

Price ~~Rs. 680~~ Rs. 7

[Vol. 33 A, Part II, pp. 31 to 80

JOURNAL
OF THE
INDIAN INSTITUTE OF SCIENCE

CONTENTS

AN INVESTIGATION INTO THE PROBLEM OF
PERSONALITY VALUES

BY

N. S. N. SASTRY, M.A., D.LITT.

AND

S. K. R. RAO, M.A.

1951

Prof. M. S. THACKER

B.Sc. (ENG.) (DRI'L), M.J.E.E., F.A.M.I.E.E., M.I.E. (IND.), M.INST.F., M.I.R.E. F.A.S.C., M.I.I.M.
Chairman of Editorial Board

PREFACE

The study of personality and of the values that largely determine the attitudes one develops towards persons in our immediate surroundings, has been a favourite one amongst students of human behaviour. Numerous publications that are at present available—mark the especial and wide popularity the problem of personality enjoys.

In the following report of the investigation into the personality values, the main interest will be in the methodology and the use of topological concepts in the discussion of the data. We are aware of the absolute limitations of the inquiry. It is impossible to generalise on the basis of the few cases taken into consideration. Yet, the conclusions are interesting enough. We have taken only the intimate members that constitute the limited in-group, into our consideration. They constitute the socio-psychological universe in the present investigation. Obviously, the consideration of members constituting a wider universe is necessary.

We are thankful to a number of friends who spared their valuable time in co-operating with us in this research.

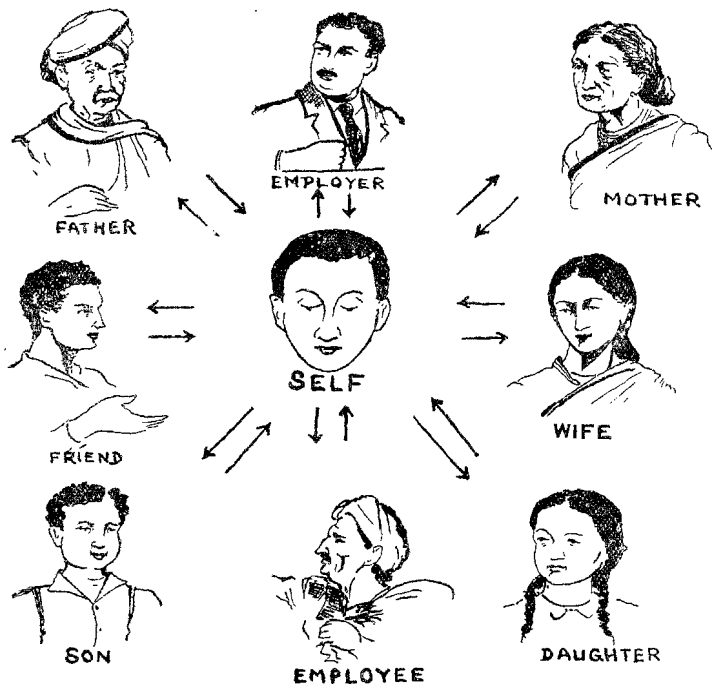
N. S. N. S.

S. K. R.

September the 5th, 1951.

CONTENTS

	PAGE
1. INTRODUCTION	31
2. THE PROBLEM, PLAN AND PROCEDURE	35
3. DATA AND ANALYSIS	41
4. ATTITUDES (CONCLUSION)	52
5. ANNEXURES	61



The Immediate Social Environment for Assessing Personality Values.

AN INVESTIGATION INTO THE PROBLEM OF PERSONALITY VALUES

BY N. S. N. SASTRY, M.A., D.LITT. AND S. K. R. RAO, M.A.
Section of Economics and Social Sciences, Indian Institute of Science, Bangalore 3

CHAPTER I

INTRODUCTION

THE ROLE OF VALUES IN SOCIAL RELATIONS

The Social Situation.—Man is always born into society; human life independent of the social situation is unthinkable. Indeed the very development of man as a social being necessarily implies the impact of diverse social relations: our language, manners and mannerisms, customs and habits, attitudes and interests are largely determined by the type of situation we live in. The psychological equipment is mostly hereditarily settled, and the psychological make-up of an individual is controlled by the double factors of heredity and environment. In the early stages of childhood the social relation that influences most indispensably is the Mother-relation; an implicit but fast attachment on the part of the infant towards its mother is a universal characteristic. The next social relation that enters into the mental make-up of an individual is the Father-relation. Generally, during later childhood the attitudes and aspirations are modelled after the father.¹ After this elementary Father-Mother situation, the individual enters a wider social situation composed of brothers, sisters, other relatives that live under the same roof as well as playmates. Regular friendship, however, emerges only later when sentiments mature; playmates turn into fond companions and they into fast friends by the magic touch of affection. Perhaps, it is at this stage that love begins its explicit manifestations; the other social relations such as father and mother acquire new significance now in this period of adolescence. Shortly, after that, the individual matures, both physiologically and psychologically. New relations in addition to the old, spring up and the individual is said to be an adult. Wife or husband is the chief relation in the preliminary stages. The economic pressure, however, soon brings in the other relation of 'employer-employee'. The individual begins to earn and he is said to settle down in life; he builds a house and rears up a family. A new type—the offspring-relation—emerges and that normally completes the immediate social circle of an individual. *i.e.*, the

¹ Stekel, Rivers and Neo-Freudians.

restricted in-group; he has now, as it were, found his place in the world as a socially determined functioning unit. After this stage, development normally does not very much depend upon the addition of any new factors or relations.

'Personality,' and 'Values'.—Every individual has a gross physical body-structure and likewise he has an inner mental frame, the psychological component of what we call a personality. It is a total, integrated structure comprehending the aptitudes, interests, abilities, and other modes of action, as well as of thought. In all interaction it is the personality of an individual that comes into contact with the situation: it is that which gets affected as a result of the interaction. Thus, personality may be said to be the individual in action. Because every situation is particular to each individual, his personality is peculiar to himself: it is built out of the material that is hereditary as well as environmental, with reference to that particular individual as well as the influence of environment. Strictly, therefore, there are as many personalities as there are persons. But since the common social situation happens to be a more comprehensive unit than the individual, it could reasonably be expected that many individuals will be affected in very similar styles and their personalities to a large extent are similar. We get thus groups of personalities or personality types depending upon the nature of the interaction between the individual and the environment.

Personality, being the unit that enters into all situational operations, consists of a series of responses to internal as well as external stimulations. It is a mode of approach directed towards the larger social structure in which the individual is inextricably involved; it consists of a variety of processes which forge the bond between the individual and the environment. The situation consists of one or more social relations; and the social relation exists in the situation as a collection of impressions, a set of ideas formed in the mind of the individual. Father, for instance, to us is an ensemble of all the impressions we have formed of him in diverse situational contexts—we gather all the bits of our experiences, episodes and incidents concerning him. We integrate them and build a total idea of our father as to how he is, what his capacities, limitations, merits, interests and so on, are, what his personality type is, and what its general characteristics are. On the basis of diverse other social relations such as this, we also form a general idea of what a successful, good or desirable type of social relation should be like; we are in a position to discern the desirable type out of a medley, because of our intimate concern with the social situation; and all such expectations are determined by one's own experience, observation and inference, outlook, interests, and attitudes. Although we may not always

be aware of it, we tacitly expect a certain personality type of a social relation and our behaviour in society points unmistakably to the presence of these expectations as well as to an understanding of the existing types. We both expect and observe; our own personality type is expressed and affected thereby. A bit of introspection will easily convince us that we never observe, at a time, the entire personality, whatever the total integrated picture of that personality be. These personality fragments or processes—as they might better be termed—are intimately involved in the situations and they might mean little independent of the situations. A thinking individual, however, when asked to, might select the particular personality process and say whether it does exist in a social relation and whether it should; he can, if intelligent, divorce it from particular situations and judge from the point of view of a fairly representative, normal and natural situation working out a common denominator of his ideas. When a personality process is thus freed from all references to individual social situations and is conceived of in its ideal and possibly pure state, it is a 'personality value'.

Are values real?—Value represents just a process abstracted from its situational references: it is characterised by absolute generalization. It is a sort of enduring trait that persists through a variety of situations. It is, however, open to doubt, whether such traits can exist apart from particular situations. Particular situations being the stimuli that elicit responses from the individual, can we speak of an abstract style of response with no reference to the occasion that necessitates it? It can by no means be denied that all conception of value should possess situational import. There is no meaning in imagining an individual in his '*ding an sich*'; the individual and the situation are complementary to each other, in a sense: the former without the latter is impossible while the latter without the former is unthinkable. Thus any consideration of personality values necessarily takes into account social situations signifying social responses. But social situations are not handled by an entirely new personality (in an individual) every time. After development the personality becomes a fairly stabilised constitution; and the situations confronting the individual are viewed primarily from the standpoint of this definite response mechanism. There are, in other words, some standard modes of behaviour that are characteristic either of the individual or of the type of the situation. These standard styles of behaviour transcend the individual situations; they are more enduring than the situations and hence they could conveniently be abstracted. They recur in a number of situations and in the first stages of personality organisation they are mostly conscious repetition with reference to each situation *per se*; but ere long they enter into the nature of the

individual and become the patterns of his personality function. These patterns or values exist prior to all situations (in the mature individual) and determine the individual's mode of action; but there can be no denying that it is the situation that energizes the value to manifest itself in action. All behaviour is to be looked upon, as Lewin does, as the function of the person and the environment, *i.e.*, $B = f(PE)$.

Thus a value mediates between the personality of the individual on the one hand and the situation on the other. The individual's behaviour, accordingly, is determined by his personality-type as well as by the type of situation at hand. An individual's characteristic behaviour in a definite situation points to the presence of a personality value, situations being numerous and the personality often being loosely organised, a host of values could be seen in operation. In ill-defined personalities, values become entirely situational (and in fact, they are so much less of values), and their behaviour is very uncertain and unpredictable. But in a fairly organised personality, values could easily be deciphered: they are constantly evoked to action and are marked by *regularity*, *definiteness*, *permanency* and *intimacy*. Without an understanding of these values it is impossible to determine the personality type. Social relations occur because of the interaction of these values. The stability of a social unit—be it family, community or State—is ensured by the mutual understanding of values between person and person.

Personality-types and value-types.—It is obvious that personality is intimately associated with the individual and not all individuals are alike; they differ in their hereditary equipment, environmental conditions, education, upbringing, experiences and so on. Strictly speaking no two individuals are alike. But the presence of the social structure, as was already mentioned, prescribes a common environment to a number of individuals and to that extent they could be grouped under one head, presuming that their behaviour becomes largely 'conditioned' by the common environment. Even so with other conditioning factors such as heredity and upbringing. The individuals naturally fall into certain types and these could be termed personality types. Attempts have been made by various investigators to describe and define these types. The most famous of them is Carl Jung's division into intravert and extravert types in four fields, intellect, sensation, feeling and intuition. Oswald Külpe classified individuals into form-biassed and colour-biassed, his major point of reference being perception and imagery. Basing his judgment on the faculty of eidetic imagery W. Jaensch classified people into B- and T-types. Kretschmer on the basis of bodily constitution classified people into cyclothymes and schizothymes. E. Spranger classified individuals into theoretical, economic, æsthetic, social

political, and religious types. None of these typologies is satisfactory, because in the anxiety to earmark an individual's type the essential factor of social relations is lost sight of. There is no point in denoting an individual as belonging to this or that personality-type unless his proper perspective in the social situation is assessed. It is of great importance to take cognizance of the fact that a person we come across is a highly socialized being; his entity is not confined to himself, it is diffused in various relations and situations. Take the latter away, and your individual fades into nothingness. He does not belong to any type in his own right or all by himself; all individuals are composite organisms, organisms within wider organisms. As such it is fallacious to speak of a personality-type in terms of purely subjective traits or constitutional peculiarities. A personality-type should be a configuration of the individual and the situational import. Thus it appears best to classify the personality type in accordance with the value—the dynamic reality which integrates the person and the situation.

How many values are there?—It can not be definitely enumerated. There are as many values as there are peculiar situations. But some of them are fairly obvious, depending upon the major situations in life; and one can easily call them to mind or at least recognise them. The individual is tied to various social relations by different processes which start from him and reach others, as well as start from others and reach him. By an act of reflection he can pick out dominant processes and name them. In the inquiry on hand the subjects were asked to do so, and out of the list of processes they gave, twenty were selected, with due regard to frequency. They are processes which exist in all human relations, not being confined to any one person or any one situation; but in one relation, some of the processes are more frequent and more characteristic than others. The assumption is, the human situation being uniform to an extent, the characteristic values in a person are also definite to an extent; on this basis an attempt is made to construct personality-types in accordance with the value or values that characterise various social relations.

CHAPTER II

THE PROBLEM, PLAN AND PROCEDURE

A proposition.—Regarding the nomenclature of the types it appears judicious not to place an emphasis on any traits or features for the reason that such traits are only symptoms and not the differentia of the types. A better way of naming the types—just for the purposes of convenient classification—is to take the clue from the social relations themselves on which the personality mould necessarily depends. A provisional scheme would be to

speak of the Father-type, Mother-type and so on. Of course, it does not imply that all fathers belong to the father-type and all mothers to the mother-type: the type does not depend on the actual social relation but on the pattern of values that characterises the relation. It is obvious that no individual can be characterised absolutely as a Father or Brother; he is a father only to his son and a brother only to his brother: the social relation is relative to the social situation. But an individual can be characterised as belonging to the father-type or brother-type, because of the values that have become fairly natural to him. The type is more enduring than the relation. An individual might exhibit the father-type towards all social relations, that is to say, the particular pattern of values that is characteristic of the father-type might be evoked to action under most of the circumstances, in which case he might be said to belong to the father-type of personality, irrespective of his social relation.

A normal socialised individual is attached to some definite relations in the social structure. Father, Mother, Friend are universal relations; no individual is without them. Brother and Sister are not so uniform or universal but sufficiently common. The married folk usually have in addition the relations of Wife or Husband, Son and Daughter. The employed individuals are attached to the employer-employee relations. These could be taken as major personality moulds into which all individuals fit in, in one capacity or another. Each type is determined by a dominant value and some other accessory values, resulting in a pattern.

Problem.—In the present inquiry, it was proposed to explore the possibilities of constructing the personality type from a view-point different from what hitherto has been the approach. The factor of values was taken as a keystone on which the edifice of personality could be founded. The importance of the social situation has duly been recognized and the concept of social relation as a pattern of values has been evolved. The problem at hand is to arrive at personality units in which values arrange themselves in definite styles. The notion that a personality depends upon a single factor—either physiological or psychological—has been dispensed with. The working principle all along has been that it is a system—no less than an atom is or a solar system. But beyond doubt it is a unity also—even as an atom, or a solar system. It is intended in the present investigation to discover the pattern of a personality, *i.e.*, a peculiar arrangement of the values which not merely endures many situations, but gives an integrating influence to varieties of thought and action. It is this pattern that makes personality a unity. It has also been assumed that a personality pattern is peculiar to each individual—a result of his inherited and environmental

factors. The problem of inquiry is to determine the type and strength of personality values that are ideal and actual in different social and personal relations. The task thus is to determine the nature of personality types and the intensity of operation in socially determined circumstances, thus finding out the distance between the expectations and actuals in any personality. The topological approach in the interpretations, would probably result in a fruitful enquiry into the pattern of personality values.

Plan.—(1) Ten persons randomly chosen were requested to give a list of each of the major qualities that are involved in normal social relations. Altogether forty-two qualities were mentioned and of them twenty commanded fairly dependable frequency. These qualities are designated as values.

List of 42 personality processes (supplied by ten randomly chosen persons)

Processes	Frequencies	Processes	Frequencies
1. Adventurous ..	(4)	22. <i>Harmonious</i> ..	(8)
2. <i>Courageous</i> ..	(8)	23. <i>Beautiful</i> ..	(6)
3. Initiative ..	(1)	24. <i>Calm</i> ..	(5)
4. <i>Sacrificing</i> ..	(1)	25. <i>Graceful</i> ..	(6)
5. <i>Respectful</i> ..	(2)	26. <i>Loving</i> ..	(9)
6. <i>Faithful</i> ..	(6)	27. <i>Ascetic</i> ..	(1)
7. <i>Bold</i> ..	(3)	28. <i>Trusting</i> ..	(4)
8. <i>Pious</i> ..	(6)	29. <i>Imaginative</i> ..	(4)
9. <i>Just</i> ..	(6)	30. <i>Orthodox</i> ..	(3)
10. <i>Sympathetic</i> ..	(7)	31. <i>Boisterous</i> ..	(1)
11. <i>Tolerant</i> ..	(3)	32. <i>Full of Vitality</i> ..	(7)
12. <i>Witty</i> ..	(1)	33. <i>Enduring</i> ..	(9)
13. <i>Wise</i> ..	(8)	34. <i>Mediative</i> ..	(2)
14. <i>Disciplined</i> ..	(8)	35. <i>Patient</i> ..	(10)
15. <i>Clever</i> ..	(5)	36. <i>Adjusting (adaptable)</i> ..	(5)
16. <i>Co-operative</i> ..	(7)	37. <i>Affectionate</i> ..	(7)
17. <i>Obedient</i> ..	(6)	38. <i>Sportive</i> ..	(1)
18. <i>Submissive</i> ..	(1)	39. <i>Obliging</i> ..	(1)
19. <i>Erudite</i> ..	(2)	40. <i>Humorous</i> ..	(8)
20. <i>Contented</i> ..	(5)	41. <i>Strong</i> ..	(2)
21. <i>Devoted</i> ..	(6)	42. <i>Energetic</i> ..	(6)

(Criterion of selection ; frequency of 6 & above)

The list of chosen values was then presented to forty individuals with a request to state whether they experienced the presence of these values in their own social relations, the response in every case was in the positive.

(2) The original ten persons were requested to inform the number of possible social relations; altogether fifteen relations were named and out of them ten were chosen considering the frequency:

List of 15 social relations supplied by ten randomly chosen persons
Those underlined are the selected social relations

Persons	Frequencies	Persons	Frequencies
1. <u>Father</u>	10	9. <u>Daughter</u>	10
2. <u>Mother</u>	10	10. <u>Wife</u> (Husband)	10
3. <u>Brother</u>	10	11. <u>Employer</u>	9
4. <u>Sister</u>	10	12. <u>Employee</u>	8
5. <u>Teacher</u>	15	13. <u>Father-in-Law</u>	2
6. <u>Student</u>	3	14. <u>Acquaintance</u>	4
7. <u>Friend</u>	10	15. <u>Colleague</u>	4
8. <u>Son</u>	10	(or co-worker)	

This list was presented to the other forty individuals for stating whether these social relations were valid in their opinion; the answer in every case was in the affirmative. Validity here means that they do really exist commonly.

The Questionnaire.—The next phase of the problem was to match the social relations and the values. With a view to facilitate this, a questionnaire was prepared. It contained eleven items in accordance with eleven social relations; Wife, Son, Daughter, Father, Mother, Friend, Brother, Sister, Employer, Self and Employee. Each item was divided into two phases, the ideal and the actual, the former required the subject to select ten qualities out of the twenty presented and rank them in order of their preference (*i.e.*, which quality is of first importance, which next and so on), while in the latter phase the subject was asked to indicate whether the qualities listed existed or not in the person concerned.

The values were presented in the adjectival form so that they might directly be applied to the relations so as to link the problem “should you-be ‘and’ Is your-” with the relations. Only the desirable traits were included in the list with a view to make selection demand, thinking and judging on the part of the subject, who had to choose only ten traits out of the twenty in the ideal aspect of the item.¹

Subjects.—For the preliminary survey one hundred girl students² of the High School standard, their age ranging between 12 and 18 were selected.

¹ See Annexure 2 for the questionnaire used.

² A set of boys is now under investigation.

One of the reasons for selecting this group was the ease of securing data in a large measure in such a group.

All the subjects being unmarried, they could answer fully some of the items, *viz.*, Father, Mother, Friend, Self, and only partially others. The data that is at hand touches only on Father, Mother and Friend in both the aspects, and on Husband, Son and Daughter in the ideal aspect only. Brothers and sisters not being uniform relations (because some subjects have no brothers or sisters and among those who have, the number of the relations vary) scores on them have not been taken into consideration.¹ The subjects have not answered on the items of Employer, Employee and Self. Thus we are left only with six relations, three complete and three partial.

Father; Mother; Friend in (both aspects)
Husband; Son; Daughter (in the ideal aspect only)

Procedure.—The subject was instructed as follows:—

These are the twenty values that ordinarily go to make up the individual's personality:

- | | |
|----------------------|------------------|
| 1. Courageous | 11. Wise |
| 2. Faithful | 12. Disciplined |
| 3. Energetic | 13. Obedient |
| 4. Affectionate | 14. Sympathetic |
| 5. Enduring | 15. Just |
| 6. Patient | 16. Devoted |
| 7. Graceful | 17. Harmonious |
| 8. Loving | 18. Co-operative |
| 9. Beautiful | 19. Humorous |
| 10. Full of vitality | 20. Pious |

The following are the six relational situations in which you have to match the values and the persons concerned:

- | | |
|-----------|----------------------|
| 1. Father | 4. Husband (or wife) |
| 2. Mother | 5. Son |
| 3. Friend | 6. Daughter |

The problem would be like this:—

(A) Should your father be:—

Select 10 qualities out of the 20 mentioned above and rank them in order of importance, *i.e.*, out of the selected qualities

¹ The defining of Brother and Sister stereotypes is under consideration.

which quality should come first, which next and so on till you finish ten qualities.

(B) Is your Father:—

Select the qualities that are actually present in your father, and leave out the ones that are not present. There is no need to choose only 10; you might mention less or more as the case may be.

Similarly for Mother, Brother, Sister, Friend and so on. If you happen to be unmarried, obviously you can answer only the (A) portion; *i.e.*, say what qualities you expect with reference to Wife or Husband, Son and Daughter. Thus you will answer the (A) part for all the six persons, and (B) part only for some.

Try to be as impartial as possible while judging the values. You need not hurry up; think well before answering each item. The experiment depends upon your honesty.

You can use the accompanying form to fill in your answers.

The form would be like this:—

(A) What you expect these persons to be:

Ranks	Value numbers	Father	Mother	Friend	Husband or Wife	Son	Daughter
I							
II							
III							
IV							
V							
VI							
VII							
VIII							
IX							
X							

(B) What they are:—

	Father	Mother	Friend
1	Yes or No	Yes or No	Yes or No
2	Yes or No	Yes or No	Yes or No
3	Yes or No	Yes or No	Yes or No
..	" "	" "	" "
..	" "	" "	" "
..	" "	" "	" "
20	" "	" "	" "

CHAPTER III

DATA AND ANALYSIS

The record sheets, after being filled in by the subjects are gathered and analysis of the data effected. The following tables of scores are obtained on the basis of the analyses. Tables I to VI show the raw scores in regard to frequency of preference for qualities (see Appendix).

The different ranks of each value in the 'ideal aspect' were separately tabled, and in order to reduce the units of comparison and to overcome the unreliability of minute distinctions (such as ranks 1 and 2) the ten ranks were reduced into three groups (*a*), (*b*), (*c*), each comprehending three ranks in order, omitting the tenth.¹ The first group, *viz.* (*a*), was the most desirable, the second (*b*) moderately so, and, the third (*c*) least desirable. And finally all the ranks were pooled together to give a total index of desirability, and these scores were ranked again. This final ranking thus indicates how frequently a value is desired by the group as a whole, with reference to any social relation.

The actual scores, *i.e.*, the number of times a value is declared to be present in the particular social relation—are also collected and tabulated.

The correspondence (*i.e.*, the number of times a value is expected), between scores in these two aspects, *viz.*, ideal and actual, has also been worked out. The 'internal correspondence', is the score that is got by totalling only such instances wherein a subject has expected that value in some measure and also declares its presence in the social relation in question. Group correspondence is a gross estimation of the total number of times

¹ See W. Albig, *Public-Opinion*, 1939, pp. 196-7.

a value is expected and the total number of times it is said to be present, with no reference to individual instances.

Father.—Out of 100 subjects 68 have chosen wisdom for the father, but only 7 have given it the first rank; whereas out of 58 who have chosen courage 36 have given it the first rank. From the point of view of ranking the values expected of the father assume this order (when the largest frequency of ranks is taken into consideration).¹

- | | |
|--------------|-----------------|
| 1. Courage | 6. Discipline |
| 2. Faith | 7. Sympathy |
| 3. Affection | 8. Co-operation |
| 4. Patience | 9. Humour |
| 5. Wisdom | 10. Piety |

But experience has shown that ranking is not always quite reliable; a tendency is observed on the part of the subjects to rank at random, not infrequently wantonly. Therefore all the ranks were clubbed together to yield a total score.

The total number of times a value is chosen yields the following order:—

- | | |
|---------------------------|--------------------------|
| 1. Wisdom | 6. Co-operation |
| 2. Patience and Affection | 7. Faith |
| 3. Courage | 8. Sympathy and Justice |
| 4. Love and Vitality | 9. Endurance |
| 5. Energy | 10. Devotion and Harmony |

These are the values, in order, expected of the Father.

When asked to evaluate their fathers in the 'actual phase', out of the hundred subjects 65 said that their fathers are affectionate and faithful, 64 wise, 63 courageous, 62 just and sympathetic, 56 co-operative, 53 loving, 49 full of vitality, and 46 patient. Considering this group judgment, thus, except energy, all the desired values actually exist.

Two sorts of correspondence have been taken into account, as was said already. Wisdom, for instance, is most expected (ranked first) of the father only 17 times, but 68 times in some measure. In 64 cases fathers are wise actually, but it is only in 49 cases that the subject reports that her father is wise and she expects him to be wise also. This is termed as internal correspondence, *i.e.*, correspondence in the same subject—to distinguish it from group correspondence. In the latter, the correspondence is between the amount of desirability and the amount of actuality in group evaluation,

¹ Refer footnote in Table I.

while it is only in the former we get the number of cases wherein ideality co-exists with the actual. To illustrate the group-correspondence. Love is expected 52 times and exists in 53 cases, and as far as the group is concerned we could say that with regard to love, fathers are what they should be, according to the subjects. But it does not mean that the 52 fathers who *are* loving are also the ones of whom love is expected by their daughters: only 31 fathers are 'loving desiredly'. It can not, however, be denied that group correspondence is, to a good extent, determined by internal correspondence and that there is a fair correspondence between the two types of correspondences. Internal correspondence points to satisfactory adjustment.

TABLE I

(Showing correspondences in values)

Group correspondence		Internal correspondence
Expected values in order	Existing values	
Wise (68)	Wise (64)	Wise (49)
Affectionate (61)	Affection (65)	Affectionate (42)
Patient (61)	Patient (46)	Patient (36)
Courageous (58)	Courageous (63)	Courageous (42)
Loving (52)	Loving (53)	Loving (31)
Full of Vitality (52)	Full of Vitality (49)	Full of Vitality (28)
Energetic (50)	Energetic (41)	Energetic (32)
Co-operative (46)	Co-operative (56)	Co-operative (32)
Faithful (45)	Faithful (65)	Faithful (30)
Sympathetic (43)	Sympathetic (62)	Sympathetic (40)
Just (43)	Just (62)	Just (39)

(Figures in brackets denote the number of times mentioned)

Characteristic Values.—Wisdom, Affection, Courage, Love and Vitality.*Accessory Values.*—Co-operation, Sympatny, Justice, Patience.

So far as the group is concerned wisdom, affection, courage, love and vitality exhibit fair correspondence between expected qualities and those that are present. The values also show good internal correspondence. He is expected by the group to possess them and it is seen that he possesses them. He is expected to be patient and energetic to a greater degree than he actually is; and with reference to co-operation, faith, sympathy and justice

he rises above the expectation.¹ It might be because these values exist in abundance that they have not been ranked high in the ideal sphere, and the tendency appears to be to rank high the values not possessed in sufficient measure. Faith, for instance, which exists in the largest measure, is least desired. But patience which exists least is expected in a high measure. The values that do not show great disparity in 'ideal' and 'actual' scores could be taken as essential, inevitable processes that are characteristic of the Father; *viz.* wisdom, affection, courage, love and vitality. Co-operation, sympathy, justice, patience and energy are accessories which complete the father-type.

Mother.—Among 100 subjects only two times has wisdom secured the first rank, but it has been chosen in some measure the largest number of times (71). Courage which is ranked first by majority is also the value that the group expect (next to wisdom) most (63), of their mothers.

From the point of view of ranking, the values expected of the mother assume this order:

- | | |
|--------------|-------------------------|
| 1. Courage | 6. Sympathy |
| 2. Faith | 7. Discipline |
| 3. Affection | 8. Devotion and Justice |
| 4. Love | 9. Humour |
| 5. Wisdom | 10. Piety |

When the ranks were rearranged into (*a*), (*b*) and (*c*) groups, courage, wisdom and sympathy were the three values desired, in order. In the ensemble of all the ranks, the values that were desired were:

- | | |
|--------------|-----------------------|
| 1. Wisdom | 6. Faith and Vitality |
| 2. Courage | 7. Beauty |
| 3. Love | 8. Patience |
| 4. Affection | 9. Justice and Energy |
| 5. Sympathy | 10. Endurance |

When asked to evaluate their mothers in the actual phase with reference to expected values, 66 out of hundred claimed that their mothers possessed faith, 65 affection, 63 love, 62 sympathy and wisdom, 57 beauty, 55 co-operation and patience, 54 courage and 51 justice. Vitality, energy and endurance are absent in the actual phase (see Table).

¹ 'Ideal' scores for these qualities are 61, 50, 46, 45, 43 and the 'actual' scores are 46, 41, 65, 62, 62.

TABLE 2

Group correspondence		Internal correspondence
Expected values in order	Existing values	
Wisdom (71)	Wisdom (62)	Wisdom (47)
Courage (63)	Courage (54)	Courage (37)
Love (62)	Love (63)	Love (49)
Affection (58)	Affection (65)	Affection (51)
Sympathy (56)	Sympathy (62)	Sympathy (36)
Faith (52)	Faith (66)	Faith (43)
Vitality (52)	Vitality (37)	Vitality (22)
Beauty (50)	Beauty (57)	Beauty (28)
Patience (49)	Patience (55)	Patience (30)
Justice (48)	Justice (51)	Justice (33)
Energy (48)	Energy (32)	Energy (17)
Endurance (45)	Endurance (32)	Endurance (21)

Characteristic Values.—Wisdom, Love, Affection, Sympathy and Courage.

Accessory Values.—Faith, Patience, Justice, Beauty and Vitality.

So far as wisdom, love, affection, sympathy, patience and justice go, mother is what she is expected to be; she is less courageous than she is expected to be, lacks the desired measure of vitality, and not so energetic or enduring. Regarding faith, beauty and patience she possesses them in abundance (more than the expected measure). Individual mothers are wise, loving and affectionate where they are desired to be so, internal correspondence being 47, 49 and 51 correspondingly.

Friend.—Out of 100 subjects 43 have given the 1st rank to courage and only 22 to faith; but the total number of times faith was chosen for Friend excelled that for courage (79 and 61).

Ranking of the values was as follows:—

- | | |
|--------------|-------------------------|
| 1. Courage | 6. Love and Vitality |
| 2. Faith | 7. Sympathy and Justice |
| 3. Affection | 8. Wisdom |
| 4. Patience | 9. Co-operation |
| 5. Grace | 10. Humour and Piety |

When the ranks were rearranged into (a), (b) and (c) groups, courage, wisdom (and patience), and sympathy were the three values chosen. Total number of times chosen, taken into consideration:

- | | |
|-----------------------|------------------------|
| 1. Faith | 6. Vitality |
| 2. Wisdom | 7. Beauty and Sympathy |
| 3. Patience | 8. Justice |
| 4. Courage | 9. Discipline |
| 5. Love and affection | 10. Grace |

was the list, in order of preference. When asked to evaluate their friends in the actual phase 76 out of 100 subjects reported their friends to be faithful, 63 affectionate, 57 courageous, 56 loving and co-operative, 55 beautiful, 54 wise and graceful, 51 just, 49 humorous and patient.

TABLE 3

Group correspondence		Internal correspondence
Expected values in order	Existing values	
Faith (79)	Faith (76)	Faith (61)
Wisdom (64)	Wisdom (54)	Wisdom (37)
Patience (63)	Patience (49)	Patience (38)
Courage (61)	Courage (57)	Courage (36)
Love (56)	Love (56)	Love (40)
Affection (56)	Affection (63)	Affection (43)
Vitality (52)	Vitality (43)	Vitality (21)
Beauty (49)	Beauty (55)	Beauty (31)
Sympathy (49)	Sympathy (48)	Sympathy (31)
Justice (47)	Justice (51)	Justice (30)
Discipline (42)	Discipline (45)	Discipline (23)
Grace (41)	Grace (54)	Grace (20)

Characteristic Values.—Faith, Love, Courage, Affection and Patience.

Accessory Values.—Wisdom, Sympathy, Patience, Justice, Discipline and Beauty.

So far as Faith, Love, Sympathy, Discipline and Courage are concerned, a sufficient degree of group-correspondence is found. Friends, however, are not so wise or patient or courageous or full of vitality as they are desired to be: they are more affectionate, more beautiful, more graceful, more just than the expectation. Internal correspondence is high only regarding faith (61) and to an extent regarding affection (43).

Husband.—Out of 100 subjects, 45 have chosen courage for their husbands in the first rank; and in some measure or other 70 subjects have expected courage from the husbands. 71 have voted for wisdom, although

it gets the first rank only six times. When ranking is taken into account we get this list:

- | | |
|------------------------|------------------------------|
| 1. Courage | 6. Sympathy and Co-operation |
| 2. Faith | 7. Justice |
| 3. Affection | 8. Discipline |
| 4. Vitality and Wisdom | 9. Humour |
| 5. Beauty | 10. Piety |

When the ranks are grouped into (a), (b) and (c), courage is chosen most, wisdom and vitality next and finally co-operation. All the ranks pooled together, gives us this list:

- | | |
|--|---------------------|
| 1. Wisdom (71) | 6. Sympathy (51) |
| 2. Courage (70) | 7. Beauty (48) |
| 3. Vitality (62) | 8. Justice (47) |
| 4. Love (59) | 9. Affection (39) |
| 5. Patience and Faith
and Co-operation (53) | 10. Discipline (37) |

The subjects being unmarried, there are no scores in the actual sphere. Judged from the point of view of expectations, wisdom, courage, vitality are seen to be most desired (above 60).

Son.—Out of 100 subjects, 47 have chosen courage for their sons in the first rank, but 82 have voted for obedience in some measure or other, 15 times in the first rank.

Ranking considered, gives us this order:

- | | |
|--------------|---------------------------|
| 1. Courage | 6. Wisdom |
| 2. Faith | 7. Obedience |
| 3. Affection | 8. Discipline and Justice |
| 4. Patience | 9. Co-operation |
| 5. Vitality | 10. Piety |

On rearrangement of ranks, courage gets the first place, wisdom second and obedience third. The total number of times mentioned taken into consideration:

- | | |
|--------------------|-----------------------|
| 1. Obedience (82) | 6. Beauty (55) |
| 2. Courage (73) | 7. Patience (54) |
| 3. Wisdom (71) | 8. Vitality (52) |
| 4. Discipline (60) | 9. Energy (47) |
| 5. Faith (59) | 10. Co-operation (44) |

Very frequently desired 'values' . . . Obedience, Courage, Wisdom and Discipline.

Less frequently desired 'values' . . . Faith, Beauty, Patience, Vitality, Energy and Co-operation.

Daughter.—Out of 100 subjects 29 have voted for courage in the first rank, but almost an equal number (23) for Faith. Besides, unlike in other cases, the number of choices in the first rank is very meagre.

Ranking, taken into account however, gives us this list:

- | | |
|--------------|-----------------|
| 1. Courage | 6. Wisdom |
| 2. Faith | 7. Obedience |
| 3. Affection | 8. Sympathy |
| 4. Grace | 9. Co-operation |
| 5. Love | 10. Piety |

When the ranks are reduced to (a), (b) and (c), Faith, Wisdom, and Obedience in order are the expected values. All the ranks pooled together:

- | | |
|-------------------|--------------------|
| 1. Beauty (88) | 6. Grace (57) |
| 2. Obedience (75) | 7. Discipline (55) |
| 3. Faith (67) | 8. Affection (54) |
| 4. Wisdom (64) | 9. Love (53) |
| 5. Patience (59) | 10. Sympathy (43) |

Very frequently desired 'values' . . . Beauty, Obedience, Faith, Wisdom.

Less frequently desired 'values' . . . Patience, Grace, Discipline, Affection and Love and Sympathy.

Father-Mother.—For the child, ordinarily father and mother belong to a single situation; they together form the Parental situation. So far as the ranking of the ideal values goes, the first requisite is wisdom, but in the next requisite, father should be co-operative while the mother devoted and just. In the case of the Father *discipline* is preferred to *sympathy* but in the case of Mother *sympathy* to *discipline*. All the other chosen values are chosen for both Father and Mother in equal measure. That is to say the Father-pattern stands out of the parent-pattern with emphasis on patience, co-operation and discipline, whereas the mother-pattern emphasises love, devotion-justice and sympathy. When the ranking has been rearranged father-type exhibits *courage-wisdom-co-operation*, while the mother-type, *courage-wisdom-sympathy*. In the ensemble of all the ranks, however, co-operation is expected only of the father and not of the mother, and beauty, of the mother and not of the father. Mother is expected to be more courageous than the father, more loving, more sympathetic and more faithful;

and Father is expected to be more patient, more affectionate, more energetic and more just than the mother.

Regarding the existing values Mothers and Fathers are equally faithful and almost equally affectionate, sympathetic and co-operative. Fathers are a bit wiser, definitely more courageous and more just than the mothers; and the mothers are more patient and more loving. Fathers are full of vitality and mothers are beautiful: distinction between the masculine phase of the parental atmosphere and the feminine is well-drawn herein. The fathers have disappointed the subjects as regards love and vitality; they have failed to reach the mark of expectation (group ranking considered). Not so highly desired values like faith, sympathy and justice exist in good measure—and this indicates lack of satisfactory adjustment. Mothers are fairly alright so far as love, affection, sympathy and wisdom and justice go, and are only disappointing where courage, is concerned. That means the mothers are more satisfying than the fathers, from the point of view of the subjects. It might be because, the subjects being girls have a fairer knowledge of their mothers than of their fathers.

Friend-Husband.—Friend relation covers both the ideal and the actual aspects; but the subjects being unmarried, husband relation enters only in the ideal aspect. On assumption the relation of Friend and the relation of husband are collinear. In the adolescent stage of the individual, sentiments spring up with a marked accent on affection; the first practicable shape it assumes is of Friendship and imperceptibly it glides into that of Husband (or wife). "In adolescence there begins for many children a narrowing of the circle. Strong feelings are evoked by one particular friend. At a later date, for most, there comes an awakening of sexual awareness and a more or less deliberate search for attachment to some beloved members of the opposite sex."¹ In the childhood playmates and companions, the gregarious and the play instincts are at work; but in friends, during adolescence, social relationship will have matured; and sentiments² will have been lifted from the purely physical and personal level to the social level. The affectional elements, characteristic of later adult marital relations, are already seen to germinate during this stage: "an emotional awakening. absorbs the individual's energy".³ The results of the investigations of Fritz Kolb and Maria Kostika⁴ point to two

¹ Fleming, C. M., *Adolescence*. 1948, p. 64.

² "Sentiments are complex emotional patterns with an intelligent core or foundation," Hurlock, E. B., *Child Development*, 1941, p. 215.

³ Buhler, C., *From Birth to Maturity*, 1947, p. 187.

⁴ *Ibid.*, p. 195.

psychological steps in the development of love life from adolescence to maturity: the emotional readiness—expressed in the form of devotion to an adult or an adolescent of the same sex (*i.e.*, a friend) and ‘spiritual’ maturity—parily sexual. The view of the Psychoanalysts that the libidinal course will be homosexual before it becomes heterosexual does have some claim to truth, although all its implications cannot satisfactorily be justified. “Homosexual attachments are made during this time (adolescence or puberty). Finally heterosexual attraction and adjustments are achieved”.¹

Regarding Courage, Faith, Affection, and Justice, same measure of these values are expected in both Friend and Husband, and almost the same measure of sympathy, humour and piety. In the fourth rank, Friend is desired to be patient while husband, wise and full of vitality. Wisdom is considered not so essential for friend as for husband. In the fifth rank, friend should be graceful and husband beautiful. On enquiry, some subjects gave out that beauty was a matter of the person—the body—whereas grace was a matter of ‘bearing’ or behaviour. Both, however, belong to the same æsthetic group. Thus we can easily understand that the æsthetic factor which plays a predominant role during adolescence covers both the ‘friends’—friend and husband. In the eighth rank the friend is expected to be wise whereas for the husband they choose discipline. It is interesting to note that so far as individual rankings go, love is chosen for the friend and not for the husband, and wisdom is ranked higher in Husband than in friend. The group ranking, however, not merely introduced love in the list of values chosen for Husband but rates it slightly higher (4th rank) therein than in the case of friend (5th rank). Wisdom, Courage, and Vitality are the values, according to the subjects, that should characterise a husband rather than a friend; but Faith and Patience are rated higher in the case of friend than in that of husband. Sympathy and justice are required in equal measure, of both. Affection distinguishes the friend while co-operation distinguishes the husband (in the realm of expectations). This might suggest that the emotional phase of the subjects is still dominated by the friend relation and the husband relation is as yet only an intellectual image; the attachment of the subjects is still confined to the friends; that is to say, they are still in the stage of emotional readiness. “The School”, (the functional aspect of School consists mostly of friends), as Charlotte Bühler says, “remains the centre of their (*i.e.*, girls’) intellectual lives so long as they are not diverted from it by precocious sexual interests or the

¹ Teagarden, F. M., *Child Psychology*, 1946, p. 349.

necessity to contribute to the support of their family".¹ That there is no mistaking between the two relations, however, is indicated by the (a), (b) and (c) ranking, where vitality is chosen for the husband while patience and sympathy for the friend. As was pointed above, friendship is an immediate environment stretching into the ideal as well as the actual spheres, but husband relation exists only in the ideal sphere. The notion of the former is a resultant of actual experience whereas the notion of the latter is built only out of information gathered by observation with the help of a little bit of 'intuitional' grasp (that is to say, an adolescent girl will have some notion of her future partner in life, prompted by some instinctual and social urges like sex, need for protection and so on).

Son-Daughter.—All the subjects being unmarried both of these relations belong only to the ideal sphere; values correspondingly are chosen only according to their expectations. In evaluating these relations the subjects are guided mainly by observation and to an extent by a sort of retrospection, *i.e.*, bringing into account what they have been themselves in the capacity of that relation. A subject (whose scores have not been included in the records on hand) reported on enquiry as to how he evaluated his son, as follows: "I substituted the son in my place and myself in the place of my father. I tried to recollect what things I was and what things my father expected of me." If this could be taken as a typical mode of evaluating non-existing relations, we can easily see that the child-relation and the parent-relation are continuous, with self as the bridge. The investigation of Lynd and Lynd show that "most children and youths value very highly the attitudes of parents in their respect for the opinion of their children".² This conclusion has an important bearing in filial expectations: the parental 'path' (a topological concept representing the connection of the two points in the psychological space) determines to an extent the filial 'path'.

Ranking taken into account, we find that courage, faith, affection, wisdom, obedience, co-operation and piety are expected both of Son and Daughter in equal measure: so far, offspring is the only consideration, sex does not interfere. In the fourth rank, however, patience is desired of son, but grace of daughter; in the fifth, vitality of son but love of daughter: in the eighth, discipline and justice of son but sympathy of daughter. Here we have an unequivocal distinction between the masculine evaluation of the son and the feminine evaluation of the daughter. Husband and Son concur as regards the measure of courage desired; father and son agree as regards

¹ *Op. cit.*, p. 189.

² Bouden and Melbo, *Social Psychology of Education*.

the measure of patience desired. In group ranking, however, the distinction between Son and Daughter is indicated emphatically. Son is expected most of all to be obedient but daughter beautiful; obedience does occupy a high rank with daughter, but one of less importance than beauty. The son should be more disciplined than the daughter and wiser to a small extent; and the daughter should be more patient and more faithful than the son. Vitality, energy and co-operation should be characteristic more of the son than of the daughter; grace, affection and sympathy are needed more in the daughter than in the son. The subjects feel that both father, husband and son should be co-operative in some considerable measure; this value is not ranked as very essential either in daughter or in mother.

CHAPTER IV³

ATTITUDES

Life standing in continuous need of adjustment, is characterised by 'attitudes'. The function of the attitude is described as clearing away, overcoming or inhibiting the debris between the individual and the goal.¹ Every situation demands the 'definition' of the organism; that is to say, the organism enters into the spirit of the situation when necessitated and comes out of it when its necessity ceases, in a particular style; and this particular style through which the organism adjusts to its environment, if stabilised owing to frequency of its occurrence, impetuosity or interest, is termed an attitude. As was pointed out earlier, the organism is capable of and is obliged to abstract the situation out of a number of actual, individual situations; and the attitude is ingrained in the organism with reference to this abstract situation. It should be mentioned here that the topological concept of 'path' is a very useful one. Individual existence viewed as a dynamic one, we can hardly escape the conclusion that the "representation of the life-space has to indicate the 'position' of persons and objects in certain 'regions'. It has to take into account locomotions of a quasi-physical, quasi-social and quasi-conceptual nature: neighbourhood relations of regions: boundaries, approaches and withdrawals; expansion and contraction: and finally movements and forces in certain direction".² Thus the behaviour of the organism consists of locomotion-processes coming from and as well as going into, the environment. And some locomotions are strong enough, frequent enough, or potent enough to be responsible for the formation of 'paths'; a path facilitates, to some extent conditions and

¹ Bowden and Melbo, *Social Psychology of Education*, p. 69.

² Kurt Lewin, *Principles of Topological Psychology*, 1936, p. 51.

sometimes necessitates, locomotion. The locomotion that is determined thus by a path, we have termed an attitude¹ (see Fig. 1).

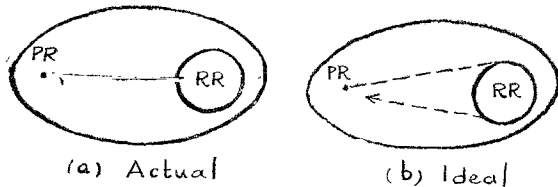


FIG. 1. Showing the psychological life-space of the individual and the regions therein
PR = Point Region, *i.e.*, the individual; RR = Reference Region, *i.e.*, particular Social Relation. The Life-space is field which is bounded.

For the functioning of an attitude, a field is necessary. The individual is looked upon as a life-space, consisting of a number of regions. A distinct space belongs to each individual and could be designated as the psychological world of that individual: it comprehends all that the individual thinks, does and is. It is not, however, an undifferentiated homogeneity: although a whole, a number of separate regions—or sub-spaces—are discernible, consequent on the multiplicity of field forces acting and interacting. An individual is the member of diverse groups and each group is an organised unit; this membership character of the individual knits these diverse fields into a configuration with the person as its nucleus. A region is bounded: and the boundary is important in so far as it causes the incoming individual to suffer certain modifications, necessitated by the inherent property of the organisms, *viz.*, adaptability. The individual enters a region, becomes a member thereof and is constrained to get affected in the way that characterises the region. Thus attitudes develop during the course of the life-time of an organism; their nature depend upon the situations under which they are brought into being as well as upon individual susceptibilities.

An attitude represents a totalistic behaviour: but it is a configuration consisting of a number of units called values. A number of psychological events arrange themselves in a particular pattern so that the distinct 'eventhoods' are displaced by a gestalt form: and this is a value. A number of these values come together in the formation of an attitude; and the organisation of a number of attitudes is termed a Personality. Neither a

¹ Allport defines attitude as "a mental and neural state of readiness, organised through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related," *A Handbook of Social Psychology*, 1935, p. 810.

value nor an attitude can function *per se*: the function of the values is subordinate to that of the Personality. To make use of a physical analogy, we might characterise the values as atoms and attitudes as molecules of the matter—Personality. Like the atom, the value is a dynamic entity, consisting of processes (or events). Like the atom again, the value never occurs in a pure form unless as a notion or concept, it always functions *in* an attitude. This 'stratification' contributes to strength as well as unity of the personality-pattern. It is because the arrangement is harmonious and enduring, that a man's personality is his own over a considerable stretch of time; in other words, the gestalt is characterised by stability, although open to alien influences. The physical world is a blind gestalt; it is a dynamically closed unity, as Lewin says. But the psychological world of an individual is an open one, it is in direct contact with the environment and open to the influence of all its processes. The environmental processes being numerous and constant, the need for some device whereby the organism's psychological stability is ensured becomes urgent; or else the individual psychologically would be an ever-fluctuating phantom and his entity would altogether be

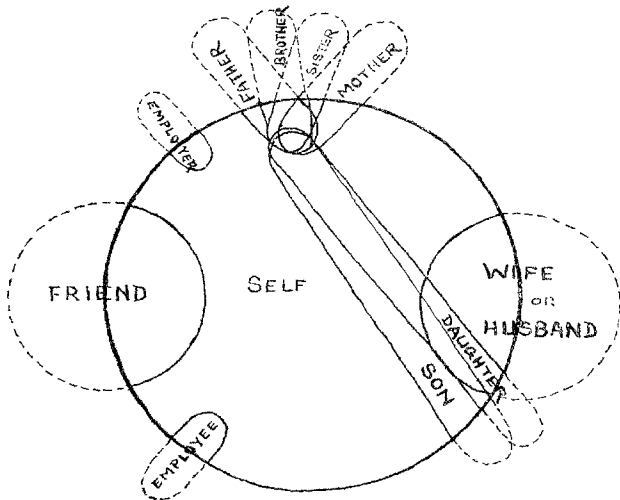


FIG. 2. The psychological life-space of the individual and the regions thereof (Hypothetical).

inane and meaningless. Personality is this factor that is stable, the thing that endures in the network of psychological events. Personality comes into operation only in situations; there is no such thing as a personality *in vacuo*. And its expression is through attitudes.

The Filial Attitudes.—The early field situation of which the individual is by necessity a member is composed of Father and Mother, which might be considered as a specialization of the first field force which is largely due to the mother relation. So far as the child is concerned the two are integrated in a Parental unity: the behaviour of the child is 'ordered' to the processes of this spatial construct of which the child is a point-region. Later, the two are differentiated and the spatial construct breaks into two constructs—Father and Mother; the filial field, that is to say, becomes structured. The personality of the individual, *viz.*, the organisation of his attitudes, is directed towards the situations and the consequent behaviour is a locomotion within the organised structure of either of the parent situations. In the psychological life-space of an individual father is a region and mother

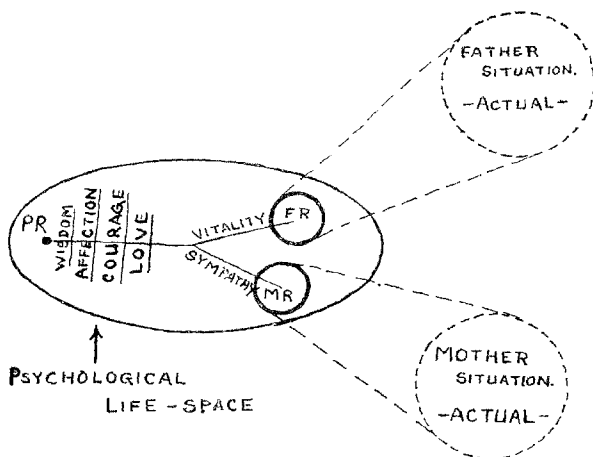


FIG. 3. The final gestalt (the topology of the filial situation)

PR = Point Region; FR = Father Region; MR = Mother Region

Note.—The intermittent lines indicate concrete situations and the continuous lines conceptualised situations.

another; the individual is a point region and the relationship between the regions is binary (see Fig. 3). During the early years of development, a 'path' becomes instituted between the point-region and the Father-region, as well as a 'path' between the point-region and the Mother-region. When locomotions occur in these paths, we speak of Father-attitude and Mother-attitude. Each attitude consists of two sets of processes—one comes from the parent-region towards the point-region (represented by the actual scores) and the other does both the to and fro journeys; *i.e.*, the individual expects (process from the individual) the parent to possess certain qualities (process toward the individual), represented by the ideal scores. The attitude comprehends both these processes. The major values that enter into the Father attitude are wisdom, affection, courage, love and vitality; the path connecting the Point-region with the Father-region is particularly sensitive to these processes. Wisdom, love, affection, sympathy and courage enter into the Mother-attitude. Thus there is definitely such a thing as the Filial path which breaks off into Father and Mother paths where vitality and courage are concerned. The Father path is characterised by vitality and the Mother path by sympathy.

Vitality, one can obviously see, is purely an objective value, objective in the sense that its field of action is confined to the particular psychological world of which it is a member; and to an extent it concerns the physiological equipment of the individual. But sympathy overruns the individual confines; it has no meaning unless in a social setting, for its function it requires at least the point region. In other words, mother bears a more intimate relationship to oneself than does the father. In an investigation carried out by Margaret Simpson, with reference to the "Parent preferences of young children",¹ the data showed the presence more of mother-preference than father-preference; and it was also apparent that the mother-preference increased as the age level advanced. This conclusion is partly borne out in the present investigation wherein correspondence between the expectations and the actualities is greater in the case of mother (14) than in that of father (12)⁵ the subjects point to a fairer understanding of mothers than of fathers. To speak in terms of topology, the Mother region is located nearer the Point region than is the Father region in the psychological life-space of the subject, and thus more intimately connected.

The supporters of the psychoanalytical theory might find that the data affords clue to the existence of the Electra-complex: vitality, with its definite sexual implications is expected of the father while sympathy, a trait we often

¹ Teachers' College, New York, 1935.

expect of our rivals, is expected of the mother. But the data, is too scanty and indefinite to warrant any such far-reaching conclusions.

The Friendship and Marital Attitudes.—These two attitudes are also binary in their relationship. During the early period of childhood, play-mates come into the psychological life-span of the individual and carve out a region therein (see Fig. 4). This is a fairly wide region at the beginning but gradually its boundary draws in; and the region becomes attenuated as also fairly well defined. Where there were a number of ill-formed loose nuclei, generally most of them will be eliminated and a conspicuous nucleus or two retained or substituted.

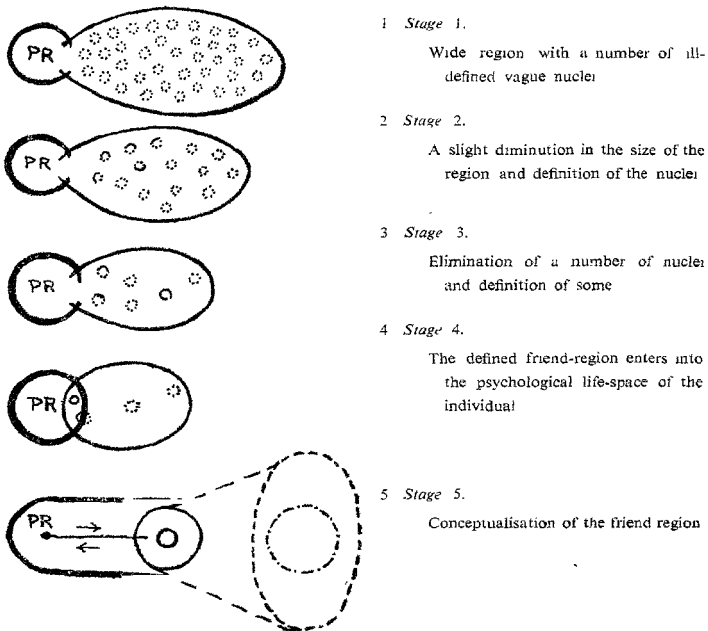


FIG. 4. The development of the friend region within the psychological life-space of an individual

Like the Mother region, the Friend region is closely knit with the point reference, no purely objective values being attached to it. The attitude towards friend (binary) is composed of faith, love, courage, affection and patience. Details of the data indicate that quasi-emotional values like beauty, grace and affection are found in abundance in the friend region. The path between the point region and the friend region is extremely sensitive to faith; which means that the emotional bond which knits the two regions is deep—deeper, in fact, than in the father and mother situations. Nowhere is the correspondence between the ideal and the actual so high as here: 79 times faith is expected of a friend and 76 times it is actually found in a friend. This high correspondence indicates a fair measure of understanding. (Mother also is found faithful in 66 cases, but the expectation is only 52 times and the internal correspondence is 43 times.)

The marital attitude is determined solely by the ideal answers. Excepting love, the other values expected of the future partner (namely, wisdom, courage and vitality) are more objective than subjective. The marital region always stands in need of internalisation (see Fig. 5).

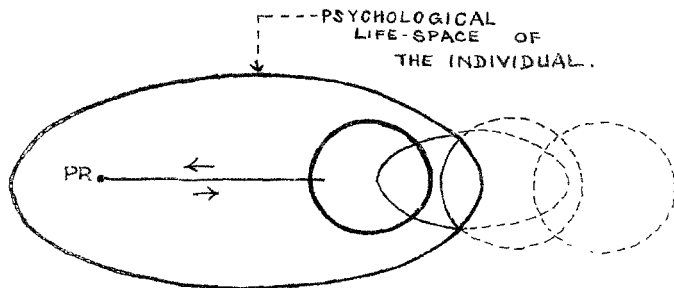


Fig. 5. Showing gradual internalization of the marital region—Wife or Husband
PR = Point Region

At first it will altogether be outside the psychological life-space of the individual and only gradually enters into the space and becomes a member thereof. As the present data stands, the process of this internalization has not proceeded a long way; a greater part of it still retains the objective trait. All the characteristic values of the marital attitude are included in the Father attitude: out of three of the accessory values not found in the father attitude, two (faith and beauty) are included in the Mother and Friend regions and

one (Discipline) is an accessory value in the friend attitude. Speaking in general, father and husband regions overlap to a considerable extent and so do the mother and friend regions (see Fig. 6).

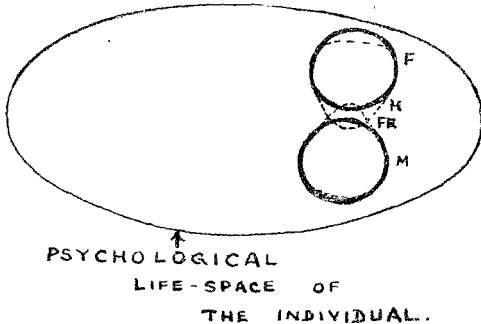


FIG. 6. Showing the overlapping of the Father-Husband and Mother-Friend regions.
F = Father Region; M = Mother Region; H = Husband Region; FR = Friend Region

The path leading to the husband region is equally sensitive to love as the path leading to father region, and more sensitive to vitality, wisdom, and courage. It appears that the husband region is an extension, as it were, of the father region.

The Parents' attitudes.—The parents' attitudes are two-fold: attitude towards son and attitude towards daughter. Like the filial attitude, these two attitudes appear in the beginning, in unison: the region in imagination, being offspring. It is only later, after the marital region assumes a definite shape, that the filial attitude disintegrates into son- and daughter-attitudes. So far as the present subjects are concerned, although two distinct regions are not discernible, yet the filial attitude is not a perfectly homogeneous stream: there is a tendency—not very strong, however,—for the son- and daughter-regions to be specified (in the ideal phase only). The path connecting the point-region with the son-region is partial to courage, vitality, energy and co-operation, while the other path is partial to grace, affection, love and sympathy. Both the paths are strongly sensitive to obedience. In an investigation carried out by Lynd and Lynd, it was found that 'strict-obedience' was rated as a very important trait in child-rearing.¹ R. M. Stogdill reports² that the parental attitudes towards children

¹ Teagarden: *Child Psychology for Professional Workers*, p. 138.

² *Journal of Social Psychology*, 1933, 4, 486-89.

are repressive; and the parents tend to favour more of introvert behaviour in their children. This is often styled as 'Jehova complex'. Out of the five essential values composing the son-attitude, three are 'repressive'; precisely the same applies to the daughter-attitude. There is an unmistakable emphasis on obedience and a strong choice for discipline.

SUMMARY OF CONCLUSION

"The total personality includes feelings and emotions as well as intellectual knowledge. It includes feelings about other people and about oneself. Recent objective studies offer evidence that there is a significant positive relationship between the attitudes that a person holds towards himself and the attitude he holds towards others.¹" Values as elements of the complex we call Personality was the main object of this investigation.

Inquiring into the structure of Personality in terms of values and situational references, it was brought to light that certain values have a tendency to cluster round a social relation such as Father, Mother, Friend, etc. Wisdom, Affection, Courage, Love and Vitality are characteristic of the Father-type of Personality; wisdom, love, affection, sympathy and courage of the mother; faith, love, courage, affection and patience of the Friend. The subjects being girls, expected husbands to possess wisdom, courage and vitality, sons to be obedient, courageous and disciplined, and daughters to be beautiful, obedient, faithful and wise. It was found that some relations have a tendency to combine to form a situation, such as father and mother, friend and husband, son and daughter: characteristic values are common and the intensity of expectation (rank) is not very divergent in the situations thus formed (refer discussion in Chapter II). The interaction between various social relations was one of attitudes. Our findings admitted of topological application: the subject who responded in terms of needs and satisfactions with regard to the values was interpreted as a psychological field, and the values that bound the point-region (*i.e.*, self) to the reference regions (*i.e.*, the social relations) were viewed as field-forces and certain paths (*i.e.*, the attitudes consisting of values) were identified (see Chapter IV, p. 27 *f.*), characteristic of several social relations.

This study is based on the response of one hundred unmarried adolescent girls and with reference to six social relations [Father, Mother, Friend, Husband (Wife), Son, Daughter] only. The study is being extended to other groups and with reference to the other five relations also (*viz.*, Brother, Sister, Employer, Employee and Self).

¹ M. J. Asch: "Nondirective Teaching in Psychology: An Experimental Study," *Psychological Monographs*, 65, 4, 321, 1951, pp. 20-21.

APPENDIX I

Tables I to VI.—Showing raw scores, ranks and internal correspondence between the actual and ideal values, amongst the various social relations.

Tables A to H.—Showing analysis of the data in regard to actual and ideal values in the various social relations.

FATHER

TABLE I

Assessment of Personality Values (Group-Trends)

(100 Girl-students of the High School Standard. Ages ranging between 12 and 18 years)

Srl. No.	Personality values	A. IDEAL Ranks										Total No. of times chosen	B. ACTUAL		Internal correspondence between (A) & (B)	Ranks of the total ideal scores			
		I	II	III	IV	V	VI	VII	VIII	IX	X		a I, II, & III	b IV, V & VI			c VII, VIII & IX	Yes	No
1	Courageous	36	3	2	4	1	5	1	2	4	1	41	10	7	58	63	37	42	4
2	Faithful	10	21	1	3	3	3	1	2	1	3	32	9	4	45	65	35	30	9
3	Energetic	7	14	8	8	2	1	2	2	6	2	29	11	10	50	41	59	22	7
4	Affectionate	10	15	17	5	4	2	2	2	4	1	42	11	8	61	65	35	42	2.5
5	Enduring	2	8	13	3	4	3	0	2	4	7	23	10	6	39	37	63	20	12
6	Patient	6	8	13	14	5	6	4	4	1	3	27	25	9	61	46	54	36	2.5
7	Graceful	0	1	5	7	3	2	2	2	3	1	6	12	7	25	45	55	18	18
8	Loving	9	7	5	11	13	4	0	1	2	3	21	28	3	52	53	47	31	5.5
9	Beautiful	1	0	5	1	7	7	1	0	0	4	6	15	1	22	23	77	7	19
10	Full of Vitality	3	7	5	8	12	5	6	5	1	4	15	25	12	52	49	51	28	5.5
11	Wise	7	4	6	6	16	10	13	2	4	1	17	32	19	68	64	36	49	1
12	Disciplined	0	1	0	0	5	10	4	5	2	1	1	15	11	27	34	66	16	17
13	Obedient	0	1	0	2	2	4	3	6	0	3	1	8	9	18	21	79	6	20
14	Sympathetic	0	2	1	2	2	8	12	9	7	5	3	12	28	43	62	38	40	10.5
15	Just	2	2	2	3	6	4	3	10	11	6	6	13	24	43	62	38	39	10.5
16	Devoted	0	2	2	2	1	4	10	6	6	5	4	7	22	33	43	57	18	13.5
17	Harmonious	0	1	5	2	2	4	3	8	8	6	6	8	19	33	31	69	16	13.5
18	Co-operative	1	2	2	3	3	5	6	12	12	10	5	11	30	46	56	44	32	8
19	Humorous	1	2	1	1	1	0	6	7	13	12	4	2	26	32	42	58	24	15
20	Pious	2	0	2	2	0	6	5	6	6	18	4	8	17	29	43	57	27	16

In each rank-column the largest frequency is taken as the appropriate rank of the value, in this and the following five tables.

MOTHER

TABLE II

Assessment of Personality Values (Group-Trends)

(100 Girl-students of the High School Standard. Ages ranging between 12 and 18 years)

Srl. No.	Personality values	A. IDEAL										B. ACTUAL			Internal correspondence between (A) & (B)	Ranks of the total ideal scores			
		Ranks										Total No. of times chosen	Yes	No					
		I	II	III	IV	V	VI	VII	VIII	IX	X						<i>a</i> I, II, & III	<i>b</i> IV, V & VI	<i>c</i> VII, VIII & IX
1	Courageous	43	2	2	2	2	0	1	0	3	1	47	4	4	63	54	46	37	2
2	Faithful	10	21	2	3	4	1	4	4	3	0	33	8	11	52	66	34	43	6.5
3	Energetic	10	12	7	5	3	3	2	3	3	2	29	11	18	48	32	68	17	10.5
4	Affectionate	7	12	14	6	3	4	3	7	2	3	33	13	12	58	65	35	51	4
5	Enduring	2	12	10	5	2	4	4	3	3	2	24	11	10	45	32	68	21	12
6	Patient	3	6	7	9	7	4	1	6	6	7	16	20	13	49	55	45	30	9
7	Graceful	3	5	10	7	8	1	0	2	4	6	18	16	6	40	47	53	28	13
8	Loving	11	5	6	13	14	10	2	1	0	2	22	37	3	62	63	37	49	3
9	Beautiful	4	5	7	7	9	8	5	3	2	2	16	24	10	50	57	43	28	8
10	Full of Vitality	3	2	13	9	6	8	5	4	2	3	18	23	11	52	37	63	22	6.5
11	Wise	2	6	1	7	16	15	14	8	2	0	9	38	24	71	62	38	47	1
12	Disciplined	0	1	2	3	6	1	11	3	6	1	3	10	20	33	30	70	14	15
13	Obedient	1	1	4	2	5	7	7	5	2	6	6	14	14	34	39	61	19	14
14	Sympathetic	1	2	1	3	3	14	12	13	7	1	4	20	32	56	62	38	36	5
15	Just	0	1	7	1	4	5	8	9	13	9	8	10	30	48	51	49	33	10.5
16	Devoted	1	0	3	2	2	3	5	9	7	6	4	7	21	32	32	68	16	16.5
17	Harmonious	0	2	2	5	1	1	5	7	4	7	4	7	16	27	30	70	12	18.5
18	Co-operative	0	2	0	2	2	4	1	8	8	9	2	8	17	27	55	45	23	18.5
19	Humorous	0	3	1	5	1	5	1	5	11	11	4	11	17	32	34	66	19	16.5
20	Pious	3	1	1	1	2	4	1	6	6	19	5	7	13	25	48	52	28	20

Assessment of Personality Values (Group-Trends)

(100 Girl-students of the High School Standard. Ages ranging between 12 and 18 years)

Srl. No.	Personality values	A. IDEAL										B. ACTUAL			Internal correspondence between (A) & (B)	Ranks of the total ideal scores			
		Ranks										Total No. of times chosen	Yes	No					
		I	II	III	IV	V	VI	VII	VIII	IX	X						a I, II & III	b IV, V & VI	c VII, VIII & IX
1	Courageous	43	4	3	2	2	0	1	3	3	0	50	4	7	61	57	43	36	4
2	Faithful	22	34	8	2	2	3	3	2	3	1	64	7	8	79	76	24	61	1
3	Energetic	4	5	9	5	2	2	1	0	2	4	18	9	3	30	44	56	21	17
4	Affectionate	5	15	20	8	1	1	1	5	0	4	40	10	6	56	63	47	43	5.5
5	Enduring	2	8	9	9	4	0	3	0	1	1	19	13	4	36	31	69	12	15
6	Patient	3	9	17	15	12	4	1	2	1	4	28	31	4	63	49	51	38	3
7	Graceful	1	2	5	12	13	5	1	1	1	2	8	30	3	41	54	46	20	12
8	Loving	7	5	5	8	10	12	5	3	1	1	17	30	9	56	56	44	40	5.5
9	Beautiful	3	6	2	7	10	5	8	6	2	1	11	22	16	49	55	45	31	8.5
10	Full of Vitality	0	1	6	9	9	12	5	6	4	1	7	30	15	52	43	57	21	7
11	Wise	3	3	4	6	9	16	10	10	3	3	10	31	23	64	54	46	37	2
12	Disciplined	0	0	0	4	6	11	6	9	6	5	0	21	21	42	45	55	23	11
13	Obedient	0	3	2	0	6	4	9	7	9	0	5	10	25	40	46	54	15	13.5
14	Sympathetic	0	0	3	2	4	8	13	9	10	6	3	14	32	49	48	52	31	8.5
15	Just	2	2	1	2	3	6	13	8	10	9	5	11	31	47	51	49	30	10
16	Devoted	0	1	0	3	1	4	3	6	8	1	1	8	17	26	25	75	5	18.5
17	Harmonious	0	1	2	1	0	0	6	9	7	8	3	1	22	26	33	67	12	18.5
18	Co-operative	0	1	3	1	5	7	5	4	14	10	4	13	23	40	56	44	33	13.5
19	Humorous	1	0	1	2	2	6	2	7	10	14	2	10	19	31	49	51	27	16
20	Pious	2	0	0	1	3	2	4	4	3	14	2	6	11	19	34	66	13	20

HUSBAND

TABLE IV

Assessment of Personality Values (Group-Trends)

(100 Girl-students of the High School Standard. Ages ranging between 12 and 18 years)

Srl. No.	Personality values	IDEAL										(a) I, II & III	(b) IV, V & VI	(c) VII, VIII & IX	Total No. of times chosen	Ranks
		Ranks														
		I	II	III	IV	V	VI	VII	VIII	IX	X					
1	Courageous	45	2	2	3	2	6	6	1	3	4	49	11	10	74	2
2	Faithful	14	26	2	6	1	7	2	2	3	2	42	14	7	53	5.5
3	Energetic	2	6	7	1	3	5	6	3	1	6	15	9	10	34	13.5
4	Affectionate	3	3	14	6	3	1	1	4	4	6	20	10	9	39	11
5	Enduring	0	4	4	5	2	2	7	3	7	3	8	9	17	34	13.5
6	Patient	4	5	13	8	6	4	2	6	5	1	22	18	13	53	5.5
7	Graceful	0	3	7	5	4	1	4	4	3	2	10	10	11	31	15
8	Loving	11	10	7	9	8	6	3	3	2	2	28	23	8	59	4
9	Beautiful	4	7	8	1	9	9	4	4	2	2	19	19	10	48	9
10	Full of Vitality	3	2	9	12	7	13	5	6	4	5	14	33	15	62	3
11	Wise	6	9	9	12	14	7	9	3	2	6	24	33	14	71	1
12	Disciplined	2	1	2	4	7	7	3	9	2	5	5	18	14	37	12
13	Obedient	1	0	2	2	1	5	4	2	2	2	3	8	8	19	20
14	Sympathetic	0	1	3	5	6	8	5	10	13	4	4	19	28	51	8
15	Just	1	0	4	3	6	5	9	11	8	4	5	14	28	47	10
16	Devoted	0	0	0	5	6	2	5	7	3	4	0	13	15	28	17
17	Harmonious	0	2	0	1	2	3	6	5	4	5	2	6	15	23	18
18	Co-operative	1	0	3	2	8	3	7	8	16	9	4	18	31	53	5.5
19	Humorous	2	2	2	2	3	3	4	4	9	12	6	8	17	31	15
20	Pious	1	1	1	2	0	3	4	4	4	13	3	5	12	20	19

TABLE V

Assessment of Personality Values (Group-Trends)

(100 Girl-students of the High School Standard. Ages ranging between 12 and 18 years)

Srl. No.	Personality values	IDEAL													Total No. of times chosen	Ranks
		Ranks														
		I	II	III	IV	V	VI	VII	VIII	IX	X	I, II & III	IV, V & VI	VII, VIII & IX		
1	Courageous ..	47	1	5	2	2	7	2	5	2	2	53	11	9	73	2
2	Faithful ..	10	24	5	6	4	2	3	1	4	3	39	12	8	59	5
3	Energetic ..	5	17	13	5	0	1	2	3	1	4	35	6	6	47	9
4	Affectionate ..	4	9	14	7	2	1	1	2	3	0	27	10	6	43	11.5
5	Enduring ..	0	4	10	4	1	1	2	1	3	2	14	6	6	26	16
6	Patience ..	1	4	11	14	7	3	4	7	7	16	24	14	54	7	
7	Graceful ..	0	3	3	6	11	1	4	2	2	6	18	8	32	15	
8	Loving ..	4	3	4	9	6	7	2	3	1	3	11	22	6	39	13
9	Beautiful ..	3	6	8	10	10	7	5	4	2	4	17	27	11	55	6
10	Full of Vitality ..	2	2	3	3	13	11	8	6	4	3	7	27	18	52	8
11	Wise ..	6	6	8	6	10	17	8	5	5	6	20	33	18	71	3
12	Disciplined ..	2	3	4	9	4	11	11	11	5	4	9	24	27	60	4
13	Obedient ..	15	7	8	3	7	5	18	9	10	2	30	15	37	82	1
14	Sympathetic ..	0	0	0	4	4	7	5	10	5	2	0	15	20	35	14
15	Just ..	1	2	2	1	4	6	10	11	6	8	5	11	27	43	11.5
16	Devoted ..	0	2	0	3	1	4	2	6	2	5	2	8	10	20	17
17	Harmonious ..	0	0	0	1	2	2	0	5	4	6	0	6	9	15	19
18	Co-operative ..	0	0	1	1	9	4	4	8	17	12	1	14	29	44	10
19	Humorous ..	0	2	1	1	1	2	3	2	7	8	3	4	12	19	18
20	Pious ..	0	1	0	2	1	0	3	2	4	12	1	3	9	13	20

DAUGHTER

TABLE VI

Assessment of Personality Values (Group-Trends)

(100 Girl-students of the High School Standard. Ages between 12 and 18 years)

Srl. No.	Personality values	IDEAL										(a) I, II & III	(b) IV, V & VI	(c) VII, VIII & IX	Total No. of times chosen	Ranks
		I	II	III	IV	V	VI	Ranks VII	VIII	IX	X					
1	Courageous	29	2	2	1	0	2	1	2	3	3	33	3	9	42	11
2	Faithful	23	19	4	2	2	1	3	4	9	4	46	5	16	67	3
3	Energetic	4	14	7	0	1	1	2	1	2	6	25	2	5	32	15
4	Affectionate	9	16	14	6	2	4	0	1	2	3	39	12	3	54	8
5	Enduring	0	5	9	5	6	2	2	3	5	2	14	13	10	37	14
6	Patience	2	8	11	15	9	2	7	3	2	3	21	26	12	59	5
7	Graceful	4	4	7	18	11	2	6	3	2	1	15	31	11	57	6
8	Loving	3	10	8	9	11	5	1	3	3	3	21	25	7	53	9
9	Beautiful	15	8	13	11	16	12	7	3	3	3	36	39	13	88	1
10	Full of Vitality	1	4	3	5	6	6	5	4	4	3	8	17	13	38	13
11	Wise	2	2	3	6	15	18	10	6	2	5	7	39	18	64	4
12	Disciplined	4	1	3	4	5	15	13	8	2	6	8	24	23	55	7
13	Obedient	1	6	6	3	9	3	24	15	8	4	13	15	47	75	2
14	Sympathetic	0	0	3	1	3	11	5	11	9	7	3	15	25	43	10
15	Just	0	0	1	8	0	2	5	7	4	3	1	10	16	27	16
16	Devoted	0	0	2	1	0	4	2	5	8	6	2	5	15	22	17
17	Harmonious	0	0	1	0	0	3	3	3	6	4	1	3	12	16	19
18	Co-operative	1	1	2	2	5	5	2	9	13	6	4	12	24	40	12
19	Humorous	0	0	0	0	1	1	2	2	8	5	0	2	12	14	20
20	Pious	0	2	1	1	2	1	3	2	7	18	3	4	12	19	18

TABLE (A)

*Showing the group trends in ranking the values as they are expected
of various social relations*

Personality values	Father	Mother	Husband	Son	Daughter	Friend
Wise ..	1	1	1	3	4	2
Affectionate ..	2.5	4	0	0	8	5.5
Patient ..	2.5	9	5	7	5	3
Courageous ..	4	2	2	2	..	4
Loving ..	5.5	3	4	..	9	5.5
Full of Vitality ..	5.5	6.5	3	8	..	7
Energetic ..	7	10.5	..	9	..	..
Co-operative ..	8	..	6	10	..	..
Sympathetic ..	10.5	5	..	..	10	8.5
Faithful ..	9	6.5	6	5	3	1
Beautiful ..	..	8	9	6	1	8.5
Just ..	10.5	10.5	10	..	..	10
Enduring ..	..	..	..	..	..	..
Graceful ..	..	..	..	..	6	..
Disciplined ..	..	..	..	4	7	..
Obedient ..	..	..	8	1	2	..
Devoted ..	..	..	..	..	..	..
Harmonious ..	..	..	..	..	..	..
Humorous ..	..	..	..	..	..	..
Pious ..	..	..	..	..	..	..

TABLE (B)

Showing the frequency of preference of various values in various social relations

Srl. No.	Personality values	Father	Mother	Friend	Husband	Son	Daughter
1	Courageous ..	58	63	61	70	73	42
2	Faithful ..	45	52	79	53	59	67
3	Energetic ..	50	48	40	34	47	37
4	Affectionate ..	61	58	56	39	43	54
5	Enduring ..	39	45	36	34	26	37
6	Patient ..	61	49	63	31	54	59
7	Graceful ..	25	40	41	53	32	57
8	Loving ..	52	62	56	59	39	53
9	Beautiful ..	22	50	49	48	55	88
10	Full of Vitality ..	52	52	52	62	52	38
11	Wise ..	68	71	64	71	71	64
12	Disciplined ..	27	33	42	37	60	55
13	Obedient ..	18	34	40	19	82	75
14	Sympathetic ..	43	56	49	51	35	43
15	Just ..	43	48	47	47	43	27
16	Devoted ..	33	32	26	28	20	22
17	Harmonious ..	33	27	26	23	15	16
18	Co-operative ..	46	27	40	53	44	40
19	Humorous ..	32	32	41	31	19	14
20	Pious ..	29	25	19	20	13	19

TABLE (C)

Showing the frequency of values as expected of the social situations

(The figures in the brackets denote the ranks of the value-preference for the two relations that enter into the situation)

- | | |
|---|--|
| <p>I. <i>Father and Mother</i></p> <ol style="list-style-type: none"> 1. Wise (1 & 1) 2. Just (10·5 & 10·5) 3. Full of Vitality (5·5 & 6·5) 4. Affectionate (2·5 & 4) 5. Courageous (4 & 2) | <p>IV. <i>Husband and Friend</i></p> <ol style="list-style-type: none"> 1. Just (10 & 10) 2. Beautiful (9 & 8·5) 3. Wise (1 & 2) 4. Loving (4 & 5·5) 5. Patient (5 & 3) |
| <p>II. <i>Father and Husband</i></p> <ol style="list-style-type: none"> 1. Wise (1 & 1) 2. Just (10·5 & 10) 3. Loving (5·5 & 4) 4. Courageous (4 & 2) 5. Co-operative (8 & 6) | <p>V. <i>Mother and Friend</i></p> <ol style="list-style-type: none"> 1. Full of Vitality (6·5 & 7) 2. Beautiful (8 & 8·5) 3. Just (10·5 & 10) 4. Wise (1 & 2) |
| <p>III. <i>Mother and Husband</i></p> <ol style="list-style-type: none"> 1. Wise (1 & 1) 2. Courageous (2 & 2) 3. Faithful (6·5 & 6) 4. Just (10·5 & 10) 5. Loving (3 & 4) 6. Beautiful (8 & 9) | <p>VI. <i>Friend and Father</i></p> <ol style="list-style-type: none"> 1. Courageous (4 & 4) 2. Loving (5·5 & 5·5) 3. Just (10 & 10·5) 4. Patient (3 & 2·5) |
| | <p>VII. <i>Son and Daughter</i></p> <ol style="list-style-type: none"> 1. Wise (3 & 4) 2. Disciplined (4 & 7) 3. Obedient (1 & 2) |

TABLE (D)

Showing the social relations that are chosen for values

(A) *Persons chosen for values (Ideal)—in order of preference*

- | | |
|--|--|
| <p>(a) <i>Wise</i></p> <ol style="list-style-type: none"> 1. Father; Mother; Husband 2. Friend 3. Son 4. Daughter <p>(b) <i>Affectionate</i></p> <ol style="list-style-type: none"> 1. Father 2. Mother 3. Friend 4. Daughter <p>(c) <i>Patient</i></p> <ol style="list-style-type: none"> 1. Father 2. Friend 3. Husband; Daughter 4. Son 5. Mother <p>(d) <i>Courageous</i></p> <ol style="list-style-type: none"> 1. Mother; Husband; Son 2. Father; Friend <p>(e) <i>Loving</i></p> <ol style="list-style-type: none"> 1. Mother 2. Husband 3. Father; Friend 4. Daughter <p>(f) <i>Full of Vitality</i></p> <ol style="list-style-type: none"> 1. Husband 2. Father 3. Mother 4. Friend 5. Son <p>(g) <i>Energetic</i></p> <ol style="list-style-type: none"> 1. Father 2. Son 3. Mother | <p>(h) <i>Co-operative</i></p> <ol style="list-style-type: none"> 1. Husband 2. Father <p>(i) <i>Sympathetic</i></p> <ol style="list-style-type: none"> 1. Mother 2. Friend 3. Daughter 4. Father <p>(j) <i>Faithful</i></p> <ol style="list-style-type: none"> 1. Friend 2. Daughter 3. Son 4. Husband 5. Mother 6. Father <p>(k) <i>Beautiful</i></p> <ol style="list-style-type: none"> 1. Daughter 2. Son 3. Mother 4. Friend 5. Husband <p>(l) <i>Just</i></p> <ol style="list-style-type: none"> 1. Husband; Friend 2. Father; Mother <p>(m) <i>Graceful</i></p> <ol style="list-style-type: none"> 1. Daughter <p>(n) <i>Disciplined</i></p> <ol style="list-style-type: none"> 1. Son 2. Daughter <p>(o) <i>Obedient</i></p> <ol style="list-style-type: none"> 1. Son 2. Daughter 3. Husband |
|--|--|

(B) *Values not often expected of any person*

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Enduring 2. Devoted 3. Harmonious | <ol style="list-style-type: none"> 4. Humorous 5. Pious |
|--|---|

(Criterion.—Value ranked below the tenth)

TABLE (E)

Showing the frequency of the actually existing values in the social relations

Srl. No.	Personality values	Father		Mother		Friend	
		Scores	Ranks	Scores	Ranks	Scores	Ranks
1	Courageous	63	4	54	9	57	3
2	Faithful	65	1.5	66	1	76	1
3	Energetic	41	15	32	17	44	15
4	Affectionate	65	1.5	65	2	63	2
5	Enduring	37	16	32	17	31	19
6	Patient	46	10	55	7.5	49	10.5
7	Graceful	45	11	47	12	54	7.5
8	Loving	53	8	63	3	56	4.5
9	Beautiful	23	19	57	6	55	6
10	Full of Vitality	49	9	37	14	43	16
11	Wise	64	3	62	4.5	54	7.5
12	Disciplined	34	17	30	19.5	45	14
13	Obedient	21	20	39	13	46	13
14	Sympathetic	62	5.5	62	4.5	48	12
15	Just	62	5.5	51	10	51	9
16	Devoted	43	12.5	32	17	25	20
17	Harmonious	31	18	30	19.5	33	18
18	Co-operative	56	7	55	7.5	56	4.5
19	Humorous	42	14	34	15	49	10.5
20	Pious	43	12.5	48	11	34	17

TABLE (F)

Showing the correspondence (in ranks) of preference of various values in the three social relations

The first figure in the bracket indicates the rank of the value as expected, whereas the second indicates the rank as existing. In both instances only the choice of the values is taken into account)

(Numbers in brackets refer to ideal and actual ranks respectively)

<i>Father</i>	<i>Mother</i>	<i>Friend</i>
1. Courageous (4 & 4)	1. Loving (3 & 3)	1. Faithful (1 & 1)
2. Affectionate (2·5 & 1·5)	2. Just (10 & 10)	2. Courageous (4 & 3)
3. Co-operative (8 & 7)	Co-operative (-7·5)	4. Loving (5·5 & 4)
4. Wise (1 & 3)	3. Sympathetic (5 & 4·5)	9. Full of Vitality (7-)
5. Loving (5·5 & 8)	Full of Vitality (6)	5. Beautiful (8·5 & 6)
6. Full of Vitality (5·5 & 9)	4. Patient (9 & 7·5)	10. Sympathetic (8·5-)
7. Faithful (9 & 1·5)	5. Beautiful (8 & 6)	6. Affectionate (5·5 & 2)
8. Patient (2·5 & 10)	6. Affectionate (4 & 2)	7. Wise (2 & 7·5)
9. Sympathetic (10·5 & 5·5)	7. Wise (1 & 4·5)	8. Patient (3 & 10·5)
Justice (10·5 & 5·5)	8. Faithful (7 & 1)	3. Just (10 & 9)
10. Energetic (7-)	9. Courageous (2 & 9)	11. Graceful (-7·5)
		12. Co-operative (-4·5)
		13. Humorous (-10·5)

TABLE (G)

Showing the internal correspondence of the value as they are expected and as they are existing in the three social relations

{Figures in brackets represent the number of individual cases wherein the ideal and the actual exist)

<i>Father</i>	<i>Mother</i>	<i>Friend</i>
1. Wise (49)	1. Affectionate (51)	1. Faithful (61)
2. Courageous (42)	2. Loving (49)	2. Affectionate (43)
Affectionate (42)	3. Wise (47)	3. Loving (40)
3. Sympathetic (40)	4. Faithful (43)	4. Patient (38)
4. Just (39)	5. Courageous (37)	5. Wise (37)
5. Patient (36)	6. Sympathetic (36)	6. Courageous (36)
6. Co-operative (32)	7. Just (33)	7. Co-operative (33)
7. Loving (31)	8. Patient (30)	8. Beautiful (31)
8. Faithful (30)	9. Pious (28)	9. Just (30)
9. Full of Vitality (28)	Beautiful (28)	10. Humorous (27)
10. Pious (27)	Graceful (28)	
	10. Co-operative (23)	

TABLE (H)

Showing the values that are expected and are existing in the three social relations

FATHER		MOTHER		FRIEND	
(Ideal) Expected values in order of preference	(Actual) Existing values in order	(Ideal) Expected values in order of preference	(Actual) Existing values in order	(Ideal) Expected values in order of preference	(Actual) Existing values in order
1. Wise	1. Faithful Affectionate	1. Wise	1. Faithful	1. Faithful	1. Faithful
2. Affectionate Patient		2. Courageous	2. Affectionate	2. Wise	2. Affectionate
4. Courageous	3. Wise 4. Courageous	3. Loving 4. Affectionate	3. Loving 4. Wise Sympathetic	3. Patient 4. Courageous	3. Courageous 4. Loving Co-operative
5. Loving Full of Vitality	5. Sympathetic Just	5. Sympathetic		5. Affectionate Loving	
7. Energetic	7. Co-operative	7. Faithful	7. Patient Co-operative	7. Full of Vitality	7. Graceful Wise
8. Co-operative	8. Loving	8. Beautiful		8. Beautiful Sympathetic	
9. Full of Vitality 10. Sympathetic Just	9. Full of Vitality 10. Patient	9. Patient 10. Just	9. Courageous 10. Just	10. Just	9. Just 10. Patient Humorous

APPENDIX 2

Assessment of Personality Values
(The Questionnaire)

POINTS OF REFERENCE

A. *Wife*— (i) Should your wife be:—(Ideal)

*(Select ten qualities out of the following and rank them
in order of importance)*

1. Courageous	11. Wise
2. Faithful	12. Disciplined
3. Energetic	13. Obedient
4. Affectionate	14. Sympathetic
5. Enduring	15. Just
6. Patient	16. Devoted
7. Graceful	17. Harmonious
8. Loving	18. Co-operative
9. Beautiful	19. Humorous
10. Full of Vitality.....	20. Pious

(ii) Is your wife:—(Actual)

(Answer 'Yes' or 'No')

1. Courageous	11. Wise
2. Faithful	12. Disciplined
3. Energetic	13. Obedient
4. Affectionate	14. Sympathetic
5. Enduring	15. Just
6. Patient	16. Devoted
7. Graceful	17. Harmonious
8. Loving	18. Co-operative
9. Beautiful	19. Humorous
10. Full of Vitality.....	20. Pious

B. *Son*— (i) Should your son be:—(Ideal)

*Select ten qualities out of the following and rank them
in order of importance)*

1. Courageous	11. Wise
2. Faithful	12. Disciplined
3. Energetic	13. Obedient
4. Affectionate	14. Sympathetic
5. Enduring	15. Just
6. Patient	16. Devoted
7. Graceful	17. Harmonious
8. Loving	18. Co-operative
9. Beautiful	19. Humorous
10. Full of Vitality.....	20. Pious

(ii) Is your son:—(Actual)

(Answer 'Yes' or 'No')

1. Courageous	11. Wise
2. Faithful	12. Disciplined
3. Energetic	13. Obedient
4. Affectionate	14. Sympathetic
5. Enduring	15. Just
6. Patient	16. Devoted
7. Graceful	17. Harmonious
8. Loving	18. Co-operative
9. Beautiful	19. Humorous
10. Full of Vitality	20. Pious

C. Daughter—(i) Should your daughter be:—(Ideal)

(Select ten qualities out of the following and rank them in order of importance)

1. Courageous	11. Wise
2. Faithful	12. Disciplined
3. Energetic	13. Obedient
4. Affectionate	14. Sympathetic
5. Enduring	15. Just
6. Patient	16. Devoted
7. Graceful	17. Harmonious
8. Loving	18. Co-operative
9. Beautiful	19. Humorous
10. Full of Vitality	20. Pious

(ii) Is your daughter:—(Actual)

(Answer 'Yes' or 'No')

1. Courageous	11. Wise
2. Faithful	12. Disciplined
3. Energetic	13. Obedient
4. Affectionate	14. Sympathetic
5. Enduring	15. Just
6. Patient	16. Devoted
7. Graceful	17. Harmonious
8. Loving	18. Co-operative
9. Beautiful	19. Humorous
10. Full of Vitality	20. Pious

D. Father— (i) Should your father be:—(Ideal)

(Select ten qualities out of the following and rank them in order of importance)

1. Courageous	11. Wise
2. Faithful	12. Disciplined
3. Energetic	13. Obedient
4. Affectionate	14. Sympathetic
5. Enduring	15. Just
6. Patient	16. Devoted
7. Graceful	17. Co-operative
8. Loving	18. Harmonious
9. Beautiful	19. Humorous
10. Full of Vitality	20. Pious

(ii) Is your father:—(Actual)

(Answer 'Yes' or 'No')

1. Courageous	11. Wise
2. Faithful	12. Disciplined
3. Energetic	13. Obedient
4. Affectionate	14. Sympathetic
5. Enduring	15. Just
6. Patient	16. Devoted
7. Graceful	17. Harmonious
8. Loving	18. Co-operative
9. Beautiful	19. Humorous
10. Full of Vitality	20. Pious

E. *Mother*— (i) Should your mother be:—(Ideal)

(Select ten qualities out of the following and rank them in order of importance)

1. Courageous	11. Wise
2. Faithful	12. Disciplined
3. Energetic	13. Obedient
4. Affectionate	14. Sympathetic
5. Enduring	15. Just
6. Patient	16. Devoted
7. Graceful	17. Harmonious
8. Loving	18. Co-operative
9. Beautiful	19. Humorous
10. Full of Vitality	20. Pious

(ii) Is your mother:—(Actual)

(Answer 'Yes' or 'No')

1. Courageous	11. Wise
2. Faithful	12. Disciplined
3. Energetic	13. Obedient
4. Affectionate	14. Sympathetic
5. Enduring	15. Just
6. Patient	16. Devoted
7. Graceful	17. Harmonious
8. Loving	18. Co-operative
9. Beautiful	19. Humorous
10. Full of Vitality	20. Pious

F. *Friend*— (i) Should your friend be:—(Ideal)

(Select ten qualities out of the following and rank them in order of importance)

1. Courageous	11. Wise
2. Faithful	12. Disciplined
3. Energetic	13. Obedient
4. Affectionate	14. Sympathetic
5. Enduring	15. Just
6. Patient	16. Devoted
7. Graceful	17. Harmonious
8. Loving	18. Co-operative
9. Beautiful	19. Humorous
10. Full of Vitality	20. Pious

(ii) Is your friend :—(Actual)

(Answer 'Yes' or 'No')

1. Courageous	11. Wise
2. Faithful	12. Disciplined
3. Energetic	13. Obedient
4. Affectionate	14. Sympathetic
5. Enduring	15. Just
6. Patient	16. Devoted
7. Graceful	17. Harmonious
8. Loving	18. Co-operative
9. Beautiful	19. Humorous
10. Full of Vitality	20. Pious

G. Brother— (i) Should your brother be:—(Ideal)

(Select ten qualities out of the following and rank them in order of importance)

1. Courageous	11. Wise
2. Faithful	12. Disciplined
3. Energetic	13. Obedient
4. Affectionate	14. Sympathetic
5. Enduring	15. Just
6. Patient	16. Devoted
7. Graceful	17. Harmonious
8. Loving	18. Co-operative
9. Beautiful	19. Humorous
10. Full of Vitality	20. Pious

(ii) Is your brother:—(Actual)

(Answer 'Yes' or 'No')

1. Courageous	11. Wise
2. Faithful	12. Disciplined
3. Energetic	13. Obedient
4. Affectionate	14. Sympathetic
5. Enduring	15. Just
6. Patient	16. Devoted
7. Graceful	17. Harmonious
8. Loving	18. Co-operative
9. Beautiful	19. Humorous
10. Full of Vitality	20. Pious

H. Sister— (i) Should your sister be:—(Ideal)

(Select ten qualities out of the following and rank them in order of importance)

1. Courageous	11. Wise
2. Faithful	12. Disciplined
3. Energetic	13. Obedient
4. Affectionate	14. Sympathetic
5. Enduring	15. Just
6. Patient	16. Devoted
7. Graceful	17. Harmonious
8. Loving	18. Co-operative
9. Beautiful	19. Humorous
10. Full of Vitality	20. Pious

(ii) Is your sister:—(Actual)

(Answer 'Yes' or 'No')

1. Courageous	11. Wise
2. Faithful	12. Disciplined
3. Energetic	13. Obedient
4. Affectionate	14. Sympathetic
5. Enduring	15. Just
6. Patient	16. Devoted
7. Graceful	17. Harmonious
8. Loving	18. Co-operative
9. Beautiful	19. Humorous
10. Full of Vitality	20. Pious

I. *Employer*— (i) Should your employer be:—(Ideal)

(Select ten qualities out of the following and rank them in order of importance)

1. Courageous	11. Wise
2. Faithful	12. Disciplined
3. Energetic	13. Obedient
4. Affectionate	14. Sympathetic
5. Enduring	15. Just
6. Patient	16. Devoted
7. Graceful	17. Harmonious
8. Loving	18. Co-operative
9. Beautiful	19. Humorous
10. Full of Vitality	20. Pious

(ii) Is your employer:—(Actual)

(Answer 'Yes' or 'No')

1. Courageous	11. Wise
2. Faithful	12. Disciplined
3. Energetic	13. Obedient
4. Affectionate	14. Sympathetic
5. Enduring	15. Just
6. Patient	16. Devoted
7. Graceful	17. Harmonious
8. Loving	18. Co-operative
9. Beautiful	19. Humorous
10. Full of Vitality	20. Pious

J. *Self*—

(i) Should you be:—(Ideal)

(Select ten qualities out of the following and rank them in order of importance)

1. Courageous	11. Wise
2. Faithful	12. Disciplined
3. Energetic	13. Obedient
4. Affectionate	14. Sympathetic
5. Enduring	15. Just
6. Patient	16. Devoted
7. Graceful	17. Harmonious
8. Loving	18. Co-operative
9. Beautiful	19. Humorous
10. Full of Vitality	20. Pious

(ii) Are you:—(Actual)

(Answer 'Yes' or 'No')

1. Courageous	11. Wise
2. Faithful	12. Disciplined
3. Energetic	13. Obedient
4. Affectionate	14. Sympathetic
5. Enduring	15. Just
6. Patient	16. Devoted
7. Graceful	17. Harmonious
8. Loving	18. Co-operative
9. Beautiful	19. Humorous
10. Full of Vitality	20. Pious

APPENDIX 3

PERSONALITY VALUES: A METHODOLOGICAL CONSIDERATION

Personality is a socio-psychological phenomenon. An inquiry into its nature and structure has been the object of this study. Out of the several methods of research in social sciences,¹ this study has made use of the fact-finding survey and area study procedures with case observations. The purpose of the inquiry was not to verify any hypothesis, but, in the words of Festinger, "to effectively add to our understanding of the dynamics of behaviour of groups in real-life situations."²

The problem of personality was viewed as one of the dynamic 'processes' in social relations. All the various definitions³ of personality have conceded the important role of organisation; some have emphasised the type of this organisation (Janet: hysteria and psychasthenia; Gross: shallow-broad and deep-narrow; Kretschmer: Cyclothymic and Schizothymic; Jaensch: B-type and T-type; Spearman: Perseverative and Non-perseverative; etc.) while others have laid more stress on factors or traits (seven factors of Wolfe, will, shyness, cleverness, self-confidence, etc.). While it must be pointed out that, in the words of Allport, "any doctrine of types is a half-way approach to the problem of individuality and nothing more,"⁴ it must also be remembered, in the words of Vernon, that "none of the factorizations yet made have disclosed the real elements of personality."⁵ The problem has not been solved by either of these two approaches. And Vernon has suggested another approach "the method for establishing quantitative relationships between qualitative aspects of personality."⁶ It was called the 'matching method'; the subject was presented with various modes of expressions or aspects of personality (such as profile pictures, photographic records, thumbnail sketches,

¹ Such as field observation, case study, experimental method, historical method, area study, fact-finding surveys. See *Experiments in Social Process*, Ed. by J. G. Miller, Ch. I.

² *Op. cit.*, Ch. III, p. 33.

³ See Ch. I. *Personality and Behaviour Disorders*, Ed. by J. McV. Hunt, Vol. 1, 1944.

⁴ Quoted *Ibid.*, p. 24.

⁵ Quoted *Ibid.*, p. 35.

⁶ *Psychol. Bulletin*, 33, 149-77, *C. Op. cit.*, p. 42.

handwriting, etc.) and he was asked to put together those items which belong to the same subject. This method has been found to be fruitful by a number of investigators such as Allport, Centril, Eisenberg, Zalowitz, Fary and Middletown.

While the details of this method were not followed, the general line of argument was appreciated in the present study. The personality was viewed as a 'total' with an organisation of some psychological characteristics which it was thought possible to demonstrate. This method does greater justice than the usual correlation methods to the psychological aspect of personality structure. In this study also there was the 'search for factors', but these were not logical factors (as in the factorial analysis studies) but psychological ones. Although there are important variables of human personality, a greater emphasis is laid on their configurations. They are not just factors or traits in the usual sense of the terms meaning that they are isolable and independent, but *values*, units in a pattern or configuration.

It is impossible to duplicate the real-life situation in an experimental study; in other words, we cannot bring in the personality of man for study in its very natural settings. But, as Festinger notes, it is possible to "attempt to set up a pure case".¹ It is possible to discern and pick out a social process that is common to a number of real situations. For instance, do we not have an abstract notion of beauty that is gathered from innumerable beautiful persons, things and situations? Although during the early stages of this conceptualization, there is invariably some reference to a concrete object, person or situation, later it gets to be purer, *i.e.*, its existence is determined by a general context, and not by particular instances thereof. In the study on hand, such pure variables (values) have been employed as guides in the construction of a pure case of personality structure. The questionnaire that is used (see Annexure 2) serves to set up the social situation for an experimental study. The subject is asked to respond in ways that represent his actual adjustments or modes of reaction. Thus, this survey is an attempt to mirror the 'social perception' and to measure the social relationship between values and behaviour.

¹ *Experiments in Social Process*, Ch. III, p. 34.

J 26743