

PSYCHOLOGY

Chairman: R. H. ACHER, Indiana State Teachers College

H. N. Fitch, Ball State Teachers College, was elected chairman of the section for 1941.

ABSTRACTS

A study of the reactions to experimentally induced frustration. JULIAN B. ROTTER, Indiana University, and ELIOT H. RODNICK, Worcester State Hospital.—This study attempts tentatively to formulate a description of the reaction to frustration in human adults and to describe what may be considered a general experimental method for attacking this problem. Eight male adult subjects were observed in a control situation involving the winning of money, and in a frustrating one involving the loss of money. In the analysis of results it appears that: (1) There are marked individual differences to frustration under controlled conditions and these differences seem consistent with stable personality patterns exhibited before the frustrating experience; (2) The reactions to frustration are not necessarily specific to the frustrating experience; (3) The results of this study are not consistent with such a formulation as the Yale "Frustration-Aggression Hypothesis."

Marital dominance: its effect on the child. JOHN BUCKLEW, JR., Indiana University.—On the basis of a questionnaire containing 50 items, the families of a group of 188 undergraduate college students were divided into four groups: father-dominant, mother-dominant, conflicting dominance, and non-dominant. One-half of the items referred to the father and were designed to establish the degree, if any, of father dominance. The other half of the items did the same for the mother. The odd-even reliability of the questionnaire, using the Spearman-Brown correction, was $+.75 \pm .025$. The critical ratios between high and low groups for the 50 items ranged from 2.5 to 6.7, the average C. R. being 4.2. Results would tend to show that children from father-dominant, mother-dominant and conflict families experience more difficulty in making adequate adjustments to their surroundings than those from the non-dominant families.

Studies of conditions which contributed to the withdrawal of some high school and college students. ALMA LONG, Purdue.—In her master's thesis Gleela Ratcliffe, Purdue, 1940, studied 90 non-graduating high school girl students. Results indicated that more than $\frac{2}{3}$ of those interviewed left school for one or more of the following reasons: school was uninteresting, marriage, ill health, economic difficulties. A second survey of withdrawing women students from a college department of home economics covered a period of five years. Typical reasons for withdrawal were summarized. The distribution of withdrawals among superior students directs attention to the need of more adequate information if preventable withdrawals are to be reduced to a minimum.