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AN EXPERIMENTAL INVESTIGATION OF THE
DIFFERENTIAL EFFECTS OF A VARIED
MODIFICATION TECHNIQUE ON
FEAR OF FAILURE

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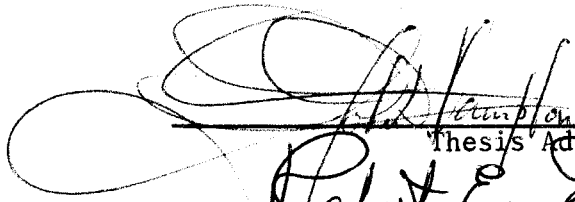
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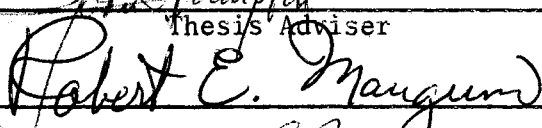
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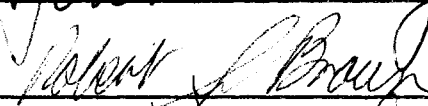
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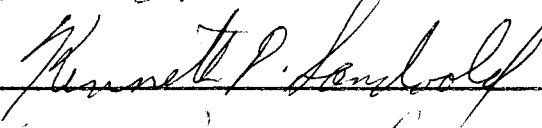
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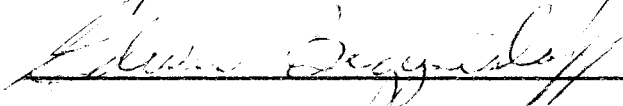
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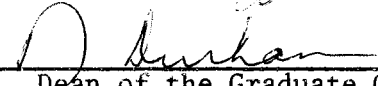


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PREFACE

Educators in America have committed themselves to an educational philosophy which espouses the democratic ideal of full individual development to the extent of one's capacity. Though not explicitly stated, the shaping of motives and manipulation of behavior is intrinsic in such an undertaking. The educator, as an agent of society for the transmission and perpetuation of the culture, attempts to implant motives within the student that will (presumably) lead to the ultimate good of both the individual and the society. While immediately observable behaviors within the milieu of the educational setting are most certainly the concern of the educator, yet he needs to be able to have reasonable assurance that he has set the stage in such a manner as to create the best chance for persistence of desirable behaviors. The key to such an assurance, of course, lies not in the management of overt behaviors only, but in motivational management as well.

Students may be greatly influenced by certain covert motives which, while not evident in particular behaviors, may ultimately retard, or even prevent them from realizing their true potentials. Fear of failure is such a motive, and this study addresses itself to the problem of developing effective techniques for dealing with the phenomenon within the school setting.

I would like to sincerely thank all who have aided me in this study. I am particularly grateful to Dr. John D. Hampton, my advisor and doctoral committee chairman, for the initial impetus and invaluable

advice and counsel he has given me relative to this study, and for the genuine personal concern he has shown for my total success.

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CHAPTER I

INTRODUCTION

It has been noted that for the past century values in Western society have been changing from prerogatives of birth to those of merit. Emphasis is continually changing from family status as the measure of individual worth to personal success as the criterion of value (Young, 1958). More recently, it has been further asserted that "there is no total escape from the achievement race" (Birney, Burdick, and Teevan, 1969, p. 1). Birney, et al., note that by resorting to psychedelic drugs and various eccentric adaptations in living, people are trying at an alarming rate, but with little success, to escape the achievement race. As long as these various escapements were considered to be primarily characteristic of what was regarded as only "lower-class" activity, our society was able to write off such behavior as nondescriptive of the standard-setting element of the culture. When, however, increasing numbers of "standard bearers" began a sustained defection from the forces of the achievers, middle-class society in Western culture began taking a closer look at possible causes.

In regard to any type of achievement situation, psychologists have identified two general kinds of motivation. These include a positive motive to succeed and a negative motive to avoid failure (Birney, et al., 1969). The former type is referred to as "Hope of Success", and the latter has been designated, "Fear of Failure". While these two

basic orientations to achievement situations do not represent mutually exclusive traits, it has been found that individuals who are more motivated by one than the other are also marked by certain characteristic behaviors.

The individual, for instance, who is primarily activated by fear of failure is characterized by various covert strategies and overt avoidance behaviors that have been portrayed as pathological as far as the achievement realm is concerned. But for the social constraints and considerations to which he is keenly attuned, the failure activated person would not voluntarily enter achievement situations at all, but once in such a situation his behavior assumes a sometimes erratic, defensive nature which is more designed to protect him from the perceived effects of failure than to achieve the ostensive goal (Atkinson and Feather, 1966; Birney, et al., 1969). The pattern has been found to hold true for all types of achievement situations, including both academic and nonacademic settings.

Since our society attaches such great value to the notion of succeeding, accentuating both achievement and achievement situations, it stands to reason that those who are predominantly motivated by fear of failure will receive only minimal satisfactions, at best, from the culture. Obversely, neither will the culture benefit from the potential contributions of individuals who are negatively, rather than positively disposed to achievement situations.

Given the conditions, then, of (1) an achievement-oriented culture; (2) the democratic ideal that each individual should contribute maximally to, and benefit maximally from his society; and (3) the educational philosophy that opportunity be provided for development to the

fullest extent of each person's potential, it becomes evident that the good life in Western culture is structured around an achievement type motivation. The corollary, that a failure-dreading orientation is detrimental to the good life, is equally evident.

In an effort to discover the genesis of fear of failure, Birney, et al. (1969) investigated the early home-life environments of subjects who had scored high and low, respectively, on a measure of fear of failure. They found that college students scoring relatively high on a measure of fear of failure by and large reported early home environments which could be classified as Neutral-Punishment, i.e., their mothers' responses were neutral when they succeeded in coming up to the mothers' expectations in achievement situations, and punishing when they failed. On the other hand, those persons who scored relatively low on fear of failure reported early home environments which were classified as Reward-Neutral, i.e., the subjects perceived their mothers as having responded toward them in a rewarding manner when their behavior satisfied the mothers' expectations in achievement situations, and in a neutral manner when it did not. Birney's study was later replicated by Teevan and Fischer (1967) with the same results. The findings led Birney to speculate that modification of fear of failure could possibly be accomplished in the school setting by reversing the early home reinforcement pattern.

It will be noted here that to date most of the research on the fear of failure phenomenon has been carried out in educational settings, and most of the subjects have been students. The various research findings, therefore, describing fear of failure as a generalized personality trait, are actually based, for the most part, on empirical evidence of

the condition existing in students. Thusly, fear of failure emerges as a bona fide factor and problem of education -- a problem which should be squarely confronted by educators.

The question which now stands before counselor-educators and educators in general is, "What can or should be done within the milieu of the educational setting to modify fear of failure within students?" To put the question another way, "Is there a technique which lends itself to the classroom situation, that can be used to effectively reduce or reverse fear of failure in students?"

In addition, some secondary but related questions also bear on the main problem. For example, is there an ideal period in which reversibility can be achieved, or a period beyond which attempts at modification become substantially ineffective? Since our culture has different role expectations for males and females, would modification efforts in the classroom have different effects on the two sexes?

This study addresses the questions set forth above by assessing the effects of attempting to modify fear of failure via differentiated but related reinforcement techniques within the teaching-learning achievement situation.

The Problem

Statement of the Problem

The present study was concerned with the problem of modifying fear of failure in students within the classroom setting. The major purpose of this study was to determine the effects on a measure of fear of failure of two distinct but related patterns of reinforcement in an academic achievement situation. A second purpose of this study was to determine

if there is an optimum period for modification efforts, by assessing the effects of age differential on the outcomes of modification techniques. A third purpose was to determine the effects of sex role orientations on the outcomes of modification techniques.

Significance of the Study

Virtually all published reports of research on fear of failure can be classified as basically descriptive in nature. The fact that fear of failure is a stable personality trait has been pretty well established by such investigators as McClelland (1953), Atkinson and Feather (1966), Heckhausen (1966), and Birney, et al. (1969). As a result, a vivid picture of the fear of failure personality has been portrayed by these investigators to the extent that the strategies and characteristic behaviors of the failure dreading person have been established as representative of pathology in the domain of achievement-oriented activity. Hence, for educators especially, a pathological condition in students has been defined, but no therapy has been prescribed.

To date, all attempts to manipulate the fear of failure trait have usually been restricted to arousal or intensification efforts for the purpose of obtaining descriptive type empirical information. This study introduces the concept of long range control into the investigation of fear of failure. It represents the first known attempt to develop classroom techniques for effecting a substantial change or reversal of basic achievement orientation within students. In other words, the present study demonstrates the effects of using classroom procedures as a therapeutic measure for fear of failure.

The value of establishing effective practical methods of dealing with individuals in educational and other types of achievement situations who might be primarily motivated by fear of failure is obvious. Teachers and counselors in schools have a special need to be informed concerning all aspects of their own behavior, as well as about other devices that might be used in helping individuals toward greater achievement of their potentials. The present study produces information concerning the effects of teachers' specific behaviors and special devices in controlling fear of failure in students.

It is hoped that this study will constitute a significant step toward providing educators with a body of technology for reducing and ultimately eliminating the harmful effects of fear of failure in students, thusly permitting them to enjoy the benefits of a more positivistic orientation to life. In addition, this study will augment the theoretical body of knowledge concerning fear of failure.

Definition of Terms Used

Achievement Situation

An activity, condition or setting in which there is a possibility that the competence or ability of an individual will be evaluated against a standard or against the competence or ability of others.

Fear of Failure (FF)

A motivating, sometimes pathological personality trait becoming aroused in relation to actual or anticipated achievement situations and generally marked by characteristic covert avoidance strategies and overt avoidance behaviors. Fear of failure produces a generalized orientation

to view the world as a hostile, powerful, disorderly place, generating depression and requiring authority.

Fear of Failure (FF) Person

An individual whose motivation to avoid failure substantially exceeds his motive to achieve. The person in whom fear of failure is a dominant personality characteristic. The FF person usually scores in the low to moderate range on need achievement tests, high on tests measuring need for affiliation, and high on direct measures of FF.

Hope of Success (HS)

A positive orientation in achievement situations, characterized by a motive to achieve rather than to avoid failure. HS is an operational measure of achievement motivation.

Hostile Press (HP)

A type of imagery descriptive of the situation in a story where the action involves someone trying to deal with a hostile or threatening situation not created by his own needs but by someone or something else. Hostile press imagery is the operational measure of fear of failure in this study.

Imagery

Content of a story validated as sensitive to arousal operations and showing thematic quality, around which a narrative can be organized.

Level of Aspiration (LA)

A term applied to immediate or long range individual achievement expectations or achievement goals.

Need for Achievement (n Ach)

A motivational construct generally characterizing individuals who approach achievement situations with a relatively high hope of success and relatively low failure-avoidance and affiliative orientations.

Press

The term for an environmental force, a patterned, meaningful whole which affects, or might affect the subject in a certain manner (Sanford, 1943).

Thema

The interaction of a hero's need (or fusion of needs) and an environmental press together with the outcome (success or failure of the hero) constitute a simple thema (Murray, 1943).

Thematic Apperception Test (TAT)

A widely used projective type test originally developed by Henry Murray in which the subject writes stories or narratives about pictures which have been validated and selected for their ability to produce imagery. The stories, or protocols, are scored in accordance with standardized criteria (a scoring key) for the presence or absence of certain types of thema and/or imagery.

Theoretical Approach to the Problem

The empirical findings of Birney, et al., pertaining to possible causes of FF revealed a significant relationship between the incidence of high HP imagery scores on the TAT and a Neutral-Punishment reinforcement pattern during early home life. Their findings eventually led to the generalization that fear of failure behavior could be explained in terms of Hullian learning theory as a special class of habits. From the standpoint of Hullian learning theory, characteristic behaviors due to fear of failure might be schematized as shown in Figure 1.

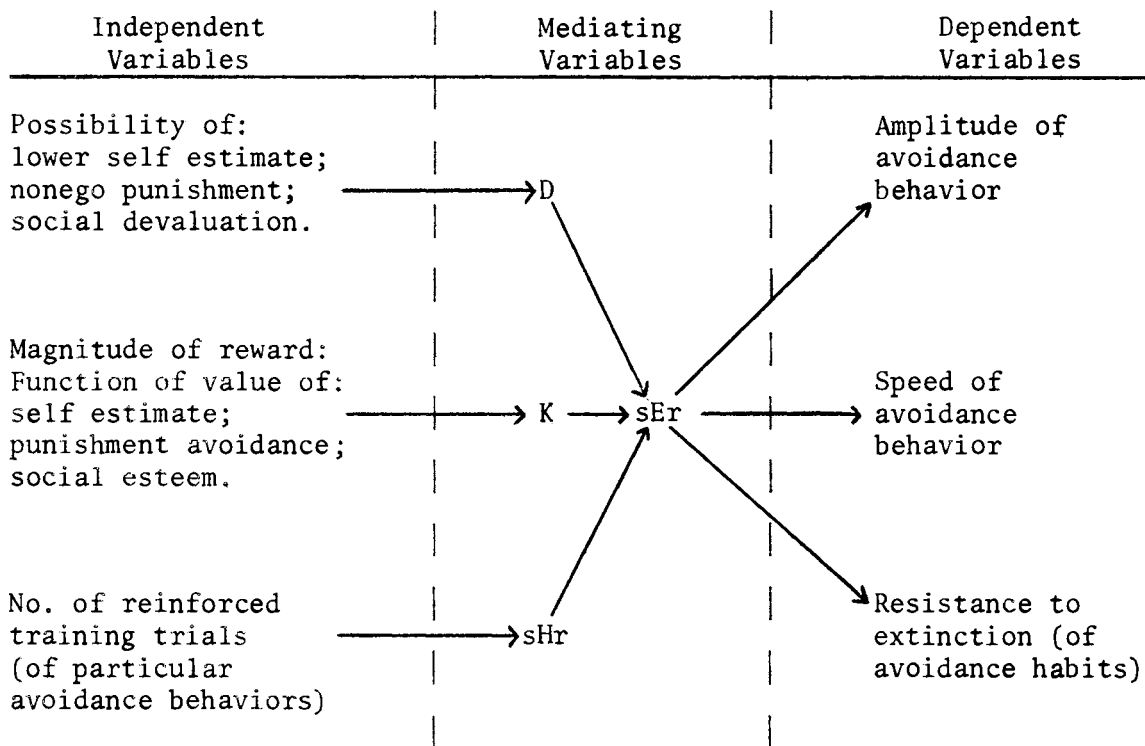


Figure 1. Diagrammatic Representation of Fear of Failure Based on Hullian Learning Theory

D = drive; K = magnitude of the reward; sHr = habit strength; sEr = excitatory potential.

According to Hull (1943), drive (D) is an activated temporary state of the organism produced by deprivation of a bodily need or by painful stimulation. In the case of FF, drive is produced by psychologically painful stimulation consisting of the perceived possibility of a lower self-estimate, nonego punishment, and/or some degree of social devaluation. Reduction of drive constitutes a reward. The magnitude of the reward (K) in the case of FF is represented by the learned valuation of the present level of self-estimate, avoidance of nonego punishment, and/or the amount of social esteem received the last time a particular avoidance response was made. Habit strength (sHr) is a key concept in Hull's system. It is the strength of the bond connecting a stimulus with a response, and in this application represents the number of times specific avoidance behaviors have been reinforced (or have resulted in reduction of painful psychological stimulation). The three intervening variables, D, K, and sHr, combine multiplicatively to produce another intervening variable, excitatory potential (sEr), which refers to the total tendency to make a given response to a given stimulus ($D \times K \times sHr = sEr$).

One of Hull's elaborations on his model involves a concept which he termed "anticipatory goal response," or "fractional antedating goal reaction." The anticipatory goal response is a fractional goal consumption occurring before the goal is actually reached (in the case of FF, before the particular avoidance behavior is actually consummated in maintenance of self-estimate, avoidance of nonego punishment, or maintenance of social esteem) and involves an anticipation of the goal. This internal response functions to produce additional stimulation which serves as a cue for further overt responding.

Birney and associates (1969) lend firm verbal support to the idea of applying Hull's concept of the anticipatory goal response to FF behaviors as a special class of habits, then immediately back away from this unwieldy ogre in favor of Miller's (1951) "drive reduction" model. Their abruptly expressed preference was explained as permitting speculation "on the possible reinforcing value of various behaviors which might be fear-reducing" (p. 171). They offer no further clarification.

It can be accepted, however, from the foregoing discussion that considering FF behavior as a special class of habits does not provide a very useful approach to modification of this particular type of behavior. Hull's model provides a useful framework for description, prediction and strengthening of habitual behavior, but offers no clear-cut method of extinction, especially in the case of avoidance behaviors, except for the implied, often impractical suggestion of nonreinforcement.

This writer prefers Miller's (1951) "approach-avoidance conflict" model because it appears to have more utility from the standpoint of attempting to modify characteristic avoidance behavior in achievement as well as nonachievement type situations. Miller's theory offers a general framework within which all approach-avoidance conflicts can be viewed, and is directly suggestive of several approaches to the problem of behavior modification. The theory is graphically illustrated in Figures 2 and 3.

In the following two figures, the respective slopes of approach and avoidance gradients are functions of the characteristics of the particular goals (specifically, the amount of generalization involved), and represent fairly linear overall values. Also, distance is not only defined in terms of spatial displacement, but psychological as well.

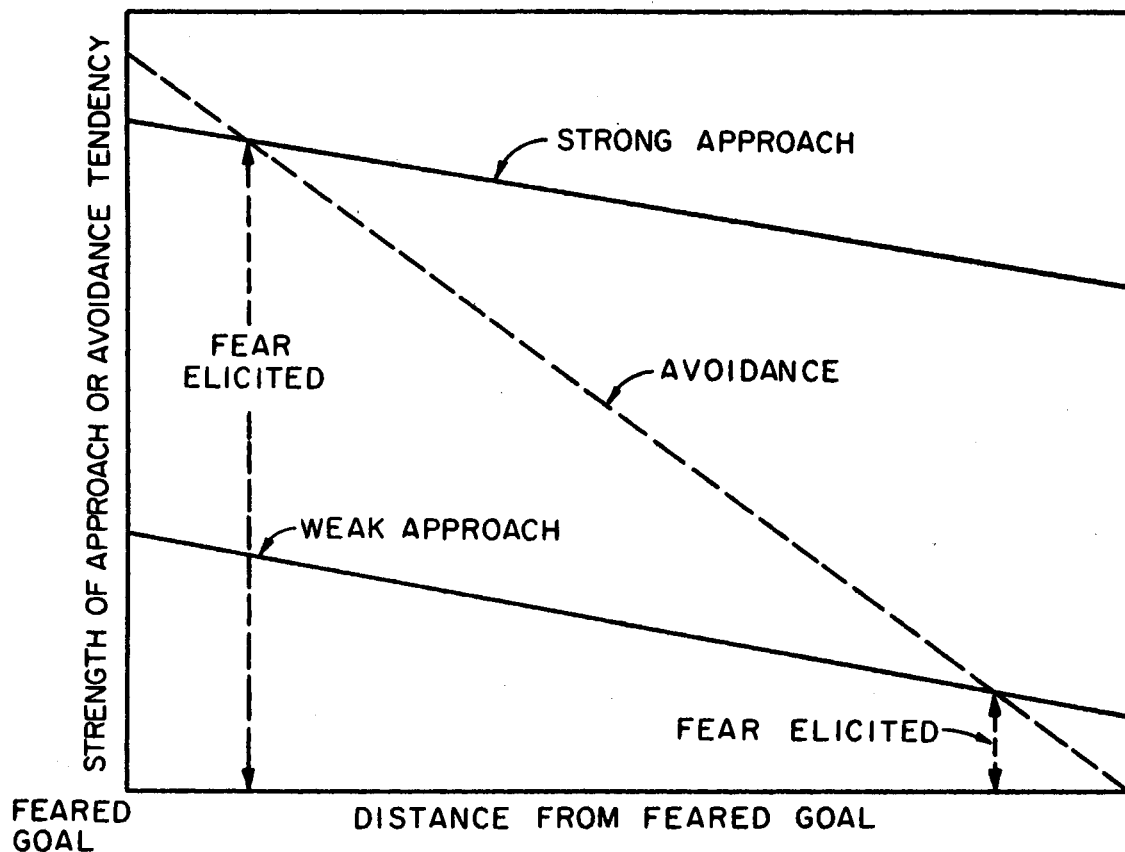


Figure 2. Graphic Representation of an Approach-Avoidance Conflict and of the Effect of Increasing the Strength of the Motivation to Approach

When the point at which the gradients intersect is between the subject and the goal, approach is stronger than avoidance. Therefore, the subject moves toward the goal. When he passes the point of intersection, avoidance becomes stronger than approach; so he stops and turns back. Increasing the strength of the drive motivating approach raises the height of the entire gradient of approach. Since this causes the point of intersection to occur nearer the goal, the subject approaches nearer (Miller, 1951).

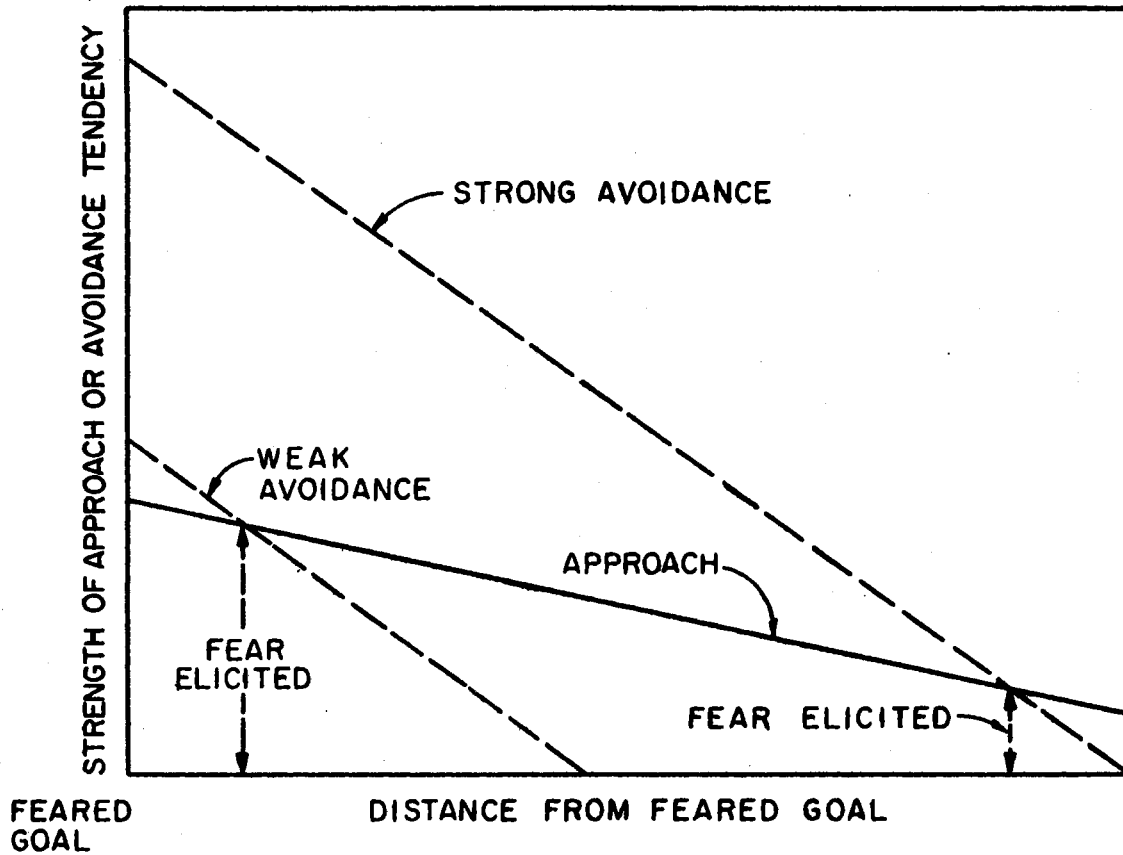


Figure 3. Graphic Representation of the way Decreasing the Strength of Motivation to Avoid Affects an Approach-Avoidance Conflict

Reducing the strength of motivation to avoid lowers the height of the entire gradient of avoidance and causes the point of intersection to move nearer to the feared goal. Therefore the subject approaches nearer to the feared goal (Miller, 1951).

From the standpoint of the FF person, the feared goal in an achievement situation involves both positive and negative valences. This fact renders the approach-avoidance conflict model particularly appropriate as a theoretical basis for attempted modification of characteristic avoidance orientations in achievement situations. The model suggests three immediately obvious approaches to behavior modification, namely: (1) increasing the perpendicular value (strength) of the entire gradient of approach to the feared goal; (2) decreasing the strength of the entire gradient of avoidance of the feared goal; and (3) some combination of (1) and (2).

Hypotheses

Based on Miller's approach-avoidance conflict theory, it was hypothesized that if, over a sustained period of time, students are positively reinforced to approach achievement tasks in the classroom while the negative aspects of these tasks (the threats associated with failure) are removed, then their entire approach gradients will be raised, their avoidance gradients will be simultaneously lowered, and their basic fear of failure will be decreased.

It was further reasoned that if the techniques used to differentially manipulate students' approach and avoidance gradients are truly effective, then fear of failure could be decreased to a lesser extent by manipulating only one gradient over the same sustained period of time. Hypothesis two, therefore, states that if, over a sustained period of time, students are positively reinforced to approach achievement tasks in the classroom while the negative aspects of the feared goal remain, then their entire approach gradients will be raised, their

avoidance gradients will remain at their respective levels, and resultant levels of FF will be decreased to a lesser extent than when the negative aspects of the achievement situation were removed.

In accordance with the anticipated differential changes in measured FF, it was also hypothesized that there would be corresponding differences in the respective proportions of students measuring high in FF versus the proportions measuring low in FF as a result of the differential modification.

These three hypotheses were formulated in response to the main question initially put forth as to what can be done within the milieu of the educational setting to modify FF in students. The secondary questions which were initially presented are attended to in the hypotheses which follow.

Considering the aforementioned indications that FF has its genesis in early home conditions, it seemed logical that individuals who are positioned most closely in time to those formative years would be most susceptible to modification. It was hypothesized, therefore, that younger students would be more strongly influenced by modification procedures than older students, and that modification procedures would result in a smaller proportion of younger students measuring high in FF than older students.

Because of different internalized sex roles created by both the culture and the subculture of a given population of students, there was an expectation of different outcomes of modification procedures for males and females.

Finally, it was reasoned that if the independent variables of modification technique, age, and sex have singular effects on FF, then there

would probably be interactions among these variables to produce differential effects on FF also, to wit: There should be differential effects on FF due to interactions of technique and age, technique and sex, age and sex, and technique, age and sex.

Limitations of the Study

The study was limited to students enrolled in an Upward Bound enrichment program at the Alabama A & M University at Normal, Alabama during the 1970 summer session. Generalizations made from this study should be limited to similar populations as there may be differences due to socioeconomic level and other variables not controlled in the present study.

Organization of Remaining Chapters

Chapter I has presented an introductory statement, the problem under investigation, significance of the study, definitions of terms used, an explanation of the theoretical approach to the solution of the problem, statements of the hypotheses to be tested, and limitations of the study.

In Chapter II related literature is reviewed pertaining to various aspects of the behavior of FF persons. Literature is summarized on FF behavior with respect to level of aspiration and risk preference, academic and nonacademic performance, memory and perception, vocational and related choices, and other dimensions of FF.

Chapter III presents a complete description of the sample, a detailed description of the method and design of the study, a complete account of how the data were collected, a discussion of the instruments

used, and an overview of the statistical designs used to analyze the data, including a listing of the operational, or statistical hypotheses to be tested.

In Chapter IV the results of the investigation are presented. Each hypothesis is treated with reference to the data appropriate to it.

Chapter V presents an overall summary, and discussion of the findings of the study, conclusions, and recommendations based on the findings.

CHAPTER II

REVIEW OF RELATED LITERATURE

The history of fear of failure as an object of empirical research is relatively brief. The concept has its roots in early studies pertaining to levels of aspiration. As early as 1933, weak attempts were made to establish a relationship between feelings of success and failure, personality, performance, and level of aspiration (Hausmann, 1933; Frank, 1935). For nearly two decades after these first cursory investigations, fear of failure remained a lightly considered phenomenon, receiving only occasional mention, and then almost solely in connection with LA studies.

The fear of failure concept as a unique type of avoidance motivation gained impetus as a result of studies of the achievement motive spearheaded by D. C. McClelland, et al. (1953). Reporting on his work, even McClelland at first made only a passing reference to the FF motive, noting that those who score moderately high on n Ach as compared to those who score very high, seem to be actuated more by a fear of failure. Since then, however, concern with avoidance motivation has proceeded as a program in its own right.

Level of Aspiration and Risk Preference

Since the FF person is motivated to avoid failure, it is only logical to expect that he will altogether avoid achievement situations

whenever he can, the rationale being that he cannot fail if he does not participate. Testing this hypothesis, Teevan (1962) made a study which resulted in significantly fewer high HP students volunteering for a dart throwing achievement task than low HP students of the same class.

Once having made the decision to participate in an achievement situation (usually as the lesser of perceived evils) one type of immediately noticeable defensive behavior is depicted in the FF person's level of aspiration. It has been found, for example, that failure motivated subjects generally do not lower their levels of aspiration after failure. Heckhausen (1963) noted that this behavior contrasts with that of success motivated subjects who prefer to set goals that are neither ridiculously easy nor which depend too much on luck. Along the same line, Brody (1963) reported a study involving 91 male college students in a level of aspiration numerosity task. Those subjects scoring high on the measure corresponding to FF, were noted to take extreme confidence positions (indicated high levels of aspiration) on the task, and to demonstrate slowness in achieving confidence. These findings have also been supported in studies by Feather (1966), Thomas and Teevan (1964), and Hancock and Teevan (1964).

Teevan and Smith (1964) improved upon the concept of a single level of aspiration in FF studies by introducing the more practical concept of a confirming interval (CI). The CI refers to a range of expectations between a maximum and minimum level of performance in an achievement situation. From a study involving 44 male high school students, they concluded that FF subjects show a wider CI than non FF subjects. In a related project, 100 male high school students were used in a study relating CI to importance of the ability involved in the task, Teevan and

Myers (1964) established the principle that for FF persons, the more important they perceive the ability involved, the wider will be the CI. This principle was supported by Birney and Rolf (1965) who also found that FF's prefer extreme probabilities of success under game conditions, and moderate probabilities under conditions of threat.

Further research into the FF's choice of probabilities in achievement situations includes a study conducted by Feather (1965) involving the estimation of probability of success at moderately difficult and easy tasks. Initial probability estimates of FF subjects were negatively related to reports of disappointment with scores. That is, subjects with high initial probability estimates and relatively high performance, reported less disappointment with their scores on a task designed to be more difficult than they were led to believe that it would be.

Subjects described as high in FF and low in HS by DeCharms and Davé (1965) avoided the middle probability ranges in an achievement situation consisting of selecting basket shooting distances. Unlike the high HS subjects who preferred the .30 probability mark, FF subjects distinguished themselves by taking their highest percentage of shots at the .10 probability of success, even though their average skill proved to be less than that of the former subjects.

Further evidence of the disposition of the FF to make erratic and atypical probability choices in achievement situations is offered by Moulton (1965). FF's, he concluded, are apt to raise their estimates of probability of success upon failure and lower it upon success. Contradictory findings, however, emerged from research by Feather (1966) a short time later. Subjects' performances and probability estimates on

an anagram task led him to conclude that failure oriented subjects tend to make more "typical" changes in their probability estimates following failure than following success. It may be noteworthy that his subjects were all female undergraduate students.

FF subjects showed no preference for tasks of intermediate difficulty on digit-symbol problems in a study conducted by Weiner (1965a). Success oriented subjects in the same study established preference for tasks of intermediate difficulty.

In summarizing the behavior of the FF person with regard to level of aspiration, Birney, et al. (1969) were able to conclude that he has two strategies from which he chooses, viz., (1) to set his goal below his performance, or (2) to set his goal above his performance. The first strategy avoids the character opinion that the subject is a braggart, while providing performance data which he hopes will be used to evaluate his ability. The rationale behind the second strategy appears to be the establishment of the impression that the person is really better than his performance, therefore the performance should not be considered in evaluating him. Essentially, the low LA represents a claim of modesty, while the high LA is a claim of high skill.

Performance

In an investigation of the relationship between authoritarianism and rigidity in problem-solving, Brown (1953) had two groups of subjects (ego-involved and nonego-involved), each categorized into high, moderate and low n Ach levels, to perform tasks consisting of Einstellung arithmetic problems. The moderate group (corresponding to FF) scored significantly lower proportions of success in both major groups than

either the high or low n Ach levels. Poorer performance under pressure when compared with other-oriented subjects has been corroborated by Bartmann (1963) in a complex speeded problems task, and by Birney and Rolf (1965) in a complex paced maze task.

A very few studies have indicated characteristically poor academic performance attributed to FF. Caron (1963), however, reported a study in which FF's performed more poorly on comprehension and rote learning tasks. On tasks making use of programmed materials to instruct insight problems, Bartmann (1965) also reported that least improvement was shown by FF persons.

Turning to another aspect of performance, Feather (1961) used insoluble tasks to investigate the persistence of FF and success-motivated subjects. His results showed that FF-type subjects persist longer at insoluble tasks and shift away from easy tasks. The tasks in the study were composed of perceptual reasoning problems.

Research generally shows that academic performance of FF persons may be somewhat different from normal expectations. A number of studies on the relationship between academic grade point average and measures of FF show a definite positive relationship at the elementary, high school and college levels. Among these studies are Teevan's (1962) of 82 male eleventh and twelfth grade students; Hancock's (1964) of high school seniors; and Hancock and Teevan's (1964) using college students. Other studies generally supportive of the positive relationship between grade point average and measures of FF include those by Teevan and Smith (1964) using college students; Teevan and Pearson (1965) also using college students; and Teevan and Custer (1965) using fifth grade students. A slight variation of the trend but the same general tenor

results from a study in preparation by Birney (1969). After a debating task, extreme FF and extreme HS subjects performed best, but the FF subjects denied preparation. This appears to be an effort to deny ego involvement in a highly competitive situation.

The apparently illogical success-fail pattern of the FF person is actually not as illogical as it may seem on the surface. To the contrary, the success-fail pattern of the FF person has been found to be very much in harmony with FF theory. A typical explanation is offered by Birney, et al. (1969). They point out that the FF person is primarily actuated to avoid failure, preferably by other means and strategies, but as a last resort when there seems to be no other way out, he will work hard to avoid failure by "succeeding."

The FF person's behavior during the performance of a given task has been the subject of a few studies. Heckhausen (1962) found FF persons to take longer in completing homework. He also found them to show greater effort in an additions speed test task administered to male and female college students. The "hard working" image was supported by Berkun and Burdick (1963) in a study of male army subjects. Those subjects showing FF worked harder on arithmetic reasoning problems than other-oriented subjects.

A little more insight as to the conditions under which FF persons perform more successfully results from investigations by Weiner (1965b). He reported one study in which male college students scoring high on a measure of FF performed increasingly better and persisted longer on a digit-symbol puzzle task, following the experience of success. In a subsequent study involving paired associate learning under success versus failure feedback, FF persons performed best under success feedback

and worst under failure feedback (Weiner, 1965b).

Ryan and Lakie (1965) hypothesized that individuals whose motive to avoid failure exceeds their motive to succeed, will perform in non-competitive situations better than individuals with reversed motivational strengths, and that the opposite would be true under competitive conditions. They had 35 male college students, appropriately classified, to perform a perceptual motor task under noncompetitive, then under competitive conditions. The results confirmed their hypotheses.

Recall (Memory) and Perception

FF subjects in a recall study conducted by Atkinson (1953) recalled fewer interrupted tasks when they perceived that task incompleteness meant failure. The tasks were paper and pencil assignments which were interrupted by the experimenter prior to completion. These results were corroborated by Heckhausen (1963).

The obverse of Atkinson's and Heckhausen's findings was established by Moulton (1958) resulting from his investigation into the recall of interrupted tasks under relaxed and aroused conditions with respect to FF. A positive relationship was established between FF and recall of completed tasks.

In light of the fact that test anxiety is one aspect of FF, the outcome of Gotzl's investigation (unpublished manuscript) is hardly unexpected. FF subjects among 106 male and female grade school students recalled best those tests to be reported in one day, versus those to be reported in two weeks, while they were awaiting knowledge of the results.

Turning to recall where there is no ego involvement, FF subjects

tend to show the greatest amount of intentional recall of achievement stories after intervals varying from 40 minutes to nine days (deCharms, 1955). Replicating the above study, Reitman (1961) further discovered that failure-oriented subjects were highest on recalling success and neutral stories, but lowest on failure stories. He pointed out the contrast between the relative inability of FF subjects under achievement orientation to recall stories involving failure to achieve, and the relative superiority of comparable subjects in recalling the same type material under neutral conditions (as in the DeCharms study). In other words, under neutral cues, FF subjects recall more failure stories; under aroused cues, they recall more success and neutral stories.

Two generally related findings pertaining to memory-associated FF behavior emerges from research by Heckhausen (1963) and Vukovich (1964). Heckhausen revealed that FF subjects under feedback underestimated past task success; without feedback, FF subjects still underestimated past task success. Concentrating on memory preference for fantasy contents, Vukovich determined that FF persons prefer achievement-related fantasy.

The first of the few studies on record relating to the perception of failure-oriented persons grew out of an attempt by McClelland and Liberman (1949) to clarify the conceptual status of the n Ach measure. Words classified as neutral, achievement-related, and security-related were flashed on a screen before the subjects for .01 seconds. FF-type subjects were slower to recognize failure words.

Light was shed on another aspect of the perception of FF persons in an experiment devised by Thomas and Teevan (1964). Subjects performed on an electronic rifle range and were then asked (1) if the rifle range was an adequate measure of their ability; and (2) how they felt

about their scores. FF's denied the adequacy of the measure and expressed displeasure at their scores.

Teevan and Fischer (1966) designed a questionnaire to test the hypothesis that the FF person would perceive success and failure as being externally defined. They were able to establish that high HP persons perceive standards of success and failure as being external to themselves.

Vocational and Related Choices

Mahone (1960) set out to determine if fear of failure in college students is a determinant of unrealistic vocational aspiration. His analysis was based on clinically estimated realism of vocational choice. He concluded that FF subjects overestimate measured abilities, prefer vocations above or below perceived ability, and optimistically prefer vocations judged to be "unrealistic" for them.

The vocational aspirational processes of FF motivated and achievement motivated persons were examined by Burnstein (1963). Generally, FF's were determined to be lowest in absolute vocational aspiration, and to have a tendency to settle for occupations which have less satisfaction associated with them than that associated with their perceived occupational upper limit. This tendency increases directly with the measure of FF and inversely with the measure of n.Ach.

Extending the examination of vocational choice down to the high school level, it was established that all subjects generally choose areas with high probabilities of attainment, but the FF subject then chooses high probability vocations if he is of low IQ (Morris, 1966).

Turning to curricular choices, Isaacson (1964) focused on the

relationship between difficulty of courses selected by undergraduate honors and non-honors and their n Ach and test anxiety levels. The study revealed that FF non-honors choose more difficult courses, while FF honors choose easy courses.

Portraying another aspect of choice as expressed by the FF person, male college students were presented with the alternatives of picture-rating tasks versus puzzle-solving tasks at success probability levels of .30, .50, and .70. Subjects rated as FFs preferred the picture-rating tasks at the .50 and .30 levels of probability (Weiner and Rosenbaum, 1965).

Other Dimensions of Fear of Failure

Conformity

Teevan, Smith and Loomis (1964) found no relationship between a measure of FF and a Crutchfield conformity task. However, Stamps and Teevan (1966), employing both Crutchfield and Asch type conformity tasks, demonstrated that FFs conform under Asch conditions but not under Crutchfield where they are not in the face-to-face presence of others.

In other conformity studies, FF subjects were found by Teevan and Stamps (1966) to be positively related to social protest activities (specifically, anti Vietnam policy). Birney and Rolf (1965) reported that FFs contribute less than the expected number of creative responses to the group product. In both of the above studies, the group seems to serve merely as a medium of security through anonymity, rather than as a medium of individual expression and productiveness.

In a study featuring a Prisoner's Dilemma game, cooperation was

the maximizing strategy, rather than a competitive pattern. FF subjects chose the cooperative, "rational" strategy, while achievement-oriented subjects tended more to choose the "irrational" noncooperative, competitive strategy (Birney and Stillings, 1967).

Subjective Experience Phenomena

Argyle and Robinson (1962) examined the relationship between achievement motivation and the independent variables, (1) introjection of parental demands and standards, and (2) identification with achievement-oriented parents. The FF component of their sample showed a low positive correlation with parental demands.

Using the Q-sort discrepancy between self and ideal self as a measure of self concept, Teevan and Smith (1964) measured the relationship between FF and self-concept. They determined a positive relationship between FF as measured by HP and size of the discrepancy.

Studying the emotional nature of semantic differences, Ertel (1964) set the dependent variable as semantic differences for "IQ test" prior to the test. In other words, what effect did terminology for "IQ test" have on those who were to take the test? FFs showed apprehension of "failure-despite-effort."

Physiological Concomitants

Two studies involving galvanic skin response (GSR) constitute the total literature to date relative to physiological indicators of FF. In the first, Raphaelson in 1957, measured the GSR of 25 male college students across pretask, task, and posttask conditions. FFs were found to be highest during task and posttask periods. The second study, by

Raphaelson and Moulton in 1958, represented a follow-up and extension of the first. Differential arousal conditions were employed. Measurement of the GSR under a task failure condition showed FFs to be low during the task, and HS subjects to be high (Raphaelson and Moulton, 1958).

Summary Statement

As can be seen from the foregoing review, the bulk of previous research efforts in the area of Fear of Failure has been primarily restricted to identifying the FF person and describing his characteristic behavior in various types of achievement situations. A firmly detailed description of the strategies and behaviors of individuals who are dominated by threat of failure in the realm of achievement-oriented activity has been firmly established, and constitutes the present state of our knowledge in the area.

The literature shows that the first tendency of the failure-dreading individual is to avoid any achievement situations, but since he is also highly socially sensitive, he would volunteer for achievement situations in order to preserve social esteem. He shows decided preference for achievement situations in which he is assured of success, or at least, of ample practice to develop skills. Another main line of defense is to undertake tasks, or set goals in which there is little real chance of success, in the hope of gaining social esteem. If given the chance, an FF person will reinterpret serious achievement situations in such a manner as to disavow any ego involvement. If he cannot do this, he may become either realistic or pessimistic in his outlook. He chooses vocational channels which deemphasize responsibility, and he

does not accept responsibility for his failures. His general avoidance of achievement-oriented activity causes him to resist most sources of positive motivation to undertake customary competitive activities involved in contributing the most to, and benefitting the most from life. As a last resort, when forced into an achievement situation (academic, for instance), he will strive to "succeed," not because of task or success orientation, but because succeeding is the only way to avoid the threats he perceives to be associated with failure. Even though, however, his basic orientation will hinder him in various aspects of the task.

Succinctly, the FF person and his characteristic behavior have been well portrayed, but that is where the literature leaves him. The behavioral anomaly has been found mostly in students as representatives of the general population, but no helping procedures have as yet been prescribed. The literature leaves unanswered the main question previously put forth as to what can be done within the milieu of the classroom to modify FF in students. Of course, the related questions as to (1) whether there is an optimum period in which to try to effect change; and (2) whether sex of students has any effect on modification efforts also remain unanswered. A shift of the focus of research on the subject to include modification measures, especially within the realm of education, seems to be in order at this time.

CHAPTER III

METHOD AND PROCEDURE

The Sample

Of a population consisting of approximately 72 students enrolled in an Upward Bound enrichment program at Alabama A & M University during the 1970 summer session, 36 were randomly selected and used as the sample in this study. The students ranged in age from 14 to 19 years, and school grade levels ranged from 10th grade to freshmen in college. The sample consisted of 21 females and 15 males, all with predominantly lower class socioeconomic backgrounds. The sample was randomly divided into three equal sized groups, two of which served as experimentals and one as control subjects. They were designated Technique Group I, Technique Group II, and Technique Group III (control group).

Methodology and Design

The methodology of this study is an application of a basic approach to FF modification suggested by Birney, Burdick and Teevan (1969). Since an early home-life reinforcement pattern of neutrality and punishment in achievement situations has been found to be a common antecedent of high FF, it was proposed that one approach to the problem of modifying FF would be to give a child rewards for succeeding in achievement situations while making sure that he did not fail. They also suggested the use of programmed materials as a promising technique by which

modification might be attempted. Both recommendations were incorporated into the present study.

The study involved an experiment whose main purpose was to determine the effects of attempting to differentially modify fear of failure within the classroom setting. Classroom procedures were structured specifically to provide for the two different levels of FF behavior modification required by the hypotheses.

The members of Technique Group I were given an academic learning task. Classroom procedures for this group were designed to (1) positively reinforce, and thus strengthen the respective approach gradients of the 12 students of the group with regard to the task; (2) preclude the possibility of failure, thusly removing the threats associated with failure, and consequently, lower the entire avoidance gradients of the students in regard to the task.

Technique Group II was given the same learning task as Group I. Classroom procedures for them, however, were structured to (1) positively reinforce, and thus strengthen the respective approach gradients of the 12 students in the group in regard to the task; (2) preclude the possibility of failure, but retain the threats associated with failure, thusly maintaining the strength of the avoidance gradients of the students in the group. The threats associated with failure have been determined to be perceived possibilities of (1) a lowered self-estimate, (2) non-ego punishment, and/or (3) social devaluation (Birney, et al., 1969).

Technique Group III was the control group. This group did not participate in the special learning task at all, and were not present while Technique Groups I and II participated. Their only involvement

in the experimental portion of the summer program was the taking of the jointly administered tests. Otherwise, their routine was the same as that for the rest of the enrichment program enrollees who were not participating in the experiment.

The manipulated independent variables were (1) the strength of the task-oriented approach gradients and (2) the strength of the task-oriented avoidance gradients. Figure 4 presents a summary of how the independent variables were manipulated for testing the hypotheses.

TECHNIQUE GROUP	INDEPENDENT VARIABLE MANIPULATIONS	
	APPROACH GRADIENT	AVOIDANCE GRADIENT
I	Elevated by: Immediate feedback Affiliative reinforcement Teacher reinforcement Contingent tangible rewards	Lowered by removal of: Threat of nonego punishment Threat of social devaluation Threat of lower self-estimate
II	Elevated by: Immediate feedback Teacher reinforcement Contingent tangible rewards	Held constant by possibility of: Nonego punishment Social devaluation Lowered self-estimate
III	No treatment	No treatment

Figure 4. Summary of Independent Variable Manipulations for Producing Differentiated FF Behavior Modification

To observe the effects of age differential, the sample was divided into two age groups for the purpose of analyzing final scores. Group A included ages 14 through 16, and Group B included ages 17 through 19. No attempt was made to manipulate the age variable during the experiment.

The testing of the remaining hypotheses was a statistical concern

after the above scores were collected, and required no further practical manipulations or procedures than those already described.

Procedures

After subjects had been randomly assigned to treatment groups, they were assembled at the beginning of the summer session and informed that they had been selected to participate in a scientific experiment in conjunction with the summer program. They were additionally told that:

(1) The experiment was designed to find out how well they learned new material and to evaluate some instructional materials used by the United States Army Missile and Munitions Center and School in its technical training program.

(2) The experiment would involve small monetary rewards.

(3) Anyone who definitely did not want to participate could and should decline at the outset, but once the experiment got under way it was extremely important that each person continue to the end.

After giving them a chance to decline, the students were informed of their group assignments. The three groups were then segregated and separately briefed on procedural details. Group III was informed that each student would only be required to take some special tests, that they would be notified as to when and where the tests would take place, and for this service they would be paid \$5.00 each at the end of the experiment. They were then dismissed.

Generally, the procedures for the two experimental groups were structured around the performance of a learning task scheduled into a special course as part of the program of summer activities. The subject

matter to be learned covered fundamental topics in the area of Basic Electronics, and all or most of it was new to the students of both groups. The materials for the course consisted of eight progressively arranged programmed texts provided by the United States Army Missile and Munitions Center and School located at Redstone Arsenal, Alabama. The texts were developed by the Missile School and were the same as those employed in its official programs of instruction for military personnel. The overall task was comprised of eight subtasks. A subtask consisted of satisfactory completion of a programmed text. The course was taught in regularly scheduled class periods of approximately one hour each day for the duration of the five-week session. Classes were conducted simultaneously for the two groups in separate rooms. Three experienced, professional public school teachers served as instructors for the experiment. The teachers were employed only in the experiment and were not involved in any other phase of the summer program. They were thoroughly familiar with the procedures to be followed, including their attitudinal roles. To control for teacher differences, the three teachers rotated among the two experimental groups in such a manner that each teacher worked with each group approximately the same amount of time.

The specific treatment of Group I was designed to increase the strength of the approach gradients of the subjects, and decrease the strength of the avoidance gradients, in regard to the learning task. The subjects were encouraged to collaborate on the task by arranging themselves in subgroups of their own choosing. The smallest subgroup consisted of two students and the largest had four students. The subjects were informed at the beginning of instruction that no graded tests

would be involved, and they would work at their own pace. The only requirement for advancement through the course was the completion of the preceding text. Work on the programs was allowed only during regularly scheduled class periods. There was free interchange with the teachers (none of which had any special knowledge of electronics), and often the teachers sat down and worked with the subgroups. When a subtask (programmed text) was completed, the subgroup would inform the teacher and she would informally check their comprehension with a prepared list of questions and problems on the text material. The checkout was accomplished in the form of a discussion and review. At least one class period was used for the informal comprehension check, after which each student in the subgroup was credited with one task unit. The units were convertible at \$1.00 each, contingent upon completion of the experiment by the student. A subgroup was permitted to begin the next text on the day following checkout on the previous text. Teachers were copious in approvals of student progress, and in encouraging them on, but refrained from disapproving behavior, even if a student decided to sleep during the entire period.

The specific treatment of Group II was designed to increase the strength of the approach gradients of the individual members, but to simultaneously maintain the levels of their avoidance gradients. Each member of Group II was required to perform individually on the programs. Like Group I, they only worked during regularly scheduled class periods. Each student was promised at least \$2.00, to be given at the end of the five-week period, contingent upon satisfactory completion of at least two programmed texts. Completion of a text was considered satisfactory if a student passed a short oral or written test prepared for that

purpose. Students were told that they had to pass each test before they would be allowed to proceed to the next text. They were informed that a raw score of 60% was required for passing. Each student worked at his own pace, and the tests were administered individually. Students were instructed that if they failed a test, they could retake it at the next class period, or whenever they felt as if they were ready. The teachers were instructed, however, not to fail anyone. Students were informed that when they completed two texts they would be credited with two task units convertible at the end of the experiment at \$1.00 each; and for each additional text they successfully completed, they would be credited with a task unit convertible at the end of the experiment at \$1.50 each. They stood to lose, however, \$2.00 credit for each test they failed, beginning with test number three. Thusly, students were always faced with the possibility of losing up to 100% of the money they had already earned if they failed a test. Teacher behavior was the same as for Group I except for the administering of the tests.

Collection of the Data

At the end of the designated five-week period, all of the subgroups of Technique Group I, and 11 of the 12 students in Technique Group II had completed the task. They and the 12 students of Group III were then administered the TAT in a group situation under the standard neutral instructions from McClelland, et al. (1953, pp. 98-99).

The entire group of 36 subjects were seated in one room equipped with an opaque projector and screen. Four 8 1/2 x 14 inch sheets of paper clipped together were handed to each subject. On each sheet were four sets of questions, spaced in such a manner that approximately

one-quarter of the page was allowed for writing about each of them. The four sets of questions, designed to insure complete coverage of a plot, were as follows:

- (1) What is happening? Who are the persons?
- (2) What has led up to this situation--that is, what has happened in the past?
- (3) What is being thought--what is wanted? By whom?
- (4) What will happen? What will be done?

The following instructions were read:

This is a test of your creative imagination. A number of pictures will be projected on the screen before you. You will have twenty seconds to look at the picture then about four minutes to make up a story about it. Notice that there is one page for each picture. The same four questions are asked. They will guide your thinking and enable you to cover all the elements of a plot in the time allotted. Plan to spend about a minute on each question. I will keep time and tell you when it is about time to go on to the next question for each story. You will have a little time to finish your story before the next picture is shown.

Obviously, there are no right or wrong answers, so you may feel free to make up any kind of story about the pictures that you choose. Try to make them vivid and dramatic, for this is a test of creative imagination. Do not merely describe the picture you see. Tell a story about it. Work as fast as you can in order to finish in time. Make them interesting. Are there any questions? If you need more space for any question, use the reverse side.

The room was then darkened and the first picture was projected on the screen before the subjects. After 20 seconds the picture was turned off, the lights were turned on, and the subjects began writing. After a minute had been allowed for a question, the experimenter would say, "All right, it is about time to go on to the next question." When the subjects had been writing for 30 seconds on the last question, the experimenter would say, "Try to finish up in 30 seconds." He then prepared the next picture, and the procedure was repeated until all four

stories had been written.

The four pictures used for collection of the stories in this experiment are designated A, B, C, and D (in order of presentation). They are all from the Murray TAT series and were shown as follows:

Picture A: TAT 7 BM, "Father-Son."

Picture B: TAT 1 , "Boy and Violin."

Picture C: TAT 2 , "Country Scene."

Picture D: TAT 8 BM, "Operating Room Scene."

The stories written about these pictures appear in Appendix A.

At the close of the TAT, the experimenter explained the full nature of the research to the students in a special desensitization session and thanked them for their participation. After giving them the opportunity to write a paragraph depicting their reactions, the subjects were paid according to the plan originally outlined to them, and dismissed. Their written comments indicated acceptance and approval of the experiment, and expressed their feelings of personal benefit from participation in the task.

Scoring of protocols and recording of the scores were performed by the experimenter. To preclude contamination of the data by the scorer, the routine daily procedures of the study were handled entirely by the teachers after the initial structuring by the researcher. Although supervisory oversight was kept on procedures and progress of the experiment, the researcher was careful not to become acquainted with any of the students by name or group. For the purpose of recording scores, the names of the students by group were placed in a sealed envelope by the teachers, and the envelope was not opened by the researcher until scoring was completed.

Master scoring for all of the pictures is presented in Appendix B.

Instrumentation

The Hostile Press Scoring Key as an operational measure of fear of failure was developed by Birney, Burdick and Teevan, and is based on Murray's (1938) concept of thematic press and Miller's (1944) conflict analysis. According to the developers, as an individual approaches a fearful situation his fear (or avoidance) gradient sharply increases and his fear becomes more paramount. Hence, it becomes reasonable to assume that under such conditions a person would write stories of someone experiencing or avoiding some fearful situation.

Birney, et al. (1969) report that the Hostile Press Scoring System has product-moment stability coefficients of .40 for a two-week interval and .55 for a six-month interval. While these stabilities are too low to permit individual assessment comparisons, they compare with those reported for McClelland's (1953) n Ach measure (out of which emerged FF studies) and are considered to provide sufficient stability to permit research comparisons of group differences.

The HP Scoring System is also reported to show a statistically significant positive relationship (beyond the five per cent level of confidence) with the James-Phare Scale (predecessor of the Rotter (1966) Internal-External Scale). The Rotter scale purportedly distinguishes between individuals who consider themselves as having some control over the events which influence the course of their lives from individuals who consider themselves as having very little control over such events. In addition, significantly positive relationships are reported for the HP measure with a rational pattern of the MMPI, IPAT, and F scales

(Birney, et al., 1969). Essentially, these scales reflect the world as a hostile, powerful, disorderly place requiring authority and producing depression. The developers point out that comparisons suggest that the HP imagery measure reflects more of a generalized avoidance reaction than other current FF measures, such as the combination of French n Ach and Test Anxiety Questionnaire (TAQ) used by Atkinson (1960), and the Habert-Alpert Achievement Anxiety Test (AAT) (Alpert, 1960), neither of which shows relationship to HP.

Generally, it has been shown that subjects who display HP imagery to pictures of tasklike situations where evaluation is possible, will display avoidance behavior in achievement-task situations.

In an effort to confirm the validity of the assumption that the HP scoring key was tapping the same type traits described above for the sample used in the present study, some additional measures were taken during the course of the experiment for comparison purposes. The additional measures were obtained by administering the Mehrabian Resultant Achievement Motivation Scales (RAMS), the F-Scale, and the Taylor Manifest Anxiety Scale (MAS) after two, three, and four weeks, respectively, during the experiment.

The RAM Scale was developed by Albert Mehrabian (1968) as an alternative to apperceptive methods of measuring FF and achievement motivation. It comprises a 26-item scale for males and a 26-item scale for females which purport to differentiate between those who have a stronger motive to achieve success (relative to their motive to avoid failure) and those who have a stronger motive to avoid failure (relative to their motive to achieve success). A positive score indicates resultant achievement orientation, while a negative score indicates resultant

avoidance orientation. The male RAMS correlates significantly with the TAT achievement measure, the TAQ, and the TAT-TAQ. Corresponding female scale correlations were not found to be significant. Both RAMS appear in Appendix C.

The F-Scale is a widely used measure of authoritarian tendencies on the full scale. Two of its subscales, Power and Toughness, and Destructive Cynicism, have been found to significantly relate to HP (Birney, et al., 1969). The portion of the F-Scale used in this study appears in Appendix D.

Taylor's (1953) Manifest Anxiety Scale consists of items drawn from the Minnesota Multiphasic Personality Inventory (MMPI) which have been judged by clinicians to be indicative of manifest anxiety. The scales have been found to differentiate between normal individuals and clinically judged neurotic and psychotic patients. The MAS appears in Appendix E.

Table I shows the results of correlating the HP measure with measures described above for the sample used in the present study.

It was reasoned that since the male RAMS purportedly differentiates between achievement motivation and failure avoidance motivation, the portion of RAMS scores representing the highest degree of failure orientation (the lower half) should correlate highly with HP, provided the HP measure is tapping the same trait. The logic is supported by Table I. The other correlations in the table are generally in line with Birney's (1969) findings, except for the F-Scale correlations. Considering the strong affiliative tendencies of the FF person and his high need for social approval, the negative F-Scale correlations depicted in Table I seem to be a more logical pattern than the positive relationship

reported by Birney. The difference may be due to population variables. The strong relationship between high HP scores and corresponding MAS scores as depicted in Table I is also noteworthy.

TABLE I
CORRELATIONS OF HP SCORES WITH OTHER MEASURES TAKEN FROM THE SAMPLE

Measure	N	Statistic	Relationship With	
			Full HP	Upper HP (N=16)
RAMS (Male)	15	Product-moment	+.296	
RAMS (Female)	21	Product-moment	+.106	
RAMS (Lower male)	7	Spearman rho	+.737 [*]	
RAMS (Upper male)	8	Spearman rho	+.399	
RAMS (Lower male)	11	Spearman rho	-.253	
RAMS (Upper female)	10	Spearman rho	+.172	
F-Scale	36	Product-moment	-.168	
Power Toughness	36	Product-moment	-.287	
Destruct-Cynic	36	Product-moment	-.471 ^{**}	
MAS	36	Product-moment	+.125	+.467 [*]

^{*} .06 < P < .07

^{**} P < .01

Another consideration relating to the validity of the HP measure in the present study is the matter of scorer reliability. Prior to scoring the TAT protocols, the scorer practiced on 50 of 100 stories which were written under standard conditions, scored and published by the authors of the HP scoring key. Scorer reliability was established by scoring the remaining 50 stories and correlating the results with those of Birney, et al. (1969, pp. 272-276). Scorer agreement of +.87 was achieved, which compares with the customary criterion of +.90 for scorer agreement in studies of Ach, n Aff, and n Power (Birney, et al., 1969).

On the basis of the aforementioned considerations, the HP content as an operational measure of FF, the HP Scoring Key, and the data collected thereby are considered valid for the sample and purposes of the present study.

Statistical Treatment of the Data

In order to facilitate statistical treatment of the data, the hypotheses to be tested were simplified into operational terms and restated in the null form. The resulting experimental hypotheses are as follows:

- (1) There will be no significant differences on mean HP scores between students exposed to different levels of the FF modification technique.
- (2) There will be no significant differences in the relative proportions of each technique group which score high and low, respectively, on HP.
- (3) There will be no significant differences on mean HP scores

between younger and older subjects exposed to the same FF modification techniques.

- (4) There will be no significant differences in the relative proportions of younger and older subjects who score high and low, respectively, on HP.
- (5) There will be no significant differences on mean HP scores between male and female subjects exposed to the same FF modification techniques.
- (6) There will be no significant differences in the relative proportions of males and females who score high and low, respectively, on HP.
- (7) There will be no significant interaction effects of age and sex on HP scores.
- (8) There will be no significant interaction effects of technique and age on HP scores.
- (9) There will be no significant interaction of technique and sex on HP scores.
- (10) There will be no significant interaction effects of technique, age and sex on HP scores.

After the data were collected, Hypotheses One, Three, Five, Seven, Eight, Nine and Ten were tested by means of a 2 x 3 x 2 factorial analysis of variance design. The two-tailed .05 alpha level was required for significance. F-tests for simple effects as discussed by Bruning and Kintz (1968) were used to investigate significant interactions. Hypothesis Two was tested by use of the Chi-square statistic. The Fisher probability test was used to test hypotheses Four and Six. A more detailed discussion of statistical procedures appears in Chapter IV.

Summary

This chapter has presented a description of the sample used in the study, an overview of the methodology and design, a detailed discussion of experimental and data collection procedures, and an outline of the statistical procedures used.

A random sample of 36 Upward Bound students were divided into three treatment groups. One group was designated as a control and the other two were placed in achievement situations featuring the learning of new subject matter under classroom conditions structured to differentially control the FF elements in the students' approach-avoidance gradients. At the end of the five-week session, the two treatment groups and the control group were administered a group TAT under standard neutral instructions. The test protocols were scored by the Hostile Press Scoring Key. The data were analyzed by use of a multiple classification analysis of variance, F-tests for simple effects, and the Chi-square test.

CHAPTER IV

ANALYSIS OF THE DATA

This chapter presents a discussion of results from the analyses of the data. The study was an experimental investigation of fixed effects with only a posttest. Statistical results are presented and interpreted for each hypothesis.

Hypotheses One, Three, Five, Seven, Eight, Nine and Ten all dealt with the effects of the independent variables of modification technique, age level and sex on Hostile Press imagery scores. These hypotheses were tested by means of a multiple classification (factorial) analysis of variance. The factorial analysis of variance technique was selected on the basis of assumptions that (1) the measures approximated randomly drawn samples; (2) the variances within the subgroups (technique, age level and sex) were homogeneous; and (3) the HP scores represented at least interval level measures. Homogeneity of variance was checked by means of the F-test as discussed by Popham (1967). The results of the homogeneity check are shown in Table II.

The Chi-square statistic was used to compare the relative proportions of the three technique groups which scored in the high and low HP categories. This test was appropriate because nominal level data from one sample were being compared, and none of the expected frequencies were less than 5. Following Siegal (1956), χ^2 was computed as follows:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

where

O_i = observed number of cases categorized in the i th category;

E_i = expected number of cases in the i th category under H_0
(hypothesis);

k = the number of categories; and

$\sum_{i=1}^k$ indicates summation over all categories.

TABLE II
RESULTS OF HOMOGENEITY OF VARIANCE CHECK OF EXPERIMENTAL SUBGROUPS

Source (Subgroup)	Degrees of Freedom	Variance	F
Technique Group I	11	4.023	
Technique Group II	11	6.992	2.078, n.s.
Technique Group III	11	3.363	
Age Level A (14-16)	17	4.689	
Age Level B (17-19)	17	4.689	1.159, n.s.
Males	14	5.981	
Females	20	4.390	1.360, n.s.

Hypotheses Four and Six, which involved the relative proportions of younger versus older and male versus female subjects scoring in the high HP category, were tested by means of the Fisher probability test

in accordance with Siegal (1956). The Fisher test was found to be appropriate because of its extreme usefulness in facilitating the analysis of either nominal or ordinal level, discrete, dichotomized data from two relatively small samples. Fisher probabilities were computed in the following manner:

$$P = \frac{(A + B)!(C + D)!(A + C)!(B + D)!}{N!A!B!C!D!}$$

where A, B, C, and D are the respective number of subjects in each cell of a 2 x 2 contingency table, and N is the total number of subjects in the particular comparison.

Findings Pertaining to Hypothesis One

H₁: There will be no significant differences on mean HP scores between students exposed to different levels of the FF modification technique.

The means and standard deviations of the total HP scores for each technique group are shown in Table III. The results of the multiple classification analysis of variance as presented in Table IV reveal that no significant differences were observed among the mean scores of the three technique groups ($p > .05$). Hypothesis One was therefore retained. A graphic comparison of the HP score distribution in the three technique groups is presented in Appendix F.

TABLE III
 MEAN HP SCORES AND STANDARD DEVIATIONS FOR
 TECHNIQUE GROUPS I, II AND III

	Technique Group		
	I	II	III
Number of Ss	12	12	12
Mean HP Score	4.08	5.42	4.50
Standard Deviation	2.08	2.72	2.22

TABLE IV
 MULTIPLE CLASSIFICATION ANALYSIS OF VARIANCE OF HP SCORES
 FOR TECHNIQUE, AGE AND SEX GROUPS

Source of Variation	SS	Degrees of Freedom	Mean Squares	F
Technique	11.166	2	5.583	1.545
Age	1.777	1	1.777	0.492
Sex	0.457	1	0.457	0.126
Age x Sex	3.543	1	3.543	0.983
Technique x Age	24.610	2	12.305	3.405*
Technique x Sex	1.829	2	9.015	0.253
Technique x Age x Sex	43.334	2	21.667	5.996**
Error	86.716	24	3.613	
Total		35		

* p < .05

** p < .01

Findings Pertaining to Hypothesis Two

H₂: There will be no significant differences in the relative proportions of each technique group which score high and low, respectively, on HP.

Scores from the total sample were dichotomized into high and low HP categories by an approximate median break. The results of the dichotomization and the proportion of each technique group scoring in the high HP category are shown in Table V. As can be seen, no significant differences were observed among the proportions scoring high on HP, and hypothesis two is retained.

TABLE V
NUMBER AND PROPORTION OF SUBJECTS IN EACH TECHNIQUE GROUP
WHO SCORED HIGH ON HP

	Technique Group			Total
	I	II	III	
Number of Ss	12	12	12	36
Number of Ss Scoring High on HP	4	5	6	15
Proportion of Ss Scoring High on HP	.333 ¹	.417 ¹	.500 ¹	.416

¹ $\chi^2 = 1.33$, n.s. ($p > .90$).

Findings Pertaining to Hypothesis Three

H₃: There will be no significant differences on mean HP scores between younger and older subjects exposed to the same FF modification techniques.

TAT scores were divided into two age groups for purposes of analysis. Age level (or group) A consisted of 14 through 16 year-olds, and age level B included ages 17 through 19. The mean HP scores and standard deviations for the two age levels appear in Table VI. No significant differences were observed on mean HP scores between younger and older subjects, consequently, hypothesis three is retained. Reference is again made to Table IV for results of the observations pertaining to the main effects of age.

TABLE VI
MEAN HP SCORES AND STANDARD DEVIATIONS FOR AGE LEVELS A (14-16)
AND B (17-19) BY TECHNIQUE GROUP

	Technique Group			Total
	I	II	III	
No. of Age A Ss	5	8	7	18
No. of Age B Ss	7	4	7	18
Mean Scores for Age A Ss	4.800	4.625	5.400	4.888
Standard Deviations	1.080	2.134	1.131	2.166
Mean Scores for Age B Ss	3.571	7.000	3.855	4.444
Standard Deviations	1.566	3.164	1.573	2.332

Findings Pertaining to Hypothesis Four

H_4 : There will be no significant differences in the relative proportions of younger and older subjects who score high and low, respectively, on HP.

To test Hypothesis Four, the same standard by which the entire sample was previously dichotomized was applied to each technique group. Table VII presents the data for the observation. These data were examined by application of the Fisher probability test. The most extreme proportions in Table VII involve the B age level of Group I and the B age level of Group II. The Fisher test yielded a probability in excess of .196. It was therefore concluded that there are no significant differences among the subgroups, and hypothesis four is retained.

TABLE VII

NUMBER AND PROPORTION OF SUBJECTS BY AGE AND TECHNIQUE GROUP
WITH HIGH AND LOW HP SCORES

Group Category	I		II		III		Total	
	High	Low	High	Low	High	Low	High	Low
Age A Ss	2	3	3	5	3	2	8	10
Age B Ss	2	5	3	1	3	4	8	10
Proportion at Age A	.400	.600	.375	.625	.600	.400	.444	.556
Proportion at Age B	.285	.715	.750	.250	.428	.562	.444	.556

Findings Pertaining to Hypothesis Five

H_5 : There will be no significant differences on mean HP scores between male and female subjects exposed to the same FF modification techniques.

Mean HP scores and standard deviations for males and females of each technique group are displayed in Table VIII. These data, along with the basic analysis of Table IV, show that no significant differences were observed between males and females. Hypothesis Five is therefore retained.

TABLE VIII
MEAN HP SCORES AND STANDARD DEVIATIONS FOR MALES AND FEMALES
BY TECHNIQUE GROUP

	Technique Group			Total
	I	II	III	
No. of Males	7	5	3	15
No. of Females	5	7	9	21
Mean Scores for Males	4.285	5.000	4.333	4.533
Standard Deviations	2.430	3.464	0.577	2.474
Mean Scores for Females	3.800	5.555	4.555	4.761
Standard Deviations	1.799	2.138	2.128	2.095

Findings Pertaining to Hypothesis Six

H_6 : There will be no significant differences in the relative proportions of males and females who score high and low, respectively, on HP.

The data for each technique group involved ordinal level measurement and relatively small numbers, therefore the Fisher probability test was used to examine proportions among the groups. The most extreme proportions yielded a probability of .071. The total proportions of HP scores involved relatively large Ns and were examined by means of a Chi-square test. The computed χ^2 value of 3.300 was similarly not significant and hypothesis six was retained. The results discussed above are shown in Table IX.

TABLE IX
NUMBER AND PROPORTION OF MALES AND FEMALES WITH HIGH
HP SCORES AT EACH TECHNIQUE LEVEL

Group Category	I		II		III		Total ²	
	High	Low	High	Low	High	Low	High	Low
No. Males	2	5	1	4	1	2	4	11
No. Females	2	3	5	2	5	4	12	9
Proportion of Males	.286	.714	.200 ¹	.800 ¹	.333	.667	.267	.733
Proportion of Females	.400	.600	.714 ¹	.286 ¹	.555	.445	.571	.429

¹Most extreme Fisher's $p = .071$, n.s.

² χ^2 (total) = 3.300, n.s. (.30 < p < .40).

Findings Pertaining to Hypothesis Seven

H₇: There will be no significant interaction effects of age and sex on HP scores.

Table X below depicts the mean HP scores and standard deviations for the two sexes and the two age levels represented in the study. It has already been revealed in Table IV that no significant differences were observed as a result of interactions among these variables. Hypothesis Seven is consequently retained.

TABLE X
MEAN HP SCORES AND STANDARD DEVIATIONS FOR
MALES AND FEMALES BY AGE LEVEL

	Males	Females	Total
No. of Age A Ss	9	9	18
No. of Age B Ss	6	12	18
Mean Scores for Age A	4.444	5.333	4.888
Standard Deviations	2.019	2.345	2.166
Mean Scores for Age B	4.666	4.333	4.445
Standard Deviations	3.269	1.874	2.332

Findings Pertaining to Hypothesis Eight

H_8 : There will be no significant interaction effects of technique and age on HP scores.

Mean HP scores and standard deviations for younger and older subjects have been previously presented in Table VI. A review of Table IV shows that significant interaction effects exist between at least two sets of technique-age means. The interactions were investigated by means of F-tests for simple effects, results of which appear in Table XI.

TABLE XI
RESULTS OF F-TESTS FOR SIMPLE EFFECTS OF TECHNIQUE-AGE INTERACTIONS ON HP SCORES

Source	F	p
Group I, Group II; Age A, Age B	4.62	<.05
Group I, Group III; Age A, Age B	3.13	n.s.
Group II, Group III; Age A, Age B	5.35	<.05

Results of the observations of Tables VI and XI show that Age B students of Group II have a significantly higher mean score than Age A students of both Group I and Group III. Hypothesis Eight is therefore rejected.

Findings Pertaining to Hypothesis Nine

H_9 : There will be no significant interaction effects of technique and sex on HP scores.

The mean HP scores and standard deviations for males and females by technique level have already been presented in Table VIII. The results of the analysis of variance as shown in Table IV indicates no significant interaction effects of technique and sex on HP scores. Hypothesis Nine is consequently retained.

Findings Pertaining to Hypothesis Ten

H_{10} : There will be no significant interaction effects of technique, age and sex on HP scores.

Shown in Table XII are the mean HP scores and standard deviations for all subjects by technique group, age, and sex. Results of the previously displayed factorial analysis of variance (Table IV) reveal a significant interaction between at least two technique-age-sex subgroups. All technique-age-sex subgroups were compared by application of F-tests for simple effects. Results of these observations appear in Table XIII. The analysis shows the mean B-level male score of Group II to be significantly above the mean A-level female scores of both Groups I and III. Hypothesis Ten is rejected.

TABLE XII
 MEAN HP SCORES AND STANDARD DEVIATIONS BY TECHNIQUE
 GROUP, AGE LEVEL AND SEX

Technique Group	I		II		III	
	Male	Female	Male	Female	Male	Female
No. of Age A Ss	4	1	4	4	1	4
No. of Age B Ss	3	4	1	3	2	5
Mean A Level Scores	5.50	2.00	3.50	5.75	4.00	5.75
Standard Deviations	2.64	0.00	1.00	2.50	0.00	2.06
Mean B Level Scores	2.67	4.25	11.00	5.67	4.50	3.60
Standard Deviations	0.57	1.70	0.00	2.08	0.70	1.88

TABLE XIII
 RESULTS OF F-TESTS FOR SIMPLE EFFECTS OF TECHNIQUE-AGE-SEX
 INTERACTIONS ON HP SCORES

Source	F	p
Group I, Group II; A-males, B-females	0.162	n.s.
Group I, Group III; A-males, B-females	0.662	n.s.
Group II, Group III; A-males, B-females	1.713	n.s.
Group I, Group II; B-males, A-females	3.832	<.05
Group I, Group III; B-males, A-females	0.388	n.s.
Group II, Group III; B-males, A-females	5.317	<.05

Summary of Findings

Chapter IV has presented the results of the statistical analyses. Following a discussion of the statistical treatments, the relevant findings for each hypothesis were presented.

No significant main effect differences were observed on mean Hostile Press scores due to modification technique to which the subjects were exposed, age level of the subjects used, or on the basis of sex. Neither were there any significant differences observed in the respective proportions of males and females, younger and older subjects, or different technique groups who scored in the high HP category. Significant effects on HP scores were observed, however, as a result of technique-age interactions. The older subjects of Group II had significantly higher mean scores than the younger subjects of both Group I and Group III.

In addition, some significant second order (technique, age, and sex) interactions were also observed. That is, significant differences were found to exist between the mean HP scores of younger aged females of both Groups I and III, and older aged males of Group II.

A more detailed discussion of these results is presented in Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The present study investigated the differential effects of a varied modification procedure on fear of failure. The study involved an experimental design in which 36 upward bound students at Alabama A & M University were randomly divided into three technique groups and used as the sample. One group served as controls and the other two were placed in separate achievement situations consisting of a special learning task under classroom conditions designed to differentially reinforce their psychological orientations to the task. The methodology was based on Miller's approach-avoidance conflict theory. Classroom procedures were designed to achieve differential reinforcement in the two experimental groups by manipulation of the students' approach and avoidance gradients in regard to the task. Three levels of reinforcement in regard to the task were thusly attempted, ranging from minimum in the control group through intermediate in Technique Group II, to maximum in Technique Group I. The learning tasks consisted of selected topics in Basic Electronics via programmed texts which had been developed, tested, and provided by the United States Army Missile and Munitions Center and School, Redstone Arsenal, Alabama. Three thoroughly indoctrinated, experienced professional public school teachers served as instructors for the experiment. They rotated themselves among the separately taught groups in such a manner as to eliminate the effects of teacher

differences. Near the end of the summer session the entire sample was administered a group TAT under standard neutral instructions. The results were scored by the Hostile Press Scoring Key, an operational measure of fear of failure developed by Birney, Burdick and Teevan. The scores were statistically analyzed with respect to 10 previously developed hypotheses relating to the outcomes of the study. Seven hypotheses dealt with the singular and combined effects of the independent variables of technique, age level and sex on HP scores. These hypotheses were tested by means of a multiple classification analysis of variance. The hypothesis dealing with the respective proportions of each technique group scoring in the high and low HP categories was investigated by application of the Chi-square test. The Fisher test was employed to test the two hypotheses dealing with the relative proportions of younger versus older, and male versus female subjects scoring in the high and low HP categories. Outcomes of the statistical analyses are discussed in the following section.

Conclusions and Implications

The study was an attempt to determine how FF could be allayed or eliminated within the academic setting. The focus of the study was an experiment structured to assess the differential effects of a varied modification technique on FF.

The hypothesis which stated that there would be no significant differences on mean HP scores due to modification technique was retained. Although the magnitude of the differential between the highest and lowest technique groups was not statistically significant ($.14 < p < .15$), it takes on logical significance when certain other factors

are taken into consideration. Firstly, the length of the therapy (one summer session) was relatively short when compared to the probable length of time covered by formation and development of the FF malady. Secondly, modification procedures were incorporated into only about 20 per cent of the total academic program. There is some question as to whether the concentrated nature of the procedures were sufficient to overcome the effects of the above described therapeutic weaknesses.

Further, the polarities of the mean score differentials between technique groups also turned out to be somewhat different from expectations. Group I had the lowest mean score, as anticipated, but Group II had the highest, contrary to expectations. The mean scores of Groups I and II actually diverged from the norm as represented by the scores of Group III. It seems safe, therefore, to conclude that while the procedures used for Group I tended to be therapeutic, those applied to Group II actually aroused, or intensified the FF condition. Instead of maintaining the avoidance gradients of Group II students at their quiescent levels while raising their approach gradients, the procedures of Group II apparently raised both gradients. Another way of viewing the above occurrence is that the threats presented by the perceived possibility of failure tended to have a stronger effect toward strengthening the avoidance gradient (thus reinforcing FF) than the provision for tangible and social rewards had toward strengthening the approach gradient.

The hypothesis stating no significant differences in the relative proportions of each technique group scoring in the high and low HP categories was also retained. Hence, it can be concluded that the overall result of the modification attempt was not therapeutically effective.

Four hypotheses dealt with the singular effects of age level and sex on HP scores. The results showed that there were no singular significant effects on HP scores due to age differential, although a substantially smaller proportion of males scored in the high HP category than in the low HP category. It was expected that adolescent males would be more achievement conscious than females, and would therefore be more generally inclined to show high FF than females. It is highly possible that there are socioeconomic, and perhaps even racial implications in the above findings, since the sample was predominantly black (U. S. Dept. of Labor, 1965).

The four remaining hypotheses dealt with the interaction effects of technique, age level, and sex on FF as measured by HP scores. A significant relationship was found between technique, age level and HP scores. The mean HP scores for the 17-19 year-olds of Technique Group II was significantly higher than the corresponding scores for the 14-16 year-olds of each of the three technique groups. It has already been established that the technique applied to Group II seemed to arouse, rather than allay the FF motive in students. A closer examination of Table VI reveals that the 17-19 year-olds of Group II actually account for the significance of the mean differentials between the three groups. The older adolescent of the sample, therefore, appears to be much more susceptible to FF arousal than his younger counterparts.

Interactions of technique, age and sex were also observed to have a significant effect on HP scores. Tables XII and XIII reveal that the mean Group II, older male HP score is significantly higher than the mean scores of younger females in the three technique groups. Once again, since the technique applied to Group II constituted an

intensification procedure, the implication is that the late adolescent male is more susceptible to FF arousal due to the perceived possibility of failure than his female counterpart, or younger adolescents.

Recommendations

The findings from the present study suggest the following recommendations for further research:

- (1) Two possible factors are suggested to account for the ineffectiveness of the modification procedures in reducing FF in students. These factors are (1) the relative brevity of the period of therapy (even though the technique represented a concentrated effort), and (2) the relatively small proportion of the total curricular program represented by the therapeutic procedures. Further research on modification of FF within the school should cover a longer period of time (at least a semester) and involve a greater proportion of the curriculum. It would appear that the elementary grades would lend themselves well to such an effort.
- (2) The findings suggest that in the population represented by the sample, males tend to have lower levels of FF than females, but late adolescent males tend to be more susceptible to FF arousal than females. Further research should measure the incidence and operation of FF in males and females of different ages and of different socioeconomic and racial backgrounds, especially when they are in the same setting.

As to the main question which gave occasion to this study, there is still no conclusive answer as to how FF might be reduced or

eliminated within the milieu of the school setting. The present study did suggest, however, that the perceived possibility of failure in an academic situation tends to arouse FF, especially in the late adolescent boy, much more than positive reinforcement increases task-approach tendencies. The study also confirmed the validity of the Hostile Press concept and scoring key as a measure of FF for the population represented by the sample in the study. It is hoped that this study will encourage further investigation into techniques of modifying fear of failure in students.

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APPENDIX A

STORIES WRITTEN ABOUT EACH PICTURE ON THE GROUP TAT

The following 144 stories were written in a group TAT situation under the standard neutral instructions from McClelland, et al. (1953, p. 98). The blank protocol sheets were divided into four sections, each beginning with questions designed to insure complete coverage of a plot. The four sets of questions were:

1. What is happening? Who are the persons?
2. What has led up to this situation--that is, what has happened in the past?
3. What is being thought--what is wanted: By whom?
4. What will happen? What will be done?

The stories are divided into four blocks of 36 stories each. The first block of stories were written to Picture A, the second block to Picture B, etc. The stories are not edited.

Picture A: Father-Son

A-1

1. In this picture are two men. These men look as though they are confronted with some kind of problem. The problem seems to be a very serious one, due to the expression on the two men faces.
2. I think they are scientists working on an experiment and the experiment didn't turn out as they figured it would. They have been working on this experiment for many months.
3. They are thinking of another substance to put in the experiment to make it a success.
4. They are planning another way to do the experiment. If everything goes well, the experiment will be a success.

A-2

1. Two diplomats are conversing over the Viet Nam War. Ambassador Elesworth Bunker is informing Ted Kennedy about the situation at the Paris Peace Talks.
2. The war in Viet Nam. Continued violations of the Border laws.
3. The Viet--

A-3

1. Mr. Jones and Mr. Brown are trying to solve the murder of a woman. They have a witness which they think will help solve it but they can not find this person.
2. Miss Berryhill has been murdered and someone was seen running from the scene of the crime. Miss Berryhill was stabbed in the back

with a knife. They can not find the person who was running away from the scene of the crime.

3. Mr. Jones and Mr. Brown are thinking of how can they find this special witness. This person has some valuable information and they want him on the witness stand.
4. If they find this special witness, then they will find out who was running from the scene of the crime. This special witness will take the witness stand and tell his information.

A-4

1. A man is in court talking to a lawyer & the defendant. He's telling the defendant to keep his cool don't get up and shout out, it may cause him to be put back into his cell.
2. He committed a crime. They think that he has murdered someone, or stolen something. But he really didn't do it although the odds are against him.
3. How are they going to interrogate the witness. To break the witness down. By the defendant's lawyer. He thinks the witness is lying he knows what really happened.
4. They will probably make it and the defendant will be found innocent. His friends & accusers will feel like fools because no one was for him or own his side.

A-5

1. This is Mr. and Mrs. Smith. Mr. Smith has been sick for a long time and so has his wife.
2. They were driving home one night and Mr. Smith had an accident and they both had to go to the hospital.
3. They are wondering what they are going to do for the rest of their lives now that they can not do for themselves. They can't do anything so they will be taken to the Old People home and there they will live until they die.
- 4.

A-6

1. This is a picture of a man and his son. They are having a man to man talk.
2. There was a situation where the son had an accident in the family car and now they are talking.
3. The fact that this is the first time for the son to have the family car, his father is trying to decide whether to let him have it again or not. The son wants complete custody of the car.
4. The son will evidently become angry at his father and the father will stick to his principle of thinking. There will be a number of disputes but all will mend soon even the son's broken arm in the accident.

A-7

1. These two men seem to be in an argument. The youngest man is the older man's son. This son's girl friend is going to have a baby

- and he doesn't want to marry her so his father and he are having an argument on what he should do.
2. The older man's son has become involved with a girl and has got her pregnant. He doesn't plan to marry her because he doesn't plan to own the baby. She has told her parents and they has told his father. His father has called him and is going to tell him of all the responsibilities he must face if he is going to become a man.
 3. The son thinks that his father should but out and let him live his life the way he wants to. His father thinks he should look after him and help him make the right decisions since he has guided him all the days of his life.
 4. His father will have a long talk with him and will convince him to marry the girl. They will get married and he will soon find the joy of being a father and will thank his father for showing him the right way to go.

A-8

1. The man is concerned about his son and he is having a talk with him. By him talking to his son, he thought that it will help him with his problem. The picture is concerned with only two persons, father and son.
2. I guess the boy had a problem which have been worrying him for a long time. He decided to talk with his father about.
3. The son wants his father help because he can't managed it by himself. He wants his father to see that he doesn't get pull in jail for something that he didn't do.
4. The son will go to trail and his father will help him get clear of the charge that was against him.

A-9

1. This story starts when two men are trying to figure out how to make their business improve. The names of the persons are not know but, they are partners in some type of business. Their business has had a down fall and they are trying to make it pick up again.
2. The economic down fall has really led to this situation. Since President Nixon has cut down on federal spending business just seems to fall.
3. They are thinking, what can we do about this? How can we go about doint it. They want to help other people, but first their own business must pick up. They want a better business situation.
4. If business don't pick up, they will bave to close down. But before this happens they will give it a long fight.

A-10

1. There are two persons in the picture who look like there're looking at a very sad incident that was caused by the youngest of the two men.
2. It looks to me as though one of the men, the younger one, has hurt some one very badly and they are looking at the person that he mis-treated so badly and he thinking of the wrong that he has done
3. I think the old man is wondering how did it happen and is also

thinking whether to police as well as an ambulance. I think the young wishe he could turn back the ands of time so that this inci- dent would have never happened.

4. The young man will be carried to jail, have his trail and go to prison for attempted murder and the person who's life was fortunate enough not to get caught by the attempt of the young man.

A-11

1. The people in the screen are Mike and his son they are suffering over some valuable land they've lost.
2. The government took the land, because of the back taxes the own on the land.
3. They're thinking how they're going to get it back form the govern- ment.
4. They will not be given the land back however the gov will pay them for it.

A-12

1. The father is telling the son not to feel bad because he has failed his job.
2. The boy has tried to follow in his father's footsteps, but he failed.
3. He is thinking that he is a failure, but he would like to have another try at another job.
4. The boy will get another job and make a success.

A-13

1. In this particular picture their seems to be a brief discussion be- tween a youth & elderly man. I think their seems to be a generation gap between the two individuals. So far the discussion appear to be at the stage of compromise.
2. As stated above their seem to be some type of an compromise between them. Same as always this has been an everlasting problem between the youth and the older generation.
3. The older man appears to be wanting the satisfaction of communi- cating with the younger set. Unfortunately he has met his match. The young gentlemen is observing the brief ideas of the man waing to communicate.
4. Hopefully with indivual same as the young man in the he will succeed for complete communication.

A-14

1. The boy is mad it his father because he can't do what he want. Mack, Paul.
2. The boy be doing something and no what he should be doing. The boy being acting bad.
3. The boy is thinking how mad he is at his father. The want to do what he wanted. He is mad at his father.
4. The boy will problem cool off and him and his father will be friend again.

A-15

1. There seems to be a conversation between an older man and a younger or middle age man. The younger seems to be worried about something.
2. Maybe the younger gentleman is having a family problem, between his wife, and a child.
3. The younger gentleman is wondering what is he going to do about the situation, and the older man is giving him a bite of advice.
4. Eventually the man and wife will get a divorce and he will win custody of the child.

A-16

1. In this picture the boys farther is talking over a discover that he has made. Its a cure for straight hair.
2. The boy has always wanted to do something important and think that he has but his farther thinks not.
3. The farther think that he ought to do a little more looking into.
4. The man will start all over and this time it will be right.

A-17

1. John is in the court room and Bill is question him about the death of his wife. John is very nervous.
2. John's wife was shot in there apartment last week and the police think that he had something to do with it.
3. John is thinking that he will get away with it and no one will never know the real murderer. He wants her money for another woman. Bill notice that John is very nervous and keep pressuring him harder and harder.
4. With Bill on the case John won't have a change to get away with it because Mary, his wife was Bill's sister and he and John never did get along. When Bill get through with John there won't be enough of him to go to prison.

A-18

1. A Mr. Doe is taking to his son about a war not knowing that his son has already been drafted and if he fine he will send his son strait to Canada.
2. The boy has just finished collage and his deferment has expired. and he is to leave tomorrow.
3. They are trying get agreement on what to do about this matter. Whether to go to Canada or to the war.
4. They decide to let the boy serve his country and he does and dies in combat. The end.

A-19

1. Two Doctors are talking. One has just told the other of an evil plot to get back at a person neither likes. The two men are Dr. Kazak and Dr. Vanzula.
2. Someone has done an evil deal to Dr. Vanzula. Dr. Kazak envies the person because of his achievement. He brainwashes Dr. Vanzula into

plotting with him to destroy the man.

3. They're thinking of a plot. They don't want the man's life they want to destroy his pride, self confidence or anything to make him loose position in the world. This is wanted by both doctors.
4. The men aren't going to succeed in their plot. Dr. Vanzula is finally going to realize what Dr. Kazak is trying to do, and turn against him. Dr. Kazak will die.

A-20

1. The boy and his father are sad because the boy's mother is dead and his wife is dead. They were waiting in the room when the doctor announce she was dead. And now they are looking at each other with sad faces.
2. The mother has been sick and the boy has treated her like a dog. Also his father hasn't been at home when she was sick.
3. They are thinking about the way they treated her and they wish she would come back. They would never have treated her like that if they knew death was near.
4. They will burie the woman and the boy and his father will go on suffering for ever.

A-21

1. Late one afternoon Mark went to visit his father, Mr. John Smith. Mark was very worried because he was having problems. Mark he gotten fired from his job because his boss discovered that he was an ex-convict. Mark was sent to the state pen three years ago because he was falsely
2. acussed of processing LSD. When he returned he married his girl-friend, Mary. They have a--
- 3.
- 4.

A-22

1. Two men are at conference. Two scientists.
2. The study of electricity and other technological inventions are being decided upon. The discovery of electricity and electrical power. Which make work easier and aid in machiney to help preserve our natural resources.
3. A break down in electrical power. Ways of aiding construction and experimenting. The government.
4. The electrical power is fully developed. The advancement of electrical power will be used with consideration that it cannot be destroyed. The world will continue to discoer other type of power to aid electrical power if their is a break down.

A-23

1. Joseph Blake, the boy with the dark hair, is listening to advice given by his father, Mr. Blake.
2. Joe was probably doing something he shouldn't have been doing and his father is telling him right from wrong.

3. Joe wanted a new car and his father said wait for a while, but Joe insisted that he get the car in a few days he couldn't wait. So Joe made an attempt to steal the car and got caught.
4. Luckily Joe's father knew the owner of the car dealer and talked him out of turning Joe in and promised that it wouldn't happen again.

A-24

1. The person were father and son who had a fight with each other.
2. They were talking about him going to collage. He didn't want to go.
3. The son want to quiet school and get marrage to a girl he have only known for a very short time.
4. I think that he will do what his father want him to. He know that it is best for him to go on and finish high scholl, and go on to collage.

A-25

1. A older man is talking to a younger man, these two person are talking something that has happed to this young man in the past. This older man is the younger's father.
2. The young man did something wrong and the older man is talking to him about it. This he done in the past wasn't to bad but it could hurt him in the future.
3. The young, is now thinking why he did, this and is sorry, he wants forgiveness from the people he has hurt.
4. He will not receive it and will punished because of this wrong doings, every person should be punished that does this evil deed, this man was sent to jail.

A-26

1. Two people are having a conversation. The persons are two men, father & son.
2. A misunderstand between father & son, about drugs
3. The father is try to get the son not to use drugs. The son wont to keep on using the drugs. The son--
4. The son will keep on using the drugs. If he is caught he will be sent to jail.

A-27

1. There been a aughtment between the farther and his son about the Generation Gap.
2. That the father make the boy change back to his street cloth than his hippie outfit.
3. The father try to reason with the boy telling him what best for him. He want his cloth back from his dad. But he want give the cloth back to the boy. So the boy will leave home and start his on life with somebody else. He will get hook
4. On some drug and probly go the Crazy house and then he will think back over what his father has said.

A-28

1. In the story David is telling John about his sister that he us to date some years back
2. David was in Love with John sister he hasn't see her in so long and wants to know how she is doing.
3. John is thinking that David wants to met his sister again.
4. In the end David will see her again and they will get married.

A-29

1. I think a father is talking to his son. The persons are a father and a son.
2. I think the son has a decision to make and his father is giving him advice as to what way to go. Something in the past has created a problem in the son's life.
3. The father is thinking about what he is to tell the son. Advice is wanted from the father by the son or for the son.
4. I think the son will take heed after the father and do as he (father) has told him to do. Since he had so much confidence and faith in his father. The End.

A-30

1. A father is tell his son about what he have done his wife. The son go out and stay out all night buy no food
2. the thing that led me to believe this the way the father is look at him.
3. The young man is thinking about his father is telling whether his father is right or wrong. He's taken it in very hard, and considering it very thoughtly.
4. I think the young man will take in consideration what father is telling. I think the young will try very much to try to improve what he have been doing wrong.

A-31

1. A father is talking to his son. and the boy don't under stand what he is trying to say. So the son turn his head away and don't want to listen.
2. The boy has done something wrong and they are talking about what he should have done.
3. The father is trying to figure out--
4. They will figure out the proble together and come to a discuss about what they are talking about.

A-32

1. These men are talking about a war. The men in the picture are the president of the country that is at war. One is from Greece and one is from Spain.
2. The vice president was kill by a man from the other country. And they're trying to capture the killer.
3. The president of Greece is thinking about kill 10 people from Spain

in place of the V. P. that was kill.

4. They will capture the killer. And send him to jail or maybe they will kill him.

A-33

1. The older man is advising the younger man on what to do about the war in Viet Nam. The persons are President Fredrick Toney and Vice-President James Toney.
2. Students were protesting against the war in Viet Nam. Some students went out as far as to kill themselves while protesting. Americans feels and have felt that the American boys should be at home with their families in stead of killing another human being.
3. President Toney is trying to figure out what type of jobs would be available for the U. S. troops after they are withdrawn from Viet Nam.
4. President Toney will go on television and announce his withdrawal of the United State troops. After they return, several of the troops will work with several organizations such as "Care," "Vista," programs to aid in helping the needed.

A-34

1. The persons are looking at a strange scene. It is a boy and his father. They are looking at an accident.
2. The boy let a friend borrow his car and the friend had an accident just as he was about to return the car.
3. The boy is thinking that if he hadn't of loaned his car he would still have it.
4. The driver of the car wasn't injured but the car was torn up. The friend will have to get money to buy a new car.

A-35

1. Two men are thinking about a case in court. They are Lawyer Jones, Dective Smith. They are in the Dective office going over the things which were said in court.
2. The oppositor in the case have found some new evidences which might convict their man.
3. How they can find out whether the evidence are real or or is someone lying? The men decided to make a last and final check on the story their man has given.
4. They will find out they the person was lying and his words cannot send their man to jail. In finding new evidence the men found out something which will convict the other person.

A-36

1. A father haveing a talk with the son about where he went to the other night. Father and son.
2. The son have had accident and the father is talking about that. He was drunk wile driveing and had a accident in the car.
3. The son is think that he will not be able to use the car no more. The father wanted the true from his son who was driveing the car.

The father--

4. The father will take the car key from the son. He will not be able to use the car no more. The son will go out on his own.

Picture B: Boy and Violin

B-1

1. This little boy seems to be studying or concentrating very hard on a particular subject.
2. If he studies hard enough he'll make an A instead of flunking as he has done in the past.
3. He is thinking of the right techniques to use in studying, so he can make an A.
4. If he makes an A then he will be promoted to a higher grade.

B-2

1. Ervin Berlin in his childhood, is fatigued from practice.
2. He is determined to master the violin. He has read and heard about the great composers.
3. Ervin wants to be a great violinist and composer and instructor.
4. He will be a great success and will go down in history as--

B-3

1. Jim is thinking about how to fix his guitar. It has broken and he doesn't know what to do. So he is just sitting there trying to think.
2. Jim was playing his guitar one day and he accidentally fell over a stool and broke the handle of the guitar. He was very hurt. Now he is trying to find a way to fix it.
3. Jim needs some nails and a small hammer to put his guitar back together. But he doesn't know where he can get the hammer and nails. He doesn't want to tell his parents.
4. If Jim tells his parents about him breaking his guitar, they will never get him anything else because they'll know that he can't keep it. So Jim is planning on going over his friend's house and fixing the guitar.

B-4

1. A little boy is scanning through a book with pictures in it. He's getting a kick just by looking at the pictures. He is a little boy approximately 6 years of age.
2. He was idle. He didn't have a thing to do. He was really bored. He accidentally ran upon this book on the shelf and decided to read it. It was a wild discovery.
3. Boy! Look at that elephant or some other huge shaped animal. I should would like for Mom & dad to take me to the zoo tomorrow.
4. He will tell his parents about his wild discovery. The big elephants etc. They will take him to the zoo or some other place where animals are.

B-5

1. This little boy's name is Ben he is the son of one of the most better known violine players. Ben's father is away now in another contry performing. His mother is a school teacher. Ben's father want him very much to be able to play the violine one day as great as he can but Ben
2. does not want to be a violinist. He has other things on his mind. He is wondering should he be a violinist like his father wants him to or be what he wants to be.
- 3.
- 4.

B-6

1. This is Tommy. He has broken his violin, and his parents will think he did it on purpose because he don't want to take lessons.
2. Tommy has been having trouble with violin lessons, he seems to think differently than his parents that that he don't need them and they insist because the little boy down the street is taking them.
3. Tommy is thinking he has to get rid of this broken instrument any way he can before Tuesday the day of the lessons. He wants to play baseball with the community team than play any old violin.
4. Tommy's mother & father found out that on Tuesday insted of taking lessons he went to play ball and the violin is broken. They are heart sick as they wait for Tommy. Finally he arrives tired and dirty. There are shouts, screams and tears. The Wilson family gave punishment severely to the eight year old boy. He has to come straight home after school and remain there. He is grounded for a month without allowance. He thinks everyone hates him and he said, "I will never play another note."

B-7

1. The young boy seems puzzled about how the violin was made and how to play it. He has seen it done on television once or twice but he still doesn't understand so he plans to find out.
2. Last night on television he saw a man playing a violin. He became interested so he went up to the attic and there was one his great grand father once had. This was his big chance so he brings it downstairs and begins to find out what it is really all about.
3. He is thinking what is inside of this piece of wood that makes music that is so beautiful. If I tear into the inside then I wouldn't know how to put it back together and then it wouldn't play anymore.
4. He decides not to tear it apart but wait until his father comes home. Then he ask if he can take violin lessons and find out all he can about this wonderful instrument.

B-8

1. The little boy is having a hard time learning his alphabet. He has a recorder to listen to. But it is hard still because he does know which alphabet the recorder is talking about.

2. He didn't get a chance to go to kindergarden because he was ill. The doctor told his mother that he would have to stay in bed for a long time.
3. The boy wants to learn his alphabet. But there is no one to help him because his father work and his mother work around the house.
4. His mother decide that she would get someone to help him learn his alphabet. Someone who could stay about two hours and help him learn them.

B-9

1. The boy want to learn how to play the violin. He knows something about it. He has even taken some lessons but not enough. The boy is the son of a musician.
2. The boy didn't really want to learn how to play the violin. He did in the beginning but not now. Since his father is a musician, he want his son to be one also.
3. The little boy is thinking sould I or sould I not continue my violin lessons. He wants to quit but he knows that would hurt his father.
4. If he don't quit it will hurt him in the long run. If--

B-10

1. There is a little boy who is looking very sleepy-eyed at this object that he is trying to identify with little--
2. Another person in is family probably his father has let this object on the table and being a very inquisitive person he just looked and and wondered.
3. The boy is thinking what is this object and who has left it there. He wants to know what it is and he also wants to know who left it there.
4. His father will eventually tell him, what it is and he will be satisfied and he will quit observing the object after a few minutes.

B-11

1. The child in this picture is thinking how good it would be if he fixed his violin string and started to play the instrument.
2. He has been baming on it and didn't know what he was doing. So he broke the string.
3. He's thinking and grieving over the broken string.
4. Someone will fix the string for him in time but he must learn to play.

B-12

1. The boy is staring at a violin, and hoping that one day he will be able to play it.
2. The boy has always admired the way his father played the violin.
3. He is thinking about how wonderful life could be, if only he could learn to play the violin.
4. As the boy grow's older he will learn how to play, as well as his father.

B-13

1. This photo briefly shows a pre-school child learning how to read. He seems to be doing a fairly good job of reading by himself. It brings joy to him to find out that he can read as well as he can.
2. His mother who is not shown in the photo with her son, has a great desire for her son learning to read. Although reading is very important there are other material things which she wishes him to learn also.
3. Mother while being interviewed by myself mentions how she would love her son to take piano lessons. Johnny, her child is the only child she has.
4. Johnny will--

B-14

1. This boy is looking at the table with this stick or gun or something and he is making up his mind what to do with it, Jack and John.
2. Someone's problem did something to the boy and he wants to get back at them. To him it doesn't make any difference what happens to him.
3. The boy is thinking if he should kill them or cut him or just be a friend. What he wanted most is love for someone. By his friend or his parent.
4. The boy will probably go try something and he won't hurt the or someone else. The boy's parent finds out about it.

B-15

1. The little boy seems to be depressed or disappointed. He is taking violin lessons.
2. His instructor has told him to play a note and each time he messes up. He feels that he can't do anything right.
3. The boy is concentrating on his violin. He wants to become a famous violin player.
4. I think he'll succeed if he doesn't give up, because he doesn't do so well the first time.

B-16

1. In this story a boy is sitting down reading over his violin music. He is practicing a new song.
2. The boy has always wanted to be a great musician. One day a man told him that if he practices every day for at least two hours that he would be better every day.
3. The boy is thinking that if he reads his music for an hour he would be good.
- 4.

B-17

1. Bobby is very sad. He just sits there looking at his father's guitar, he knows that if he breaks it what will happen. Tom and Jerry, his older brothers know how to play it, his father knows but he doesn't. They would all play it at night and sing but Bobby

because he couldn't and he afraid that if he touch it something awful will happen, but it didn't, you see his oldest brother Jerry was standing

2. in the door looking at him all of the time and when he picked it up, his brother asked him did he want to learn, before he could get the rest out Bobby was yelling. About two months later Bobby was as good as the rest of the family because he could play just like Jerry and he was proud of himself.
- 3.
- 4.

B-18

1. This is John who loves music but does not have the money to take any course of music. He loves the violin and wants to become a violinist.
3. He is thinking about how he is going to get the money to take lessons for the violin.
2. He heard a man playing one one day and every since he has wanted to play one.
4. He inheretes the money and learns how to play it wonderfully and play with a great orchestra. The end.

B-19

1. At an early age this young man has start violin lessions. He studies his violin think of all the great violinist and of his hopes to be one, one day. The boy is Jimmie Petterson.
2. His father & brother were famous smart violin player. He wants to be like them.
3. Jimmie wants to follow in his father & brothers footsteps. He thinks of on day being a great performer and looking down at the applauding crowd.
4. With hard practice and study Jimmie will be just like his brother and father.

B-20

1. The boy has to take violin lessons and he doesn't want to. He is alone with his violin.
2. His father was a violinist and he died and now his mother wants him to take over where his father left off. She doesn't realize that the boy hates the violin.
3. He's thinking about what his mother would do if he wouldn't take violin. He wants to help his mother but he doesn't want to play the violin.
4. Finally his mother will realize that he's a different person and he has his own thing to do. His mother will stop him from taking violin, and he will start play the guitar and become a famous entertainer.

B-21

1. Johnny is very tired and depressed because he doesn't want to take violin lessons. Every since he was three he wanted to play a drum but his mother said anybody could beat a drum but it took someone special to play a violin and Johnny had to take violin lessons.
2. For four years Johnny practiced but he has decided that he will not play the violin again and his mother must understand.
- 3.
- 4.

B-22

1. A boy wants to learn how to play a musical instrument. He is the son of a musician who doesn't want his son to be a musician.
2. The father has had spells that have lead to family disorganization. Because of the father's temper and interest in music. The father has killed his own mother and the son has lost his girl friend so he wants to escape from the sorrow.
3. That he will learn music and perhaps show his family what affect music have on other people. But he needs enough money to begin studies. He knows his family has no funds so he will be kept by a neighbor who admires him because she has no children.
4. The son will experience many misfortunes and hard tasks but if he stays with it which he will, he will make a great musician.

B-23

1. Ted is in the 4th grade and he wants to be in the schools orchestra bad.
2. But he is having difficulty learning his notes in the music and on the violin, therefore, if he can't learn his notes he can't play in the orchestra.
3. Ted's mother was counting on him because she thought he was learning a great deal because of what he had been telling her when she asked him how he was doing in music. But Ted hadn't been in the music class for about two weeks and didn't tell his mother he was out.
4. That night Ted's music teacher is coming over to their house to pick up the violin and then Ted's mother will find out that he is out of the music class. He is trying to think of some way to cover up all the bad spots.

B-24

1. Jerry, he's thing about a trip he is going to take to New York in a few days with his mother and father.
2. They had plain for this a long time now they have made up their mine that they are going. Jerry, father was born in New York and that were he met his wife.
3. Jerry wonder what New York is like. He have lived in a little small town in Georgia all his life.
4. Jerry--

B-25

1. This young boy in the picture is thinking about if only he was able to play the violin that he was looking at.
2. He was always thinking about it because his father and grandfather were violin players, and he wants to follow in their footsteps as much as possible.
3. The young boy is only thinking all this, but hopes it to be reality, because of his ego, his only wish is to play the violin. And to be good at it no matter what it takes, or how long.
4. The boy will grow up and become a great violist, and will gain popularity throughout the world. And will be happy because he has accomplished his goal.

B-26

1. This boy's father wants him to learn how to play the violin; he is not interested in the violin. A boy.
2. Him not being made to do anything that he didn't want to do.
3. I'm not going to play the violin and can't let anybody make me. His parents want him to learn to play the violin. His parents--
4. He will later stop taking lessons. He will be made to play the violin.

B-27

1. The boy and his violin is studying hard because he's trying to decide if he will play the violin or go to another field of study. His daddy probably gave him a violin for a gift. His father--
2. probably a great violin player and he wants his son to follow in his footsteps. But the boy has his own plan. The boy doesn't want his father to force him to be a violin player but looks that way.
3. it has to be. The boy probably will be just like him when he grows up and is thinking about a little more.
- 4.

B-28

1. This is Ray; he is looking at his violin; his father bought it for him when he died.
2. You see in the past his father used to play it and now Ray has it left up to Ray.
3. Ray is thinking about if he wanted to play the violin like his father did, before his father died he asked him to play in the future.
4. Ray will take lessons and learn how to play like his father wanted him to and will play in the world's great musical that ever lived.

B-29

1. A little boy is looking at a violin. The person is a little boy.
2. He has wanted to play a violin all his days because his father is a musician. His father has gone places playing in an orchestra.
3. He's thinking about all the fun he could be having if he could only

- play a violin. This is the little boy thinking this. He wants to be able to play a violin.
4. He will eventually learn to play a violin with the instructions from his father and he will finally become that great musician that he has forever dreamed of.

B-30

1. The boy have just come home from school and while at school was involve in a fight and is very mad at himself for get beaten up.
2. The thing that led me to this expression the look on the boy face and it seem that blood is running from the corner of mouth.
3. After getting in a fight at school and come home mother straight to his room to study his violin lesson but he's thinking whether he should it or not.
4. What happen the boy forget about the fight at school and try to please his mother by study his violin lesson.

B-31

1. He has got off his lesson an start doing something else he ought not do.
2. He have got--
3. He is think about--
4. He will promble miss his lesson. He will happen is that he will be made to do better next time.

B-32

1. This boy is looking at a violin he has found. The person is a little boy in the seventh grade.
2. The little boy was playing in a basement when he looked in a big box and found this instrument. Now he trying to find out what it is and how you play it.
3. The boy is thing about telling his father to give him money to take violin lessons.
4. The boy will go upstairs and show the violin to his parent and ask his father for the money. His father will tell him how do he know he want to play the violin and then he will give the child the money.

B-33

1. Jack Benny loved instruments but never had time or money enough one. So on his 13th birthdate, Jack's father surprised him with an instrument.
2. Jack's best friend had a violin, when he played the violin it sounded so beautiful until it always made Jack cry. One day while over to his friends house, he picked up the violin and plucked one of the strings. It seemed so simple until Jack plucked string after string finally he played a song on the violin.
3. Jack had enjoyed playing his first song on his friends violin. So after a couple of weeks hinting off that he wanted a violin his dad gave him one for his 13th birthday.

4. Jack will continue playing songs on his violin. His violin will always be his faithful friend for many, many years.

B-34

1. The little boy in the picture is musically inclined and he wants some day become a great violinist.
2. The boys parents know this because once they took him to a concert and he fell in love with violins. They always buy him picture books that have musical instruments in them.
3. The little boy is dreaming of the day when he will own a violin of his own.
4. The little boy will grow up but instead of be a great violinist he will be a great pianist, and he will gain world wide recognition.

B-35

1. Little Bobby is staring at the violin which his mother wants him to play.
2. Bobby doesn't want to play anymore because he isn't interested and he never has been.
3. Bobby is thinking, "Oh how I hate this thing. Why do mother want me to play this. Little Bobby wants to go out and play games with friends.
4. Bobby will find out where his mother is and slip out of the house. But soon he will be found and brought back to practise everyday in his room with the door locked. He has a very mean mother.

B-36

1. The boy is study music on the violin, which he is playing. He is tried to learn how to play the violin. A child about 12 years old. that rally play baseball.
2. His mother want someone in the family to learn how to play a violin. because her mother was the same way, about her to learn how to play a music instrument.
3. He does not like playing the violin but rally be outside playing baseball with the guys. The mother make him play two hours a day. The mother would like to have a violin player in the house. But he would rally be outside playing baseball.
4. He will never learn how to play the violin and problem himself that when he have child he will never make them do that.

Picture C: Country Scene

C-1

1. In this picture the girl is thinking of how hard her family has to work.
2. She thinks that if she goes on to school and study hard, she wont have to do and live on a farm as her parents are doing.
3. One day she will be able to help her parents.

4. She plans to go to college, find a good job and help her people.

C-2

1. A man is plowin his crop while his wife is standing by awaiting her turn to get behind the horse.
2. The farmer have went through grave troubles to get the money for futilzer and seed.
3. He has in his mind the harvest.
4. He will gather his crop and sell it, and pay his bills.

C-3

1. Betty's parents are working in the field and they have stopped and began to talk. Betty has just come from school with a problem and she wants her parents to help her but they won't listen to her. She is very angry so she is planning on running away from home.
2. Betty has had many other problems and her parents has acted in the same situation. So she decides to run away where she will be on her own and fine someone who will listen to her problems.
3. Betty wants her parents to listen to her for a chance. She is planning on going to town and getting her a job. She is not going to leave a note or nothing. She not only wants her parents to talk to her but she wants their love also.
4. She know if she stop and write--

C-4

1. A young gril is on her way to school its just starting. She hates to leave because there is so much that needs to be done. Her friend, mother and father are working.
2. Her parents, grandparents were farmers without any type of education, therefore they only know how to do laborious work. This sad for them.
3. I'm going to school to get a good education (the girl) so I won't be a prisonar of the fields the way my parents are. I will propser something in my lifetime.
4. She will get a good education & help her parents in the future by giving them financial aid.

C-5

1. Mr. Johnson is out working in the field. His wife Mary is standing out looking at him and his daughter who is home from collage for the weekend are standing out in the yard with her books. Sara's father and mother has worked very hard to try and send her to school to
2. get a good education, something they did not have. So Sara is thinking of what she could do to repay her parents for what they have done for her.
- 3.
- 4.

C-6

1. This is the story of Mary Alice Johnson and her family. There's her mother and only brother. They are farmers. Her brother John is plowing and her mother is feeding the chickens something she does no matter what.
2. Mary Alice wants to go school but her family seems to think an education on a farm isn't necessary. But she is determined and nothing will stop her.
3. Mary Alice is a thoughtful child and all the arguments and discussions they have had and she won most of the time. She seems to think that it is unfair to the other members of the family and she will decide upon something else.
4. Mary Alice has decided to go to school three hours a day or one day out of a week and help at home for the rest of the time. Everyone is happy.

C-7

1. This family farms. The daughter is in school so she can't help much until in the evening. Her mother says she doesn't do enough but her father feels she needs an education.
2. The girl's mother has to work in the hot sun while her daughter goes to school. She feels because she didn't get her education, her daughter doesn't need one either. Her father feels just the reverse. He wants her to go to school for her own good and not listen to her mother.
3. Her mother wants her to quit school and go to work in the field along side her and her father. The daughter wants to stay in school but also wants to obey her mother. Now she has to make a choice.
4. She decides she will continue to go to school after a long discussion with her father who told her that they could handle everything and that her mother wanted to be selfish.

C-8

1. The man of the house is trying to get his crop ready for harvest and sell them. The reason he wants to sell them is because he wants to send his daughter to college.
2. They had always had a hard time in the past. They had to borrow money all the time to buy them.
3. The girl wants to go to college, and her father and mother is trying their best to send her.
4. They, finally, made out alright, and the girl got a chance to go to college. She got herself a good job and is able to give back all the money her family for helping her.

C-9

1. This is a family working together for the betterment of the other. The farmer John's working hard in order to send his daughter, Sue, to school. His mother Mary is tired.
2. John knows what it mean not to have an education. So he want his

daughter to have a better life than he did.

3. John is hard to work, while Mary is wondering how's Sue doing in school and what will she be in the future. They all want Sue to be something. Sue is wondering how it was back home.
4. Sue will finish school and be something. She will be able to help her father soon.

C-10

1. This girl in the picture is on her way home from school. She spots this boy that she likes very much, but his mother won't have anything to do with her.
2. The boy probably knows that the girl likes him but he won't let her know that he likes her because of his mother's feeling toward her.
3. The girl is thinking whether the boy really cares anything about her. If so, why does he let his mother do his deciding. She wants this boy to become a close friend of her.
4. Eventually the boy will realize that he is just plain ignorant if he doesn't look over the way his mother feels about the girl and do what he really wants to do and that's to learn to know this girl better.

C-11

1. Barbara the girl in the picture with the books are leaving to go off to college and is bid her mother and brother a good farewell.
2. They are a very poor family and her brother fail to make something out of himself so their sister is determine to go to school and get an education.
3. The mother is thinking how much she will miss her daughter but also how nice it will be when she finishes school and comes back home to help out her family in order that they may live better.
4. She will go to school and get a good education and come back to help her mother and brother.

C-12

1. The girl with the books in her hands is in love with the man in the field but his mother, the woman standing, will not let her son associate with the girl.
2. The girl walked by the field each day in route from school, and each day she saw the boy she fell a little deeper in love with him.
3. She is wishing that the mother would let her son associate with her.
4. In the end the girl and boy will get together.

C-13

1. A lovely young girl awaits her lover in the lovely fields of Yellow Stone Valley. Her lover is a daily employer of the Yellow Stone Valley Fields, Inc.
2. But of them patiently are waiting of the major coming event of the wedding day. From both smiles each reflect some type of embrace.
3. Not only thinking of the wedding day but of what marriage life will be like.

4.

C-14

1. In this is a farmer who is plow his field and tell his girl to go to school. Mary, Candie, John. The mother is look at the father plow the field and look at her daughter go to school.
2. In past this is the way people made there liveing. So this is doing his field and the wife is look at him plow the field and this is being go to school since she was 6.
3. The people is think are their crop come up this year, and wonder with daughter is going to get and education.
4. The farmer crop will come up and the people will be happy. The daughter will be a great person.

C-15

1. The father of the girl is plowing the fields and the mother seems to be pregnant. The girl with the books are looking because she doesn't like this life.
2. The family seems to b in a low in-come bracket, and the daughter is going to school to get an education so that she wont have to live this way the rest of her life.
3. She's (girl with book) is looking at her poor father slave in the fields. The firl wants to climb out of this way of life.
4. I think the girl will complete her education, and she will be able to help the family (moneywise).

C-16

1. In this picture you see a man plowing his field with a mule, his wife standing on the side watching him and a girl.
2. The man field needed plowing so he waited until the sun started going down. The lady came to bring him something and the girl is just getting in from school.
3. The man wants a tractor instead of a mule for to plow with and then he can get more thing for his wife and a better education for his daughter.
4. The man family will get the tractor.

C-17

1. Mary has just got in from school her father, Kenneth and her mother are in the field. Mary think that her mother is the cause of this because about two years ago her father was a rich man. Her mother was going with a friend of his. When he gave her money she would take it to him because she thought he would marry her but he didn't. He left with one of the saloon girls and they are married and have a beautiful home.
2. While Mary and her family have nothing, but a little ran over farm. Mary and her father intend to make the best of it thinking this maybe one day they will be rich again.
- 3.
- 4.

C-18

1. A man is in the field plowing and his pregnant wife is watching and his daughter is going off to school.
2. To pay for the girl's education and some some baby close the man must work extra hard this year.
3. He is thinking about whether or not he will make enough money to keep up his farm and pay for the other bills.
4. He does make enough money and some extra every one is happy. His wife had 10 lbs baby boy. The end.

C-19

1. The young girl is leaving for school. Her father is plowing the field and her mother watches.
2. They aren't very rich. They are dirt farmers and have to work very hard for a decent living.
3. The child is thinking when she gets older will she be in the same rut. Her husband plow fields she stands silently by watching and her child leave for school every morning thinking like she is.
4. The child is going to marry a rich man. She think first of her parents then of herself. They move away, and live happy. They come for visit a lot.

C-20

1. This is a girl who has plenty of money and she's come from school and she sees this man working in the field and also a woman watching him.
2. She had heard about these people working hard and slaving and all she has to do is go to school so she came by to see for herself.
3. She's thinking how can I help them. I'll burie some money in the field. She wants to help them because she likes to help people.
4. She will burie the money in the field and she will learn that these people don't work in the field anymore. Then they will learn that she buried the money there and love her forever.

C-21

1. James and Mary Jones lives on a small farm in Alabama. James and Mary has been married for about eleven months and Mary is expecting her first child. Mark is in love with Jane Smith, the school ma, Jane is in love with James. They were suppose to be married about two
2. years ago but Jane's father forbided and sent Jane away so she could never see James again. While Jane was gone James knew she would never come back but, he still loved her.
- 3.
- 4.

C-22

1. The mother of these children is harsh. She makes the son work in the fields and sends the daughter to school so she can take in all money from the crops and obtain money from her dead husband who was killed in the army.
2. The death of the father cause the mother to hate the children who were as stepchildren to her. She wanted to marry the father before he married the children mother.
3. The daughter wants to run away and she wants her brother to come with her. She is afraid of being beaten by her wicked stepmother.
4. She will be caught and beaten badly by the stepmother and the son will eventually kill the stepmother with a tractor.

C-23

1. Shirley is coming home from school and her mother tells her it wont be long before she will have to work in the field picking and planting.
2. But Shirley has fell in love with a boy at school and she will be embarassed when the boy comes over to see her and find her work in the field.
3. Then he might not want to continue to see Shirley. So she is going to run away to him and marry him just to keep from working and losing her boy friend.
4. So they were married and they moved to Texas and bought some land and struck oil so the became millionaires.

C-24

1. Mary is just home from school watch her father plow the field while her mother watch her.
2. Mary mother and father have always wanted a farm of there own.
3. Mary thinking about what she would like to be when she growed up. She thinking--
- 4.

C-25

1. One man is plying in the fields, and a younger girl probaly his daughter is on her way to school, and his wife is standing by looking upon him.
2. The man has promised to provide their daughter with a good education, and provide a home for them all. And will do it if it is possible.
3. They all are thinking about the times they will have when the man will work no more, the girl will be out of school, and the mother want worry about either. This all each one wants.
4. The people will all be made happy, because their earnest and hard work they have put behind it.

C-26

1. This is a picture of a man plowing his field and his wife looking on. The girl look a way could be his daughter or a neighbor. The person are the father, wife daughter or neighbor.
2. They are trying to get enough money to send their child to college.
3. How much money will it take to send her to college. She wants to go to college. The daughter.
4. She will some how get enough money to go to college. They will raised farmed product to raise enough money to send her to college.

C-27

1. This happen in the hard times when they had to plow the groun with horses and men. The woman is the man wife who sending her daughter to school. The farm look like in good shape because the field is being
2. plow straight in a row because that the only way to get food is to plant it. They look well off because they afford to send their daughter off to school. The mother think that all this will not last forever.
- 3.
- 4.

C-28

1. In this story the people are Mary Jane and her mother and father. Dan is her father and Betty is her mother, Mary was trying to tell them about her book she had but they are too busy to listen.
2. Well Mary wanted to be a teacher but her father wont let her because he don't believe in books learning as he would say.
3. Now Mary is thinking that she is going to run away from home and become a teacher because that what she wants.
4. She will tell them about her plans again and tell them what she is going to do if she don't become a teacher (she will leave and they will know about she will write them and tell them about how she is doing)

C-29

1. There are 3 people involved. Two ladies are admiring a brave farmer plowing his crops. The persons are John Doe, Mary Lee, the character with books and Sally Lou the other character.
2. The 2 women have been hearing about Mr. John Doe's great farm, how well he could plow and how brave he was so they wanted to visit him.
3. The 2 ladies are thinking how happy each one of them could be if either one was his wife. They want to become Mr. John Doe's wife.
4. Mr. John Doe will eventually turn and talk to both ladies and he will ask the lady with the books to marry him because he finds that she is a literate young lady.

C-30

1. The girl standing with boy is their daughter. The woman standing side the tree is mother. The man plowing the field is the man of the house hold.
2. Because the girl is very young and she kind of resemble her mother.
3. The young girl is thinking, I glad I wasn't born in the olden day to be like my mother and father to farm for a living.
- 4.

C-31

1. The girl is going to school and look back at her mother and father and see how hard they are working for her.
- 2.
3. She think that she ought to go to school and get as much learning as she can.
4. She will try her best to finish school an earn a living.

C-32

1. The girl has just past by the man she love house. The girl and the man in the field were in love, and the woman is his wife.
2. The girl and man were in love but they had a fight and he went and got drunk and pick this woman and got her pregnant.
3. The girl is thinking about how happy she and the man could have been living on his little farm. She teaching school and him farming.
4. The man will leave his wife and to to the girl and then they will get married and the man will sell his farm and live in the city.

C-33

1. Mary Jackson is on her way to school, but her brother Jack can't go because he's the only man around the house to do the man's work. Mary's mother, Ann Jackson is watching her daughter go down the road to school.
2. Mary Jackson's father hates children. After Pam and Curtis were born, Mary's father told her mother that he didn't want any more children, but one day about a month ago Mrs. Jackson told Mr. Jackson that she was pregnant. He couldn't stand the thought of having a nother mouth to feed so he left.
3. Mrs. Jackson is trying to picture herself raising another child without her husband and help. She long for his love and understanding.
- 4.

C-34

1. The young lady is about to go away to college.
2. They are a middle class family. Their mother and father is very old.
3. The daughter is debating as to whether or not she should go off to college and leave her brother and sister at home to do all the hard

work.

4. She will go on to college and get a good education and then get married and come back home to take care of her mother and father.

C-35

1. The girl is on her way to school. This is the Downs family. Mr. Downs is plowing and Mrs. Downs has a hoe to assist him.
2. This family want their daughter to go to school, so they work hard to help her.
3. They just don't have the money to get her the materials all the other kids have. The Downs wants more money to help their daughter.
4. Their daughter will get what she never for they will sell something on their farm.

C-36

1. A young pretty girl have come from school. She see her mother and father in the field, but she is worried about what have happing in school to day.
2. The teacher at her school told her she were going to tell her mother and father on her of what she have done. She have had a little trouble out of her before she was in the eighth grade.
3. She would like to tell her mother but she is fright that she might tell her father and her father will beat her.
4. She will find it ease to tell her mother than father. Her father will beat her.

Picture D: Operating Room Scene

D-1

1. In this story 4 men are involved. Two men seem to be trying to save another man's life, while the other man is looking as though he's worried.
2. This man has been shot in the side, and there is no doctor around, so these two men are trying to remove the bullet.
3. These men are wondering if they are doing the right thing, they don't want this man to die.
4. If they save his life, they will have done a friend a favor.

D-2

1. A man has been shot through the stomach and the doctor is attempting to take the bullet out.
2. The man was shot wile going through high grass his thought he was a bear.
3. The by standers are wondering was it attemped murder or an accident.
- 4.

D-3

1. Jo is being doctor on because he has a bullet in his arm. He is a prisoner and he got wounded getting out of a car. He is being guarded by a detective which is standing in the door. They are finished with his arm and now he is being taken to jail in Boston.
2. Jo killed the governor's wife and he has now been caught. They are protecting him because they want to know why he Killed her. But it seem as if his friends don't want him to talk, so they are trying to kill him. Jo is being protected fully.
3. The police is trying to think of a way to get him to the Boston jail without him getting kill. The information Jo has is very valuable. They will dress him another way.
- 4.

D-4

1. A man has been wounded and some idiot is trying to get the bullet out of his tummy but it can't be done without certain facilities. The wounded man is on the table a by stander is looking.
2. Somebody insulted someone else and they had a silly quarrel which ended up being violent. Now someone wants to get killed.
3. Why did I do It? He has always been my friend. I would give anything just for him to be alive he saying he didn't mean to hurt him (the violent one).
4. The policement will come and investigate. Ambulance will come but the murder will be taken to jail. Despite his sorries.

D-5

1. The two doctors are trying to get the bullet out of Harry's heart. He was shot down last night in a fight with Bill Jones, who accused Harry of going with his wife. Harry and Bill has been neighbor for almost five years now, and now it look if tho they wont be neighbors anymore.
2. Harry is about to die in the hospital, and Bill is trying to get out of town. So he will be on the run until he is caught and put away.
- 3.
- 4.

D-6

1. The man lying down is Burt. Operating is Dr. Wilson. Holding the lamp is Mr. Williams. The man facing the camera is Eddie Young a lawyer. The doctor is trying to remove a bullet from Burt's side.
2. Burt was out hunting as usual and he sat down to rest and fell asleep. Realizing the time he jumped up and as soon as he stood completely up a blast was heard and he fell.
3. They think he will die. They couldn't risk the change of moving him to the hospital so they called doc Wilson. If he can get the bullet out within the next 30 minutes Burt has a chance if not he will surely die.
4. All of a sudden the lights went out and this is called for panic.

But they soon come back on again. The doctor made a successful operation and Burt is about to regain conscience. He still has to go to the hospital but the major crisis is over.

D-7

1. There are four men in a room and one has been wounded seriously. Two of the men are trying to help him but one man doesn't seem to be concerned whether he lives or dies.
2. The men were all playing cards when one man decided to cheat. Because he cheated one of his friends broke out into an outrage and shot the man in the side. The other two knew if he died they would be in trouble so they decided to help the shot man.
3. If he dies all of us will go to jail and we may be hanged. If he lives we still may go to jail but we can try and talk him out of not calling the police if we help him and he finds out he is okay.
4. The man won't die. He won't go to the police because he started the whole mess when he began cheating instead of playing by the rules of the game. He realizes he was wrong but so was the man who shot him.

D-8

1. The war is going on and a man got shot. Two other man are trying to get the bullet out of his side.
2. The reason the man got shot was that the was caught off guard because someone called him. While the person was talking to him the man got up and got shot in the side.
3. The man needs medical attention. They are trying to get some help on the walk-e-talk-e. But they can't get anyone on it.
4. They keep on trying to get someone. While they are doing that, this man step up and said I will take care of him because I know something about medicine.

D-9

1. A man has gotten shot with a gun. Another man is trying to get the bullet out of him. Although he's not really a doctor. The man that is shot is the woman's husband and she can't stan the sight of blood.
2. There has been a family dispute for years. No one has every got shot. Now the other family is sorry. One member of this family is over to the shot man's house.
3. Everybody thinks he's going to die. They don't want him to but they believe he will.
4. The man wont die. He will pull through beautifully. And this stop the family dispute.

D-10

1. There are four person in the picture one has been shot. One man is holding a light while the other man tries to cut the bullet away from the wounded man.
2. There has been a large argument and unfortunately one came out of

the argument with a bullet hole, something I am sure he wasn't expecting.

3. They are thinking whether this person will live or not and whether it will be called self defense or not.
4. The wounded man will live and he won't press any charges against his attacker because they are good friends and the both of them just lost their heads for a few minutes.

D-11

1. The people in the picture are prisoners. They have escaped. And in escaping one has gotten hurt.
2. They were serving their time out in prison for the murder of someone. In escaping one man was shot in the side so he's trying to get the bullet out his side. If he fails in getting the bullet, the man will die. The other man in the black suit can't bare the sight of blood so he's turning his head. He's just a child aiding them in their escape.
- 3.
- 4.

D-12

1. A doctor is trying to remove a bullet from a patient.
2. The patient was shot while in an argument.
3. The doctor is hoping that the operation will be a success.
4. The man with the bullet wound will recover.

D-13

1. There a wounded soldier is surrounded by two civilians and a well dressed gentleman. One member from the civilian group is attempting to help the wounded soldier.
2. The civilians have kindly come to the rescue of the soldier, while being watched by the well dressed gentleman.
3. The civilian is thinking to himself while through his trial & error method just how will his helping the wounded man will do.
4. In my opinion I think the whole attempt--

D-14

1. Someone is being helped by the doctor. The persons are John, Johnny, sonny. The man has gotten shot by someone.
2. This man's problem did something get back to him so they shot him. It must have been a party and these two men got into a disagreement. One shot the other.
3. The boy that is leaving is thinking about what is going to that person that shot. They wanted a doctor and a policeman. By someone who or someone that heard the shot.
4. The man's problem will be alright and the boy will be happy again. The police will find the person who shot the man.

D-15

1. A man seems to be sick, and two men are operating on him. The father, son, doctor.
2. Maybe this is a natural sickness and the father had to have something remove.
3. The boy is thinking about what his father has done to lead up to this illness.
4. The man will probably die and after wards the boy will worry about it for a way, and as he grows older he will learn to accept it.

D-16

1. In this picture there are three men two men are going to operate on the other one in a farm house.
2. The boy in this picture is the man's nephew who went to get help. The man has a case of an appendictom and has to be operated on at once.
3. The two doctors are thinking should they take a chance on moving him or do the operation their without the proper tools.
4. The men decide to go ahead and operate on the man. The operation was a success and the man and boy lived happy for the years to come.

D-17

1. George, Paul, John and James are in the general store. John has been shot in the side and they are trying to save him. George walks off and crys to himself. John was the sheriff of the town and he had sent Tom Bradly to jail about four years ago. Now Tom is out and has come back to kill John. George is wondering what will happen to him.
2. If his father dies. The doctor finally got the bullet out of John's side and his deputies caught Tom. They had his trial for attemp of murder and this time he's going to jail for life. Tom Bradly want revenge of John because he had sent him to prison at first but now he's gone for good.
- 3.
- 4.

D-18

1. In this picture a man is being operated because of an infection. The doctor is and they are sewing him up.
2. All of it started when he started smoking last summer.
3. The man on the table is unconscious and the others are thinking the wonderful job they have done.
4. The man will live. The end.

D-19

1. Two doctors are examing a gunshot wound. Dr. Hofman and Dr. Krinkel. The patient is Vurgess Erving.
2. Two young men were struggling over a gun in which the thought was unloaded. Vurgess got shot and Jay is sad and discontent. He

thinks back in the past over the situation and how he could have prevented.

3. Jay is think "What if Vurgess dies," then what will happen to him?" He want Vurgess to live because the whole thing was an accident.
4. Vurgess has been taken off the critical list and will be O.K. Jay will off unharmed but he will never play with a gun again.

D-20

1. The man has been shot or he is having a operation. The people involve are the man the two doctors and a young doctor.
2. The young intern has been put on special duty and he has to take care of the emergency room. He's been complaining about the way they operated and so he's put on this duty to see how it really is.
3. He's thinking about improving the hospital and the ways of working. He wants to get better equipment and better physician. But the can't ever pass his internship hardly.
4. The boy will pass his internship. He will grow older and build a better college and he will name it Medical Center. With all of the advance equipment he can get he will stock it in this center.

D-21

1. Mickie Horton is a junior at the biggest university in the state. He's studying to become a lawyer, what he has always wanted to be, but thought was impossible, because his father died when he was three leaving his mother and four other sisters and brother nothing and his mother's salvary barely fed the family.
2. But because of his high school back ground one of the richest lawyers in his home town sent him to school. Mr. Baker, the lawyer said Mickie could do what he never could because he became cripple in his senior year. His ambition was to stop crime. Mickie is thinking about crime and what he's going to do about when he gets out of college.
- 3.
- 4.

D-22

1. A murder has been committed and the person who seen it is worried because he thinks the murders will come and kill him to protect him from telling what he seen.
2. A debt that had not been paid cause a group of mobs to kill an innocent victim, because his father owns a distillery and another company wants to monopolize the industry. The two families have been quarreling every since origin.
3. That the men will come and kill him tonight before he has a chance to tell authority. The bystander wants protection by the authority, which he will obtain because of the egariness to catch the murders.
4. The murders will be traped when they try to kill the bystander. And after catching them they will be sent to prison.

D-23

1. Tom's brother has been shot with the rifle on the left.
2. He was in a fight with some more men and one shot him in the stomach. Some more men passing by saw him shoot Tom's brother.
3. So there men are trying to get the bullet out of him and try to save his life.
4. Finally the bullet was removed and Tom's brother survived. The men that shot Tom's brother were caught and put in jail.

D-24

1. John is watching his father die from a gun shot, that he receive from his wife.
2. John mother and father were fighting about something or others. Mr. Jones hit his wife and just keep on so she shot him
3. John is thinking about what will happen to his mother if his father dies. He would like to--
- 4.

D-25

1. A person is being operated on. One man is own the table, one is keeping watch, and the other two are holding the light and looking own in worry.
2. There have been a small disagreement between the people, and was upset and became violent, and the man was shot.
3. The victim doesn't know what to think or do at this time. He is busy worrying about if the will live or die. The other people are worrying exactly the same thing. All the people involved wants the same outcome.
4. The man will not die, the men working on him as had a little experience, and the operation is very difficult, and the man will live.

D-26

1. The man on the bed is being operated on. A doctor, his help, the son, & the father.
2. A serious illness, maybe a stroke.
3. The son is thinking wether or not his father will live. The son wants his father to lived. The son--
4. He will either die or get well. If he dies he will be buried, but if he lives the son willnot worry as much as he did before.

D-27

1. A team of doctors trying to save a man who had been shot by a gun. The boy who looking on he one who did it. The man came in the house drunk and started to fight his mother,
2. but he saw the gun and shot him. The man probly been doing that all the time, because boy dress up in coat and tie was fixing to leave the house when the man came in the house. Then they him to the hospital to get the bullet out.

3. The man will probably die, he will take over the household from then on.
- 4.

D-28

1. In this story the people are named Jerry, Billy, Lacy, & Michael, you see this is during war time, and Lacy is a doctor.
2. Well it like this, Jerry got shot but it wasn't by a war enemy it was by Michal. Michal was Lacy assistant but not a very good one because Dr. Lacy was a coward because about three years ago his wife died and he couldn't help her in any way, and he said he would never practice Dr. again.
3. Now Lacy is thinking about if he should help him.
4. He will and the man will get well.

D-29

1. There are two men cutting this man to death and a little boy sees him and he turns away sadly and feels real bad.
2. This man that the murderers are killing has had the reputation in town as being Mr. Big Man. Every one has been afraid of him and they, the two murderers, have plotted this killing scene up.
3. The little boy is probably thinking about what wrong the two murderers are doing. How he has been taught in Sunday School that this was very wrong.
4. The little boy will tell this to the policemen and they will run down the murderers and put them in jail. The end.

D-30

1. A young man, murder picture he saw on television the night before. Some men was robbing a bank, one of them got shot in the stomach and the other is trying to take it out.
2. Well when you usually think of something, goes up over your head. So I think that what the boy is doing.
3. Think if he would want to be a gangster. If was to be a gangster would he be lucky enough though be shot like man was before.
4. The boy will--

D-31

1. This boy father have just been shot and the two doctor trying to get the bullet out and this boy is wonder if his father will live or die, and if his father die the boy is wondering who will take care of him and his mother.
2. His father have scramble to care of the family he is think about. What he will have to become to take care of his family.
3. He wants his father to live.
- 4.

D-32

1. These two men is operating on the man laying on the bed. The person look like they're just ordnary people they don't look like doctors.
2. The man on the bed was shot by the little boy. The little boy's rich and his father lets do anything he wants so he was playing with this gun and it went off.
3. The two men are thinking about getting the bullet out so the police wont put the boy in jail.
4. The boy father will probly pay off the man if he live. So he wont call the police. And the boy will go on getting what he want. Until some day he will get into even greater trouble that his father can't get him out of.

D-33

1. Micheal is getting operated on leg. Two very cheep doctors. The doctors are Doctor Mack Donald and his accistant Doctor Farmer.
2. Micheal Doe and his brother John Doe were out hunting. John and Micheal went into two separate ways when all of a sudden John saw some bushes moving, before he could see who it was he had fired his gun. When he ran over to where he had shot and saw his brother lying there, he was so hurt.
3. John was thinking "If only that had been me, and Micheal was shooting at the bushes."
4. The doctors will remove the bullet and micheal will live for many, many years but John Doe will die in a few years because he still feel guilty for putting a hole in his brothers side.

D-34

1. The boy and his brother were playing with their father's gun and the gun went off and shot one of the brothers in the stomach.
2. The boy is thinking about what is happening to his brother in the hospital. He is very sad because he thinks that his brother might die and he somehow feels guilty about what has happened.
3. The boy wants to see his brother well again and he wishes that they hadn't have been playing with father's gun because he told them not to.
4. The brother will recoer from the operation and the boys will never play with father's gun again.

D-35

1. This is a gang of men. They have to help one of the gang members for he has an appendix attack and they can't get to a doctor.
2. The victim has been having trouble but didn't realize how serious his condition was.
3. They are thinking what are we going to do. Should we cut or not cut? One of the men wants to wait because he afraid they might kill him and the other knows there isn't time.
4. The men will take the chance. He found out he knew more about operating than he thought. He use to be a doctor but was fired. The other guy will live.

D-36

1. The persons are in a camp of war that have kill a man trying to get out, and will be killing the man. He is thinking what he have done and about his child hood, with a suit on.
2. The pressure of live and death is the cause of this. When he was a boy he use to read about a lot of things like this.
3. He thought when he was a boy he could not kill some one. He that want to live in peace with everyone but the war have gave them a hard time to go. The captain give them orders to kill the guards.
4. That will escape out side the camp in the jungles but will not make it. He will run but get kill.

APPENDIX B

MASTER SCORING OF HOSTILE PRESS IMAGERY

TABLE XIV
DESCRIPTION OF THE STORY SCORING CATEGORIES

Category	Symbol	Description
Hostile Press Imagery	HP Im	Story content showing people reacting to threatening environmental forces.
Need Press Relief	N	Expression of need for relief, withdrawal, or escape by someone in the story being affected by HP.
Instrumental Reaction to Press	Ir+, -	Eliminative action against the Press, to withdraw from it, or adjust to it, by the figure under Press. Signs indicate outcome.
Affect Reaction to Press	G+, -	Statement of emotional reaction by figure under press.
Goal Anticipation	Ga+, ?, -	Expressed statements of relief or renewed or additional Press.
Press Thema	Pth	A point is scored if the story is free from achievement imagery.

Scoring for the Four Hostile Press Pictures

The abbreviations in the right-hand columns of the scoring tables which follow denote categories and specific cases of imagery which are scored in the Hostile Press scoring system. The standard abbreviations appear below:

None: Unrelated, unscorable;

Rep.: Reprimand for personal actions;

JRet.: Legal or judicial retaliation for action or alleged action;

Dep.: Deprivation of affiliative relationships;

HVEF: Hostile, vague environmental forces;

VoP: Violation of privacy;

ItC: Inducement to crime;

DoB: Destruction of beliefs;

MAslt: Major assault on well-being;

Fired: Character is fired from a job;

Flunk: He is thrown out of or flunks out of school;

F.S.A.: Failure with strong affect;

Suicide: Suicide (G- is always inferred);

PwAff.: Pain with affect;

Div.: Divorce.

TABLE XV
SCORING FOR PICTURE A: FATHER-SON

Story No.	HP Im	N	Ir		Ga			G		Pth	Source	Score
			+	-	+	?	-	+	-			
A-1											None	0
A-2											None	0
A-3											None	0
A-4	x		x		x					x	JRet	4
A-5	x						x			x	MAslt	3
A-6											None	0
A-7											None	0
A-8	x	x	x					x		x	HVEF	5
A-9											None	0
A-10	x									x	JRet	2
A-11											None	0
A-12											None	0
A-13											None	0
A-14											None	0
A-15	x									x	Div	2
A-16											None	0
A-17	x									x	MAslt	2
A-18	x									x	MAslt	2
A-19	x									x	MAslt	2
A-20	x	x						x		x	Dep	4
A-21	x							x		x	Fired	3
A-22											None	0
A-23	x									x	Rep	2
A-24											None	0
A-25	x									x	Rep	2
A-26											None	0
A-27	x	x								x	Rep	3
A-28											None	0
A-29											None	0
A-30	x									x	Rep	2
A-31											None	0
A-32											None	0
A-33	x							x		x	Suicide	3
A-34											None	0
A-35											None	0
A-36	x	x								x	Rep	3

TABLE XVII
 SCORING FOR PICTURE C: COUNTRY SCENE

Story No.	HP Im	N	Ir		Ga			G	Pth	Source	Score
			+	-	+	?	-				
C-1										None	0
C-2										None	0
C-3	x	x					x		x	Dep	4
C-4										None	0
C-5										None	0
C-6										None	0
C-7										None	0
C-8										None	0
C-9										None	0
C-10										None	0
C-11										None	0
C-12	x	x	x						x	Dep	4
C-13										None	0
C-14										None	0
C-15										None	0
C-16										None	0
C-17										None	0
C-18										None	0
C-19										None	0
C-20										None	0
C-21	x								x	Dep	2
C-22	x	x		x			x		x	Dep	5
C-23										None	0
C-24										None	0
C-25										None	0
C-26										None	0
C-27										None	0
C-28										None	0
C-29										None	0
C-30										None	0
C-31										None	0
C-32	x		x						x	Dep	3
C-33	x	x				x			x	Dep	4
C-34										None	0
C-35										None	0
C-36	x						x		x	Rep	3

TABLE XVIII
 SCORING FOR PICTURE D: OPERATING ROOM SCENE

Story No.	HP Im	N	Ir		Ga			G		Pth	Source	Score
			+	-	+	?	-	+	-			
D-1	x					x				x	MAslt	3
D-2	x									x	MAslt	2
D-3	x									x	JRet	2
D-4	x	x							x	x	MAslt	4
D-5	x			x						x	JRet	3
D-6	x									x	MAslt	2
D-7	x									x	MAslt	2
D-8	x									x	MAslt	2
D-9	x						x		x	x	MAslt	4
D-10	x									x	MAslt	2
D-11	x		x							x	JRet	3
D-12	x									x	MAslt	2
D-13	x									x	MAslt	2
D-14	x									x	MAslt	2
D-15	x		x						x	x	Dep	4
D-16	x		x							x	MAslt	3
D-17	x					x			x	x	MAslt	4
D-18	x									x	MAlst	2
D-19	x									x	MAslt	2
D-20											None	0
D-21											None	0
D-22	x									x	MAslt	2
D-23	x									x	MAslt	2
D-24	x					x				x	MAslt	3
D-25	x					x			x	x	MAslt	4
D-26	x					x				x	MAslt	3
D-27	x									x	MAslt	2
D-28	x			x						x	MAslt	3
D-29	x									x	MAslt	2
D-30											None	0
D-31	x	x				x				x	MAslt	4
D-32	x									x	MAslt	2
D-33	x									x	MAslt	2
D-34	x	x						x	x	x	MAslt	5
D-35	x									x	MAslt	2
D-36	x			x						x	HVEF	3

APPENDIX C

MEHRABIAN RESULTANT ACHIEVEMENT MOTIVATION SCALES

(Male Scale)

Name _____

The following questionnaire of personal attitudes consists of a number of items worded as: "I'd rather do (A) than (B)," such as, "I'd rather go swimming than go bowling." You are to indicate the extent of your agreement with each item using the scale below. Please note that if you give strong agreement to the statement, "I'd rather do (A) than (B)," this indicates that you prefer (A) much more than (B). If you give strong disagreement to the statement, "I'd rather do (A) than (B)," this indicates that you prefer (B) much more than (A).

Indicate, for each item, the extent of your agreement or disagreement with that item using a numeral (+3 to -3) in the space for that item on this page.

- +3 Very strong agreement
- +2 Strong agreement
- +1 Slight agreement
- 0 No agreement and no disagreement
- 1 Slight disagreement
- 2 Strong disagreement
- 3 Very strong disagreement

- _____ 1. I worry more about getting a bad grade than I worry about getting a good grade. (-)¹
- _____ 2. I would rather work on a task where I alone am responsible for the final product than one in which many people contribute to the final product. (+)
- _____ 3. I more often attempt difficult tasks that I am not sure I can do than tasks I believe I can do. (+)
- _____ 4. I would rather do something at which I feel confident and relaxed than something which is challenging and difficult. (-)
- _____ 5. If I am not good at something I would rather keep struggling to master it than move on to something I may be good at. (+)
- _____ 6. I would rather have a job in which my role is clearly defined by others and my rewards could be higher than average, than a job in which my role is to be defined by me and my rewards are average. (-)
- _____ 7. I would prefer a well-written informative book to a good movie. (+)
- _____ 8. I would prefer a job which is important, difficult, and

¹Scoring keys appear in parentheses. They do not appear on the final form of the test.

involves a 50 per cent chance of failure to a job which is somewhat important but not difficult. (+)

- ___ 9. I would rather learn fun games that most people know than learn unusual skill games which only a few people would know. (-)
- ___ 10. It is very important for me to do my work as well as I can even if it means not getting along well with my co-workers. (+)
- ___ 11. Getting turned down after a job interview can be more painful to me than the pleasure of getting hired. (-)
- ___ 12. If I am going to play cards I would rather play a fun game than a difficult thought game. (-)
- ___ 13. I prefer competitive situations in which I have superior ability to those in which everyone involved is about equal in ability. (-)
- ___ 14. I think more of the future than of the present and past. (+)
- ___ 15. I am more unhappy about doing something badly than I am about doing something well. (-)
- ___ 16. In my spare time I would rather learn a game to develop skill for recreation. (+)
- ___ 17. I would rather run my own business and face a 50 per cent chance of bankruptcy than work for another firm. (+)
- ___ 18. I would rather take a job in which the starting salary is \$10,000 and could stay that way for some time than a job in which the starting salary is \$5,000 and there is a guarantee that within five years I will be earning more than \$10,000. (-)
- ___ 19. I would rather play in a team game than compete with just one other person. (-)
- ___ 20. The thing that is most important for me about learning to play the guitar is being able to play a musical instrument very well rather than learning to have a better time with my friends. (+)
- ___ 21. I prefer multiple-choice questions on exams to essay questions. (-)
- ___ 22. I would rather work on commission which is somewhat risky but where I would have the possibility of making more than working on a fixed salary. (+)

- ___23. I think that I hate losing more than I love winning. (-)
- ___24. I would rather wait one or two years and have my parents buy me one great gift than have them buy me several average gifts over the same period of time. (+)
- ___25. If I were able to return to one of two incompletd tasks, I would rather return to the difficult than the easy one. (+)
- ___26. I think more about my past accomplishments than about my future goals. (-)

(Female Scale)

Name _____

The following questionnaire of personal attitudes consists of a number of items worded as: "I'd rather do (A) than (B)," such as "I'd rather go swimming than go bowling." You are to indicate the extent of your agreement with each item using the scale below. Please note that if you give strong agreement to the statement, "I'd rather do (A) than (B)," this indicates that you prefer (A) much more than (B). If you give strong disagreement to the statement, "I'd rather do (A) than (B)," this indicates that you prefer (B) much more than (A).

Indicate, for each item, the extent of your agreement or disagreement with that item using a numeral (+3 to -3) in the space for that item on this page.

- +3 Very strong agreement
- +2 Strong agreement
- +1 Slight agreement
- 0 No agreement and no disagreement
- 1 Slight disagreement
- 2 Strong disagreement
- 3 Very strong disagreement

- ___ 1. I worry more about getting a good grade than I worry about getting a bad grade. (+)
- ___ 2. I more often attempt difficult tasks that I am not sure I can do than easier tasks I believe I can do. (+)
- ___ 3. I would rather do something at which I feel confident and relaxed than something which is challenging and difficult. (-)
- ___ 4. If I am not good at something I would rather keep struggling to master it than move on to something I may be good at. (+)
- ___ 5. I would rather have a job in which my role is clearly defined by others and my rewards could be higher than average, than a job in which my role is defined by me and my rewards are average. (-)
- ___ 6. My strongest feelings are aroused by fear of failure than by hope of success. (-)
- ___ 7. I would prefer a well-written informative book to a good movie. (+)
- ___ 8. I would prefer a job which is important, difficult, and involves a 50 per cent chance of failure to a job which is somewhat important but not difficult. (+)
- ___ 9. I would rather learn fun games that most people know than learn unusual skill games which only a few people would know. (-)

- ___ 10. It is very important for me to do my work as well as I can even if it means not getting along well with my co-workers. (+)
- ___ 11. Getting turned down after a job interview can be more painful to me than the pleasure of getting hired. (-)
- ___ 12. If I am going to play cards I would rather play a fun game than a difficult game. (-)
- ___ 13. I prefer competitive situations in which I have superior ability to those in which everyone involved is about equal in ability. (-)
- ___ 14. I think more of the future than of the present and past. (+)
- ___ 15. I am more unhappy about doing something badly than I am happy about doing something well. (-)
- ___ 16. I worry more about whether people will praise my work than I do about whether they will criticize it. (+)
- ___ 17. If I had to spend the money myself I would rather have an exceptional meal out than spend less and prepare an exceptional meal at home. (-)
- ___ 18. I would rather do a paper on my own than take a test. (+)
- ___ 19. I would rather share in the decision-making process of a group than take total responsibility for directing the group's activities. (-)
- ___ 20. I would rather try to make new and interesting meals that may turn out badly than make more familiar meals that frequently turn out well. (+)
- ___ 21. I would rather do something I enjoy than do something that I think is worthwhile but not much fun. (-)
- ___ 22. I would rather try to get two or three things done quickly than spend all my time working on one project. (-)
- ___ 23. If I am ill and must stay home, I use the time to relax and recuperate rather than try to read or work. (-)
- ___ 24. If I were rooming with a number of girls and we decided to have a party, I would rather organize the party myself than have one of the others organize it. (+)
- ___ 25. I would rather that our women's group be allowed to help organize city projects than be allowed to work on the projects after they have been organized. (+)
- ___ 26. I would rather cook for a couple of gourmet eaters than for a couple who simply have huge appetites. (+)

APPENDIX D

F-SCALE ITEMS

Name _____

In the following questionnaire of personal attitudes, indicate for each item the extent of your agreement or disagreement with that statement using a numeral (7 to 1) in the space opposite the statement.

- 7 Very strong agreement
- 6 Strong agreement
- 5 Slight agreement
- 4 No agreement and no disagreement
- 3 Slight disagreement
- 2 Strong disagreement
- 1 Very strong disagreement

- ___ 1. Obedience and respect for authority are the most important virtues children should learn.
- ___ 2. No weakness or difficulty can hold us back if we have enough will power.
- ___ 3. Science has its place, but there are many important things that can never possibly be understood by the human mind.
- ___ 4. Human nature being what it is, there will always be war and conflict.
- ___ 5. Every person should have complete faith in some supernatural power whose decisions he obeys without question.
- ___ 6. When a person has a problem or worry, it is best for him not to think about it, but to keep busy with more cheerful things.
- ___ 7. A person who has bad manners, habits, and breeding can hardly expect to get along with decent people.
- ___ 8. What the youth needs most is strict discipline, rugged determination, and the will to work and fight for family and country.
- ___ 9. Some people are born with an urge to jump from high places.
- ___ 10. Nowadays when so many different kinds of people move around and mix together so much, a person has to protect himself especially carefully against catching an infection or disease from them.
- ___ 11. An insult to our honor should always be punished.
- ___ 12. Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down.
- ___ 13. What this country needs most, more than laws and political programs, is a few courageous, tireless, devoted leaders in whom the people can put their faith.

- ___ 14. Sex crimes, such as rape and attacks on children, deserve more than mere imprisonment; such criminals ought to be publicly whipped, or worse.
- ___ 15. People can be divided into two distinct classes: the weak and strong.
- ___ 16. There is hardly anything lower than a person who does not feel a great love, gratitude, and respect for his parents.
- ___ 17. Some day it will probably be shown that astrology can explain a lot of things.
- ___ 18. Nowadays more and more people are prying into matters that should remain personal and private.
- ___ 19. Wars and social troubles may some day be ended by an earthquake or flood that will destroy the whole world.
- ___ 20. Most of our social problems would be solved if we could somehow get rid of the immoral, crooked, and feebleminded people.
- ___ 21. The wild sex life of the old Greeks and Romans was tame compared to some of the goings-on in this country, even in places where people might least expect it.
- ___ 22. If people would talk less and work more, everybody would be better off.
- ___ 23. Most people don't realize how much our lives are controlled by plots hatched in secret places.
- ___ 24. Homosexuals are hardly better than criminals and ought to be severely punished.
- ___ 25. The businessman and the manufacturer are much more important to society than the artist and the professor.
- ___ 26. No sane, normal, decent person could ever think of hurting a close friend or relative.
- ___ 27. Familiarity breeds contempt.
- ___ 28. Nobody ever learned anything really important except through suffering.

APPENDIX E

TAYLOR MANIFEST ANXIETY SCALE

Name _____

In the following questionnaire of personal characteristics, indicate whether each item is true or false for you by marking T or F opposite the number of the item in the space provided. Answer every item. Your answers will be confidential.

- ___ 1. I do not tire quickly. (F)¹
- ___ 2. I am often sick to my stomach. (T)
- ___ 3. I am about as nervous as other people. (F)
- ___ 4. I have very few headaches. (F)
- ___ 5. I work under a great deal of strain. (T)
- ___ 6. I cannot keep my mind on one thing. (T)
- ___ 7. I worry over money and business. (T)
- ___ 8. I frequently notice my hand shakes when I try to do something. (T)
- ___ 9. I blush as often as others. (F)
- ___ 10. I have diarrhea ("the runs") once a month or more. (T)
- ___ 11. I worry quite a bit over possible troubles. (T)
- ___ 12. I practically never blush. (F)
- ___ 13. I am often afraid that I am going to blush. (T)
- ___ 14. I have nightmares every few nights. (T)
- ___ 15. My hands and feet are usually warm enough. (F)
- ___ 16. I sweat very easily, even on cool days. (T)
- ___ 17. Sometimes when embarrassed, I break out in a sweat which annoys me greatly. (T)
- ___ 18. I do not often notice my heart pounding and I am seldom short of breath. (F)
- ___ 19. I feel hungry almost all the time. (T)

¹Scoring keys are indicated in parentheses. They do not appear on the actual scale.

- ___20. Often my bowels don't move for several days at a time. (T)
- ___21. I have a great deal of stomach trouble. (T)
- ___22. At times I lose sleep over worry. (T)
- ___23. My sleep is restless and disturbed. (T)
- ___24. I often dream about things I don't like to tell other people. (T)
- ___25. I am easily embarrassed. (T)
- ___26. I often find myself worrying about something. (T)
- ___27. My feelings are hurt easier than most people. (T)
- ___28. I wish I could be as happy as others. (T)
- ___29. I am usually calm and not easily upset. (F)
- ___30. I cry easily. (T)
- ___31. I feel anxious about something or someone almost all the time. (T)
- ___32. I am happy most of the time. (F)
- ___33. It makes me nervous to have to wait. (T)
- ___34. At times I am so restless that I cannot sit in a chair for very long. (T)
- ___35. Sometimes I become so excited that I find it hard to get to sleep. (T)
- ___36. I have often felt that I faced so many difficulties I could not overcome them. (T)
- ___37. At times I have been worried beyond reason about something that really did not matter. (T)
- ___38. I do not have as many fears as my friends. (F)
- ___39. I have been afraid of things or people that I know could not hurt me. (T)
- ___40. I certainly feel useless at times. (T)
- ___41. I find it hard to keep my mind on a task or job. (T)
- ___42. I am more self-conscious than most people. (T)
- ___43. I am the kind of person who takes things hard. (T)

- ___44. Life is often a strain for me. (T)
- ___45. At times I think I am no good at all. (T)
- ___46. I am not at all confident of myself. (T)
- ___47. At times I feel that I am going to crack up. (T)
- ___48. I don't like to face a difficulty or make an important decision. (T)
- ___49. I am very confident of myself. (F)
- ___50. I am a high strung (very nervous) person. (T)

APPENDIX F

GRAPHIC COMPARISON OF THE HP SCORE DISTRIBUTION IN THE
THREE TECHNIQUE GROUPS

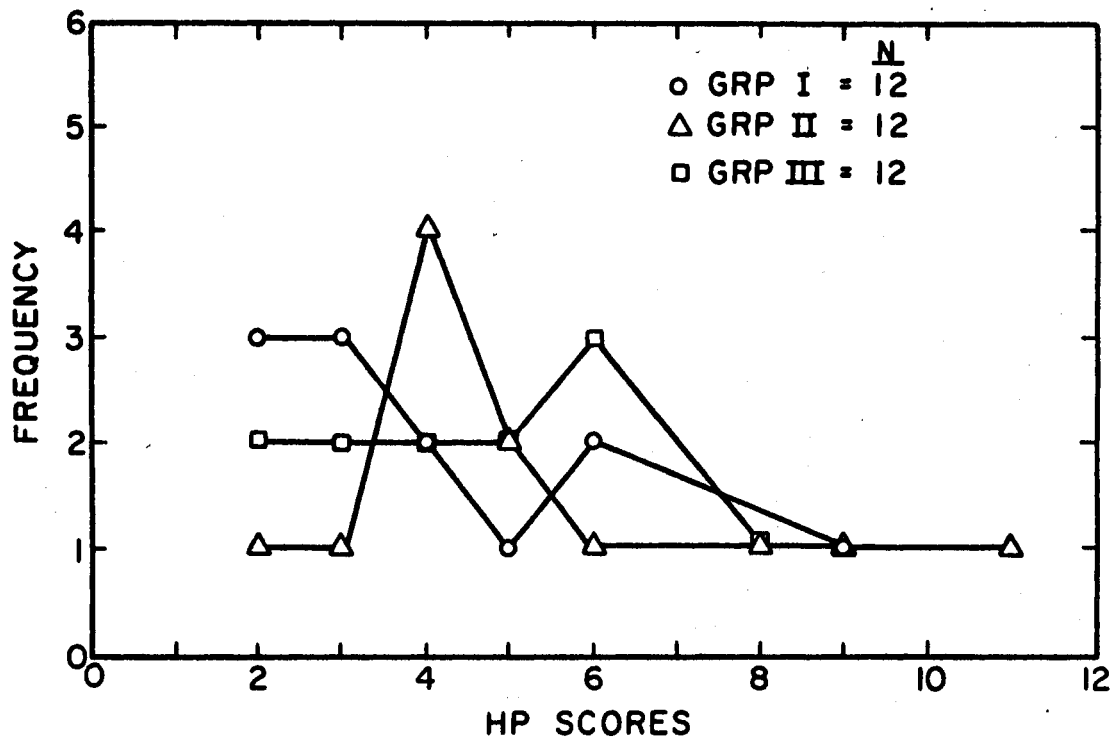


Figure 5. Graphic Comparison of the HP Score Distribution in the Three Technique Groups

VITA

Leon Frazier

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