.
63. I almost never go to sleep.
64. I do not like to loan my things to people who are careless in the way they take care of them.

65. I have never done any heavy drinking.
66. Voting is nothing but a nuisance.
67. When I am feeling very happy and active, someone who is blue or low will spoil it all.
68. It is annoying to listen to a lecturer who cannot seem to make up his mind as to what he really believes.
69. I find it easy to "drop" or "break with" a friend.
70. I find that a well-ordered mode of life with regular hours is congenial to my temperament.
71. It is hard for me to sympathize with someone who is always doubting and unsure about things.
72. Everything tastes the same.
73. I often start things I never finish.
74. I could be perfectly happy without a single friend.
75. Education is more important than most people think.
76. I get nervous when I have to ask someone for a job.
77. There are times when I act like a coward.
78. Sometimes I used to feel that I would like to leave home.
79. Much of the time my head seems to hurt all over.
80. I never worry about my looks.
81. I have been in trouble one or more times because of my sex behavior.
82. Our thinking would be a lot better off if we would just forget about words like "probably," "approximately," and "perhaps."
83. My people treat me more like a child than a grown-up.
84. Some people exaggerate their trouble in order to get sympathy.
85. In school most teachers treated me fairly and honestly.
86. I am made nervous by certain animals.

87. I go out of my way to meet trouble, rather than try to escape it.
88. I must admit I am a pretty fair talker.
89. I never make judgments about people until I am sure of that facts.
90. I usually try to do what is expected of me, and to avoid criticism.
91. If a person is clever enough to cheat someone out of a large sum of money, he ought to be allowed to keep it.
92. A person should not be expected to do anything for his community unless he is paid for it.
93. Some of my family have habits that bother and annoy me very much.
94. I must admit I have no great desire to learn new things.
95. No one seems to understand me.
96. A strong person will be able to make up his mind even on the most difficult questions.
97. I have strong political opinions.
98. I seldom worry about my health.
99. For most questions there is just one right answer once a person is able to get all the facts.
100. I dream frequently about things that are best kept by myself.
101. I think I am usually a leader in my group.
102. It is impossible for an honest man to get ahead in the world.
103. I like to have a place for everything and everything in its place.
104. I have never seen a vision.
105. I don't like to work on a problem unless there is the possibility of coming out with a clear cut and unambiguous answer.
106. It bothers me when something unexpected interrupts my daily routine.

107. The future seems hopeless to me.
108. I very seldom have spells of the blues.
109. My home life was always very pleasant.
110. I have had no difficulty starting or holding my urine.
111. I seem to do things that I regret more often than other people do.
112. Disobedience to any government is never justified.
113. I would rather be a steady and dependable worker than a brilliant but unstable one.
114. I have reason for feeling jealous of one or more members of my family.
115. I have reason for feeling jealous of one or more members of my family.
116. I feel unable to tell anyone all about myself.
117. There are certain people whom I dislike so much that I am inwardly pleased when they are catching it for something they have done.
118. I enjoy planning things, and deciding what each person should do.
119. Most of the arguments I get into are over matters of principle.
120. I doubt if anyone is really happy.
121. I would rather not have very much responsibility for other people.
122. I am known as a hard and steady worker.
123. My mouth feels dry almost all the time.
124. Success is a matter of will power.
125. I usually have to stop and think before I act even in trifling matters.
126. Most people would be better off if they never went to school at all.
127. It is pretty easy for people to win arguments with me.

- 128. I know who is responsible for most of my troubles.
- 129. I don't like things to be uncertain and unpredictable.
- 130. When I am concerned, I tell that portion of the truth which is not likely to hurt me.
- 131. I get pretty discouraged with the law when a smart lawyer gets a criminal free.
- 132. I have not lived the right kind of life.
- 133. I am quite a fast reader.
- 134. I daydream very little.
- 135. I have used alcohol excessively.
- 136. Even when I have gotten into trouble, I was usually trying to do the right thing.
- 137. It is very important to me to have enough friends and social life.
- 138. I sometimes wanted to run away from home.
- 139. Once I have made my mind up, I seldom change it.
- 140. Life usually hands me a pretty raw deal.
- 141. At times I have been so entertained by the cleverness of a crook that I have hoped he would get by with it.
- 142. I think I am stricter about right and wrong than most people.
- 143. Most young people get too much education.
- 144. If given the chance, I could do some things that would be of great benefit to the world.
- 145. I have a natural talent for influencing people.
- 146. I am in favor of a very strict enforcement of all laws, no matter what the consequences.
- 147. People often talk about me behind my back.
- 148. I have one or more bad habits which are so strong that it is no use fighting against them.

149. I have had not difficulty in starting or holding my bowel movement.
150. I always see to it that my work is carefully planned and organized.
151. I would never play cards (poker) with a stranger.
152. I regard the right to speak my mind as very important.
153. I am bothered by acid stomach several times a week.
154. I like to give orders and get things moving.
155. I get all the sympathy I should.
156. I do not read every editorial in the newspaper every day.
157. I have felt embarrassed by the type of work that one or more members of my family have done.
158. I don't think I'm quite as happy as others seem to be.
159. Any job is all right with me, so long as it pays well.
160. I am embarrassed with people I do not know well.
161. It often seems that my life has no meaning.
162. I used to steal sometimes when I was a youngster.
163. I don't really care whether people like me or dislike me.
164. I feel like giving up quickly when things go wrong.
165. If people had not had it in for me I would have been much more successful.
166. The one to whom I was most attached and whom I most admired as a child was a woman.
167. I have often felt guilty because I have pretended to feel more sorry about something I really was.
168. There have been times when I have been very angry.
169. There are a few people who just cannot be trusted.
170. My home as a child was less peaceful and quite than those of most other people.

171. Even the idea of giving a talk in public makes me afraid.
172. The things some of my family have done have frightened me.
173. As a youngster in school I used to give the teachers lots of trouble.
174. I am not afraid of picking up a disease or germs from door-knobs.
175. It is more important that a father be kind than that he be successful.
176. My skin seems to be unusually sensitive to touch.
177. If the pay was right, I would like to travel with a circus or carnival.
178. I never cared much for school.
179. I am troubled by attacks of nausea and vomiting.
180. I would have been more successful if people had given me a fair chance.
181. The members of my family were always very close to each other.
182. There are times when I have been discouraged.
183. I have often been frightened in the middle of the night.
184. The trouble with many people is that they don't take things seriously enough.
185. I'm not the type to be a political leader.
186. My parents never really understood me.
187. I would fight if someone tried to take my rights away.
188. I must admit that people sometimes disappoint me.
189. If I saw some children hurting another child, I am sure I would try to make them stop.
190. People seem naturally to turn to me when decisions have to be made.
191. Almost every day something happens to frighten me.

192. I get sort of annoyed with writers who go out of their way to use strange and unusual words.
193. I set a high standard for myself and I feel others should do the same.
194. I dislike to have to talk in front of a group of people.
195. I work under a great deal of tension.
196. My family has objected to the kind of work I do, or plan to do.
197. There seems to be a lump in my throat much of the time.
198. I have more trouble concentrating than others seem to have.
199. A person is better off if he doesn't trust anyone.
200. People who seem unsure and uncertain about things make me feel uncomfortable.
201. My sleep is fitful and disturbed.
202. A strong person doesn't show his emotions and feelings.
203. I like mannish women.
204. Even though I am sure I am in the right, I usually give in because it is foolish to cause trouble.
205. It is hard for me just to sit still and relax.
206. From time to time I like to get completely away from work and everything that reminds me of it.
207. I must admit that I am a high-strung person.
208. I am a very ticklish person.
209. At times I think I am no good at all.
210. I like to eat my meals quickly and not spent a lot of time at the table visiting and talking.
211. I must admit that it makes me angry when other people interfere with my daily activity.
212. If a person doesn't get a few lucky breaks in life, it just means he hasn't been keeping his eyes open.

- 213. I sometimes feel that I do not deserve as good a life as I have.
- 214. I feel that I would be a much better person if I could gain more understanding of myself.
- 215. I can't really enjoy a rest or vacation unless I have earned it by some hard work.
- 216. I sometimes tease animals.
- 217. I have a good appetite.
- 218. I had my own way as a child.
- 219. I get tired more easily than other people seem to.
- 220. I would be uncomfortable in anything other than fairly conventional dress.
- 221. I sweat very easily even on cool days.
- 222. I must admit it would bother me to put a worm on a fish hook.

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