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A Study of Attitudes Toward Success and the Expression in the Lives of Professional Dance Musicians

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A STUDY OF ATTITUDES TOWARD SUCCESS AND THE EXPRESSION
OF AGGRESSION IN THE LIVES OF PROFESSIONAL
DANCE MUSICIANS

Michael Patrick Tristano

A Thesis Submitted to the Faculty of the Graduate School
of Loyola University in Partial Fulfillment of
the Requirements for the Degree of
Master of Arts

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CHAPTER I

THE PROBLEM

In recent years, students of human nature have become more and more aware of the close relationship between the personality of the individual and the social or cultural environment in which he exists. Various studies of our own culture have demonstrated that the experiences, types of behavior, and the manner in which the needs of the individual are treated during formative years yield certain personality characteristics. These characteristics may vary among cultures as the experiences and types of behavior and training vary. On the other hand, personality-type once established conditions the attitudes and reactions of the individual and the types of thought and behavior of the culture which he contacts. It is to this area—the contact and interaction between personality and culture—that this research is directed.

In considering such an area, it is important that one does not lose sight of two basic assumptions. First of all, we must realize that the process of socialization demands some conformity in behavior and attitudes to allow participation in a common social group. Secondly, we cannot overlook the notion of individuation which involves the development and setting up
of a private world of meanings and feelings. These two phases are to be seen as constantly interacting with each other. In so doing, the individual personality is constantly being confronted with the demands of society in general, and the formal and informal rules of certain smaller social groups in particular. Conversely, there is a necessity for the individual personality to fulfill its own private or idiosyncratic needs. It is this fusion of personality with social role that occupies the interest of this thesis.

Before proceeding further with some of the theoretical explanations of the conceptual framework underlying this work, it might be best to state succinctly the purpose of this investigation. The objective of this study is to discover and clarify the relationships, if any, which exist between an individual's attitudes and behavior of the most general type—his most general ways of looking at and responding to himself and life—and those attitudes and reactions which are related to a particular social role which he plays. The specific social role to be studied is that of the occupational role of the professional dance musician.

In order to further limit the scope of this research, it is intended to study only certain relationships. Those attitudes to be investigated involve the expression of aggression, the musician's own subjective definition of success for himself, and the manner in which he believes success can be achieved.
These will be determined in terms of general or basic and specific role behavior and attitudes. It is expected that an analysis of the comparison of these two sets of data will shed some light on the extent to which basic personality organization contributes to specific occupational role attitudes and modes of conduct.

We can make the problem more meaningful by clarifying some of the terms in which it is phrased. Aggression is here defined as taboo within the musician group, and is looked upon as permissible and positively sanctioned toward outsiders. It must, however, be expressed within the bounds of common sense, that is, the musician can be aggressive toward outsiders but not in such a way as to incur physical violence toward himself. This latter is not culturally sanctioned. It must also be recognized that the occupational world provides a framework and terminology in which aspirations may be described and constructed. It also provides a set of conditions in which aspirations may be achieved or not, and in which success may be looked upon as being self-dependent or dependent upon others or perhaps a combination of both. In short, goals and their achievement can be minutely specified for an individual in this system. These concepts will be further defined and clarified in the following pages.

Because of the possibility of vagueness and generalization, it is felt that a formal statement of the hypotheses
to be investigated should be presented at this point. These will serve to give this work some definiteness and anchor the problem to specific hypotheses to be studied. These may be stated in the following way.

Major Hypothesis I. Role behavior, while satisfying the expectations attached to that particular role, will be influenced by and phrased in terms of basic and general attitudes:

A. In general, we can distinguish aggression which is openly expressed and that which is repressed or suppressed and which is indirectly expressed if at all. In terms of the major hypothesis, we may expect that a person who is openly aggressive toward outsiders will be revealed by the TAT (Thematic Apperception Test) to be a person who tends to express aggression openly in all or most other situations.

B. Likewise, a person who expresses his aggression indirectly toward outsiders will be revealed by the TAT to be one who does this in all or most other situations.

Major Hypothesis II. A person's conception of success in this occupational role, and the means of achieving it, will be influenced by his basic attitudes toward success as revealed by the TAT.

A. A person who generally defines success in a certain way will correspondingly phrase his definition of success or goal in his specific occupational role. That is, an individual who defines his goal in terms of "security" will be revealed by the TAT to be a person who tends to stress this notion of a social goal in all or most other situations. Likewise, a person who defines his goal in terms of self-expression or personal satisfaction will be revealed by the TAT also to be a person who seeks self-expression in all or most other situations. (Social versus personal goals)

B. In terms of the attainment or means of achieving success, a person who generally conceives of success or achievement as self dependent will correspondingly phrase his occupational success as self dependent; likewise, an individual who generally conceives of success or achievement as dependent upon others will correspondingly phrase his occupational success as dependent upon others. (Self dependent versus de-
These hypotheses form the basis of this study and the procedure has been designed specifically to test and clarify them.

After reading these statements, the reader may legitimately question the need to study what seems to be "obvious." Common sense observation tells us that all of our activities reflect in some way our basic personality. What is the necessity then for studying scientifically what is already known or what appears obvious? To answer this important theoretical question, we may turn to two excerpts from an article by Gustav Ichheiser. These present answers which are worthy of close scrutiny.

To "know" certain facts in terms of immediate experience and to know the same facts in terms of conceptual penetration are two very different forms of awareness. Unfortunately, the two are frequently confused. Yet a clear distinction between them is absolutely indispensable for the achieving of scientific observation, description, and analysis on which depends any true science, whether it be psychology or sociology, or what.

The higher the degree of penetration in our analysis of the world of complex and elusive human relations, the more striking is the impression that we are saying only something which everybody "knew all along." The point to remember, however, is that the illusory impression arises only after the analysis has been completed and is simply the consequence of taking implicit awareness (immediate experience) to be explicit knowledge.1

As has been previously stated, we are here attempting to discover the effect which basic personality organization has upon group activity and attitudes. This is not an attempt to de-emphasize the converse of this notion which maintains that group life is a chief influence upon individual behavior. This latter has been systemically studied and most authorities agree that a person's behavior is affected in extremely subtle and previously unsuspected ways as a result of membership and participation in social groups. This work is specifically interested in the extent to which general attitudes contribute to specific occupational role behavior and attitudes.

In these and the following pages, the terms occupational role, social role, and personal role will be used extensively. What is a role? The answer to this all important question provides the basis of this thesis. In order to understand the problem, the procedure, and the conclusions of this study, it might be best to present a discussion of this concept at the beginning of this report. In this study, and those reported in the next chapter, the concept of role is implicitly assumed. In order to make these concepts meaningful an explicit account of this concept is necessary. This will serve as the foundation upon which the conceptual framework of this research is based.

"Man is, par excellence, a role-playing organism. This fact has important, decisive implications for his life as
a human being." With this starting premise, Lindemith and Strauss, social psychologists, present a very lucid and brief account of the definition and explanation of the concept of role. The following summary of this notion has been taken from their textbook on social psychology.

Human response systems may be graded on a continuum. At one pole of this continuum is the simple reflex. This is relatively simple, unlearned and largely automatic or involuntary and subject to little voluntary or cerebral control. The reflex can be described in terms of the organism alone. As we move up this continuum the response systems become more and more complex until finally it becomes impossible to describe responses by a reference to the organism alone. Because of this, we are forced to look at the responses in terms of relationships or as an interaction between the organism and its environment or between the organism and other organisms. Furthermore, the more complex the system becomes, the greater is the cerebral involvement and the contribution of learning in the development of the organism.

The concept of role refers to the most complexly organized patterns of responses of which human beings are ca-

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pable. These consist of verbally organized systems of responses to an organized, subdivided, and patterned environment.

It is recognized that all living organisms respond to stimuli or cues, but man's modes of response are organized in terms of verbal classifications of cues. Because of this, human beings are constantly defining situations, naming, classifying, and relating cues to one another. The role is an instance of an organized pattern of responses made to constellations of interrelated environmental stimuli. Role behavior involves the following basic features: an identification of self; behavior in prescribed situations of related roles or counter roles enacted by other persons; and, an evaluation of the situation by the individual of his success or failure in the role. An example will serve to illustrate this point. The masculine role begins to exist when the child learns to identify himself with the male sex. This process develops over a period of years and presupposes the existence of a feminine or counter role. Thus, the male learns that he is to assert his masculinity in certain situations and not in others. He also evaluates his behavior according to prevailing standards of masculinity in his particular culture.

Role definition is the result of group activity. The definition and its included role responses becomes part of the learning patterns of group members and a part of the tra-
dition. This is passed on to newcomers and entrance into any group requires that the rules peculiar to that group must be learned. Thus, the newcomer learns to make the correct responses under the proper circumstances.

These authors also recognize that the society in which a person lives presents him with a strictly limited set of alternatives allowing him to choose among them and often the individual is compelled to work out his own conception of a situation when a ready made socially prescribed one is not at hand. Roles differ in that they may be rigidly or loosely defined. In the case of the latter, they become ritualistic or institutionalized and are likely to be specifically defined. On the other hand, some roles are loosely and broadly defined. In these, conduct is allowed to vary considerably.

It may also be noted that in every society there are certain general behavior systems. These broadly define and limit the conduct of its members. Each of these larger systems of behavior may be broken down into a series of more specific subordinate systems. Thus, there is a general definition and there are certain broad expectations connected with the fact that one is a male or a female.

A role is learned. A child is, at first, enclosed in his own viewpoint and sees all things from within it. His perceptions and judgments tend to be absolute or egocentric since he is unaware of any other points of view or perceptions.
As the child becomes older, he discovers the relativity necessary to objectivity. Learning to understand and use other points of view, and learning to become non egocentric does not occur in a short time. This process is gradual and when the child has learned to grasp the role of one person at a time, he is on the road to becoming a social being. Before he is able to fully accomplish this, the child must be able to conceive his own role from the perspective of all the others. Besides this, he must also have a clear picture of how his own role fits in with the roles of each of the other persons.

We may conclude that the role is a complex response system which is made possible by the use of symbols which are verbal. Some roles are rigidly defined and others only loosely. Roles are played in defined situations and are related to the expectations of others who play counter roles. When an individual is able to assume the roles of others toward himself, he begins to evaluate and thereby to regulate his own behavior in terms of these assumed roles. The term self may be applied to this organization of the responses of any individual to his own behavior. One's self is therefore indissolubly linked with participation with groups since the manner in which one responds to himself is a partial reflection of how other persons respond to him. According to this view, self and self awareness are the end products of a developmental history, the consequences of the internalization of roles through the medium of lan-
These basic assumptions will be operative throughout this thesis. They may serve to define, clarify, and give meaning to the concept of role. Because we are interested in a specific social role, an occupational role, we may next take up the notion of occupational role. This subject will be fully elaborated upon in the next section, but a few introductory remarks can illustrate what is meant by this concept and its implications in this study.

An article by E.C. Hughes takes up the notion of occupational role and deals with it clearly and adequately. According to him,

In our society, at least, one strong strain of ideology has it that a man may do any work that he is capable of doing; or even that he has a right to the schooling and experience necessary to gain competence in any kind of work which he sets as the goal of his ambition. Equality of opportunity is, among us, stated very much in terms of the right to enter upon any occupation whatsoever. Although we do not practice this belief to the full we are people who cultivate ambition. A great deal of our ambition takes the form of getting training for kinds of work which carry more prestige than that which our fathers' did. Thus a man's work is one of the ways that he judges and others judge himself. Many of our occupations are named occupations. The tag is a calling and price tag. One of the most important things about any man is his audience or his choice of the several available audiences to which he may address his claims to be someone of worth. A man's work is one of the more important parts of his social identity, of his self, indeed of his fate in the one
life he has to lead, for there is something almost as
irrevocable about choice of occupation as there is about
choice of a mate.4

Hughes, in the same article cited above, goes on to
suggest that most kinds of work bring people together in de-
finable roles. He cites the roles of janitor and tenant,
doctor and patient, teacher and pupil, and the musician and his
listeners. In these relationships, there is a struggle to
maintain some control over one's decisions of what work to do
and over the disposition of one's time and one's routine of
life. This particular point may be utilized to illustrate an
application of these underlying assumptions to the professional
musician's role studied in this thesis.

In the role of the professional dance musician, and
particularly that of the jazz musician, a part of the social
psychological problem of the occupation is the maintenance of
a certain freedom and social distance. This is most crucially
and intimately concerned with one's work. One example is seen
in the ill will and tension which exists usually between the
jazz musician and his audience. This misunderstanding which
might easily be removed lies a great deal deeper than it appears.
In many instances there is a certain ambivalence on the side of
the musician which may be illustrated as follows. The jazz

4 Everett C. Hughes, Social Psychology at the Cross-
roads, eds. J. Rohrer and M. Sherif, New York, 1951, 313.
The musicians accordingly use all sorts of little devices to keep a line drawn between themselves and the audience. A concrete example of this is the turning of chairs in a dance hall, without a bandstand, in such a way as to make something of a barrier between the musicians and their audience. This illustrates how the musician may express his aggression toward his audience, to draw a line between himself and them, and to further define his role as separate and distinct from the role of the listener or the dancer.

Such behavior serves to define more rigidly the so-

5 Ibid., 314.
cial role of the musician and allows him to keep some control over his activity and his time. It further indicates how the individual must fit his own general personality organization and attitudes into that which is outlined for him by the behavior of other musicians who are to be his judges. This, he cannot do without creating some tension in his own personality and therefore creating the need to rid himself of this tension or to reduce it in certain culturally approved ways.

The articles reviewed in the next chapter will throw more light on this problem. The purpose of this discussion was to introduce the reader to the meanings and implications of some key ideas which are used consistently throughout this report.
CHAPTER II

A REVIEW OF THE RELATED LITERATURE

A. PRELIMINARY REMARKS

In the accomplishment of any piece of research, it is first necessary for the investigator to build up a background of information and knowledge concerning related studies. Scientific research requires a steady compilation of knowledge in a systematized and readily accessible form. Anyone who attempts to do research is thus able to profit by what has gone before. It also serves to give the investigator a clearer view of the area under investigation, and a more critical attitude toward his own work.

The purpose of this section is to present some of the studies and material reported in psychological and sociological literature which have relevance to this thesis. This will be done in a somewhat systematic manner. The first part of this chapter will be taken up with the validity and reliability of the TAT and the unguided interview as instruments for eliciting and collecting data on attitudes, opinions, feelings and verbal reports of behavior. Following the establishment of these as legitimate and acceptable tools of psychological research, a section will be devoted to a review of certain studies which
will provide the theoretical framework on which this thesis has been constructed. This section will be concerned with various related occupational studies which will give the present study more clarity and definiteness.

B. THE VALIDITY AND RELIABILITY OF THE TAT

The TAT was first presented and described by Morgan and Murray\(^1\) in 1935. It is made up of a series of pictures each of which presents a different life situation about which the individual is asked to tell a story. The subject is given the pictures one at a time and given directions. (The standard instructions for the TAT.) It was expected by the originators that the individual, in performing this task, would be forced to reveal something of his own personality, conflicts, and underlying motivations in the created fantasies.

The efficacy of this device for revealing something of the personality of the story teller in middle class America has been clearly demonstrated by many research projects involving its use and analysis. Some of these studies are presented below to illustrate the validity and reliability of the TAT as an instrument for getting at significant personality data such as attitudes, emotions, feelings, and motivations.

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In simple terms, validity refers to the adequacy and accuracy with which a given test measures what it is purported to measure. There are three general ways of establishing the validity of a test. This may be accomplished by:

1. checking test results with corresponding materials;
2. checking the internal consistency of the test itself; and,
3. using the predictive success of the test to measure its validity. Although it is possible to apply these traditional methods of validation to the TAT, the method most often used and reported is that of matching or correlating TAT material with some corresponding materials like autobiographical data, personal experiences, or previously standardized personality tests.

The reliability of a test, on the other hand, refers to the possibility of achieving the same results by repeatedly using the same instrument to measure the same trait, attitude, emotion or etc. The traditional ways of doing this are:

1. the split-half method of correlation in which, for example, the odd numbered questions are correlated with the even; and,
2. when the same test is given again, there is a high correlation between the two different sets of results. These methods are not strictly applicable to the determination of the reliability of a projective test like the TAT. Usually, the reliability of the TAT is established by a comparison of two or more
judges' interpretations of the protocols using a comparable method of analysis. In other words, it is the amount of agreement between their interpretations which have been made independently.

With these considerations in mind, the following summary of validity and reliability studies of the TAT is presented.

With regard to the validity of TAT plots as reflecting the subject's own experiences, Combs' reports a study to determine the extent to which the subject uses his own experiences in TAT story plots. The assumption underlying this study is that autobiographical data represents a valid, although selective, description of the individual's experiences and that they contain a varying and indeterminate amount of error. This latter is due to an interpretation of events and intentional or unintentional falsification of facts.

Combs had forty-six students from mental hygiene classes of a well known university write twenty stories in response to the twenty TAT cards. In addition to this, he had them write an extensive autobiography which covered the important facts of their lives. The next step was to reduce each TAT story and autobiographical incident to a series of the shor-
test possible condensed statement of a plot or incident.

(Thema) Following this, the two series of themes were compared to determine the amount of agreement between them. The validity of analyses was checked by a second judge. The results show that thirty percent of the TAT plots contain significant material drawn from autobiographical experiences. In a small percentage of cases, the individual built his TAT plot around an identical life situation. The percentage of utilization of personal experiences for most of the cards is somewhat consistent. The pictures which allowed the subject to identify himself more easily with the TAT situation showed a higher percentage of agreement. Card sixteen (the blank card) forced the individual to use his personal experiences. On the basis of this study, the author concludes that these subjects drew at least partly from their own life experiences in making up TAT plots.

In another study, Combs attempted to demonstrate the reliability of the TAT. For him, reliability means the congruence between interpretations of the TAT. He cites two main problems in this area as follows. To what extent can other persons, aside from the original analyst, arrive at the same results in analysis; and, to what extent does repeated analysis by the same analyst, after a period of time, give the same re-

sults? For this study, he used 907 TAT stories and 1500 pages of autobiographical material taken from the forty-six students as described in the previous study. Each of these stories and autobiographical incidents was analyzed to determine the motivating desires of the identified character. A list of forty categories of desires was used as an interpretation guide and aided in standardizing selection. Two lists of motivating desires were obtained—one for the TAT and one for the autobiographical material. Three graduate psychology students were carefully trained and used as judges. The analyses made by these three students, in terms of these lists, were checked against the analysis made by the analyst. The percentage of agreement between the analyst and these judges proved to be disappointingly low. Six months after the original analysis by the author, he re-analyzed the materials and obtained a much higher degree of self-agreement than was found between analyses made by the judges and the author. The degree of reliability for self-agreement thus obtained was still not as high as is generally expected of psychological tests, but the author points out that the reliability of projective techniques cannot be considered as comparable to that of other psychological or psychometric devices.

In this same article the author reports a study of validity as follows. Qualified persons were asked to judge
the soundness of the author's interpretations. A random choice of TAT and autobiographical materials twice analyzed by the author were used. All the desires indicated in either list were extracted and put in a separate list. Four of the six judges used were professors of psychology, one was a professor of education, and one, an advanced graduate student. Each judge was supplied with the original materials from which the analysis was made. The judges were then asked to check the desires list against the TAT and the autobiographical materials. This was done to determine if the desires as listed were valid and reasonable extractions from the criterion. The results showed a greater general agreement with the author's analysis for the autobiographical material than for the TAT. No unanimity existed between these judges in agreeing on what is a valid interpretation. As part of the experiment, the author had an opportunity to present his reasons for interpretation to the judges and subsequently there was a shift in agreement with the author.

The conclusions which the author derives from these results indicate that when the analyst is given the opportunity to present the reasons for his analysis, judgement of the accuracy of his analysis rise very high. (Ninety-one percent on the autobiographical material) Further, it is possible for the analyst to be essentially accurate as shown by the judgement of qualified checkers, even though blind analyses of others do
not agree closely with his findings.

A further note on the reliability of the TAT is offered by Harrison and Rotter. They follow the line of reasoning already set forth with regard to an acceptable definition of reliability for the TAT. For them, reliability in projective techniques means the amount of agreement between the interpretations of two separate analysts of the same TAT records. The subjects used for this study were drawn from an officers’ training school at Fort Knox. The group administration of the TAT was accomplished as follows. Five pictures, each projected for thirty seconds on a screen, were presented to the subjects. They were given seven and one-half minutes after this showing to write their stories. Seventy members of this group were then rated on their emotional maturity and stability on the basis of their stories. These ratings were made by two examiners independently of each other. The stories, themselves, were analyzed blindly. The subjects were first rated on a three point scale (one to three) and then on a five point scale. (one to five) The results indicate that, using the shorter scale, complete agreement was reached in sixty-three percent of the cases, partial agreement in thirty percent, and complete disagreement.

in six percent was found between the two independent sets of ratings. When the five point scale was used, complete agreement was found in forty-three percent of the cases, and complete disagreement in none.

The authors conclude that it is possible to obtain a good interpretational reliability between the ratings of different examiners on the emotional stability of officer-candidates, using a limited number of TAT cards. There has been no opportunity to check these findings against outside criterion.

Further claims for the validity of the TAT as an instrument for studying personality in culture have been made by Henry. In rather unique studies of several Indian tribes, Henry attempted to validate the TAT as a tool for studying personality in culture other than middle-class American. In this work, he compared the results of a TAT analysis with case-histories, social summaries, special psychological tests, (adapted for Indians) and observed characteristics of the culture. These latter were gathered through interviews and observations of the children, parents, and members of the various tribes. A modified form of the TAT was designed and used in this research. This modified TAT consisted of pictures which

showed Indians, in appearance, dress, and surroundings, in various situations natural to them. These were intended to be counterparts of the original TAT situations adapted to the Indian culture. Henry states that a comparison of the TAT analysis with the criteria already listed previously indicated a high degree of validity in individual cases. He feels that the degree of validity is high enough to justify the use of the TAT in studies of cultures other than American.

In another similar study of business executives made by Henry, to be described in detail later, the results were the same. He tested over 100 executives in various business houses in the United States with the TAT. The TAT analyses obtained (analyzed in terms of personality traits) were compared with information gathered from a personal undirected interview, various pencil and paper personality tests, and summaries and anecdotal reports of the executives' job performance and behavior by superiors and associates. Again, the degree of agreement of these two sets of data was high enough to justify the use of the TAT as an instrument for studying an occupational group.

The studies presented above demonstrate the validity

and reliability which this instrument possesses under certain experimental conditions. The studies cited are only a few of the many that could be described in support of the general conclusions made herein.

C. THE RELIABILITY AND VALIDITY OF THE UNGUIDED INTERVIEW TECHNIQUE

The interview technique is used widely in the study of attitudes and opinions. The present study is an example of this usage. Most of the studies of attitudes have been made with the use of questionnaires and attitude scales in which great care was taken to objectify and quantify the results. This is unfortunate in the sense that few studies have been made concerning the reliability and validity of the unguided interview method as used in this investigation. And yet, this method is used extensively in all levels and branches of the social sciences. It is used by psychiatrists, social workers, counselors, and others interested in the attitudes and opinions of individuals. It seems necessary here, not only to present a discussion of the validity and reliability of the interview method, but also to set forth some of the theoretical material concerning attitude studies and opinion polls in general. In a sense, the use of the unguided interview in this study has the same purpose—to get at some of the significant attitudes and opinions of dance musicians in terms of their own occupa-
The most all inclusive survey of attitude and opinion research has been prepared by McNemar. According to this author, an attitude may be defined as a readiness to act or react in a certain manner. The attitude itself cannot be seen but it is real to its possessor and its existence may be inferred from non verbal overt behavior or from verbal or symbolic behavior. An opinion may be defined as the verbal expression of an attitude. The correlation between verbal and overt non verbal behavior, the latter dependent partly upon the attitudinal set, is an unknown and usually left as an unknown by investigators in this field.

On the problem of the open-end or nondirective interview, McNemar presents the following information. In this type of interview, the respondent is left free to phrase his own responses. At times, the respondent is presented with a statement or series of statements and asked to indicate whether he agrees with or disagrees therewith. The interpretation of such interview material may depend upon the categorizing of the individual's response as corresponding exactly to his response. On the other hand, it may depend upon a scoring of the response.

by the analyst who reads the interviews.

McNemar also points out that, all things being equal, the less the personal reference of the issue being studied, the lower is the reliability and the validity of the interview method. In the present study, an attempt was made to interview musicians about issues which are of great importance and interest to them. In a theoretical way at least, according to McNemar, this suggests a high face reliability and validity.

McNemar further recommends that in studying opinions or attitudes about issues which are not too well defined, or about which little is known, it is necessary to use the non-directive interview. This attests to the necessity for using the unguided interview method in this study.

The view that the open-end interview should be used to set the questions for research study is further corroborated by another author. According to Rose, even though this type of interview is not amenable to statistical treatment in giving a measure of the distribution of attitudes in a group, it is however more realistic and informative than a questionnaire.

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8 Ibid., 297.
9 Ibid., 330.
In discussing the reliability and validity of attitude studies, McNemar suggests the following definitions for these concepts. He accepts the definition of reliability prevalent among psychologists. This defines reliability as "the accuracy with which an individual's attitude is measured." Validity, according to this author, refers to the old notion of validity which asks the question: does this device measure what it is supposed to measure? This raises the problem as to whether the expressed verbal opinion is really related to an individual's attitude on a certain issue and whether it corresponds to his actual behavior or feelings. These problems will be touched upon in the following discussion.

Thurstone and Chave have also prepared a treatment of the study of attitudes. Although this work deals with attitude scales primarily, some of the information offered can be utilized in clarifying the issues under discussion.

According to these authors, "... an attitude is a complex affair which cannot be wholly described by any single numerical index." They further define an attitude as,

The concept "attitude" will be used here to

11 McNemar, Ibid., 294.
12 Ibid., 296.
denote the sum total of a man's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats, and convictions about any specific topic. Thus a man's attitude about pacifism means here all that he feels and thinks about peace and war. It is admittedly a subjective and personal affair.14

This definition is somewhat more complex than that offered by McNemar and the following summary of a discussion by Thurstone and Chase concerning the study of attitudes should clarify some of the issues already stated.

For these authors, an opinion symbolized an attitude, when we try to interpret an expressed opinion, we are trying to measure or get at an attitude. The opinion has interest only in so far as we interpret it as a symbol of an attitude. Thus, it is something about attitudes that we want to measure. The opinion is the means for measuring attitudes.

It has been suggested by some writers that a man's actions are a better index of his attitudes than what he says. On the other hand, his actions may also be distortions of his attitudes. For example, the politician who extends friendship and hospitality in overt action while hiding an attitude that he expresses more truthfully to an intimate friend is distorting his behavior to the extent that it does not correspond to his attitudes. Neither his opinions nor his overt acts constitute in any sense an infallible guide to the subjective inclinations

14 Ibid., 6-7.
and preferences that constitute his attitude. Therefore, we
must be content to use opinions or other forms of action merely
as indices of attitudes. The measurement of attitudes expressed
by opinions does not necessarily mean the prediction of what an
individual will do. If his expressed opinions and his actions
are inconsistent, it does not matter because we are not attemp-
ting to predict overt conduct. It is only of interest to know
what people say that they believe even if their behavior turns
out to be inconsistent with their professed opinions. At least,
we are measuring what people want others to think they believe.

It is also taken for granted that individuals' atti-
tudes are not to be considered in any sense as enduring or con-
stitutional constants.

One more important consideration needs to be stated. Attitude studies are to be used only in those situations in
which one may reasonably expect people to tell the truth about
their convictions or opinions.15

We may conclude from the preceding remarks that when
we attempt to measure an attitude, we must accept the fact that
the subject may be consciously hiding his true attitude or
that the social pressure of the situation has forced him to
think he actually believes what he is expressing. The amount

15 Ibid., 7-10.
of discrepancy between the opinion and the attitude is a ques-
tion of interpretation. All that it is possible to do is to mini-
imize the conditions that prevent subjects from telling the truth
or else to adjust our interpretations accordingly.

The interview technique used in this study has been
referred to as unguided. This method of studying attitudes has
been referred to by other authors as open-end, nondirective,
free-answer, and focused interview. Although there are differ-
ences between all of these, there seem to be basic objectives
which are common to all. The interview technique used in this
thesis follows closely these basic objectives.

Merton and Kendall, in a discussion of the focused
interview, state the objectives of this method as follows.

1. Nondirection: In the interview, guidance and direc-
tion by the interviewer are at a minimum.
2. Specificity: Subjects' definitions of the situations
should find full and specific expression.
3. Range: The interview should maximize the range of
evocative stimuli and responses made by the subject.
4. Depth and Personal Context: The interviewer should
bring out the effect and value-laden implications of the
subjects' responses, to determine whether the experience
had central or peripheral significance. It should elicit
the relevant personal context, the idiosyncratic associa-
tions, beliefs, and ideas.16

A strenuous attempt was made to follow these objectives in
gathering the interview material used in this research.

This notion of nondirection is not entirely new, nor

16 K.R. Merton and P.L. Kendall, "The Focused Inter-
is it untried. Carl Rogers has long stressed that direction in interviewing or counseling does not allow complete freedom to express all types of feelings and attitudes, because the direction which the interviewer gives tends to inhibit expression in any but the prescribed areas. Rogers further stresses that interviewers who use techniques which control the interview are much less effective than those interviewers who use the nondirective approach. The latter method causes the interviewer to be more conscious of his own attitudes and feelings. Thus, the fundamental notion in nondirection is that the interview is the respondent's, providing his with opportunity to talk freely, and express his true feelings.

Thus far, this discussion of attitude research and the validity and reliability of the unguided interview, has been of a theoretical nature. Each author presents the reasons for using this type of technique in certain situations rather than in others. At least one point of agreement seems to be found in all of the opinions presented. They are all agreed that when the interviewer is faced with doing research in an area in which the issues are not too well-defined, or in which little is known, about how individuals feel about these issues,

17 Carl Rogers, Counseling and Psychotherapy, Boston, 1942, 118.
18 Ibid., 123.
it is best to use the unguided interview in getting data. These conditions best describe the area studied in this thesis. This lends support to the necessity for using the unguided interview method in this research.

Another study concerned with the advantage of using unstructured questions in studying attitudes and opinions was made by Cantril. He reports the following results.

We have so far considered the relative merits of the multiple-choice and dichotomous questions. One other type remains—the free answer, where no definite alternatives are set by the question, and the respondent simply answers the question in his own words. For example, he may be asked (if a preceding question has established the fact that he thinks the United States will eventually enter the war): "About how soon do you think we will be in the war?" Replies to this question gave the following distribution:

(AIPO 4/8/41)
2 months or less
3 months
4 to 6 months
Later estimates
No Opinion

A comparable group was confronted with the dichotomous question: "Do you think we will be in the war within two months?" The answers were: Yes—25 per cent; No—46 per cent; Don’t know—29 per cent. This split provides another illustration of suggestion. When opinion tends to be vague and unstructured on a difficult question like this, and when a definite answer is suggested, as in the second form, different results are produced than when the free-answer prevails.19

These results indicate that it is extremely important what approach one takes in attempting to determine individuals' values.

19 Hadley Cantril, Causina Public Opinion, Princeton, 1944, 37.
attitudes and opinions. Another study by the same author demonstrates the importance of the degree of crystallization of opinion for the wording of questions in a free-answer versus stated alternatives.

(AIPO 6/29/39) On one form of the ballot people were asked, "Which European leader, now alive, do you like least?" On the other form, the same question was asked but respondents were then shown a card containing the names of prominent European leaders. The use of the card had no significant effect, except that it reduced by 9 per cent the amount of no opinion. Perhaps the chief reason for this absence of differences was that dislikes were clearly focused--mostly around Hitler, who was in a class by himself. His partner and closest rival, Mussolini, got about 9 per cent of the votes to Hitler's more than 70 percent.

On the other hand, the use of a card on the question, "Which European political leader, now alive, do you like best?" produced very significant differences by comparison with the free-answer situation. People found it much more difficult to answer the question, without the aid of a list of names to choose from (35 per cent no opinion without the cards, 15 per cent with it). At the time, Chamberlain was the most popular leader under both conditions, but in the free-answer situations he was mentioned by only 24 per cent, as compared with 51 per cent when his name appeared on a card. Anthony Eden, second choice in the free-answer list, was completely displaced by Daladier when his name appeared on the card.20

The two studies just cited lend further support to the suggestion that the free-answer type of question, or the nondirective type, is most effective when studying opinions which have not been crystallized in the minds of the respondents being studied. Thus, the use of different types of questions will affect the kinds of answers given to them. In the

20 Ibid., 37-38.
study being reported here, an attempt was made to use questions which did not require yes or no answers, or stated alternatives. This might have forced the answers into prescribed channels and given a spurious validity.

In getting at opinions, one may ask direct questions of the respondents or one may follow an indirect approach in getting at attitudes and feelings. Thus, the differences between these two methods have been pointed out and some of the advantages and disadvantages of each method have been suggested. For example, the direct method tends to structure the answers and slant them in the direction of the interviewer's bias, or the indirect approach cannot be subjected to statistical analysis. It is recognized here that any technique used has disadvantages which have to be accepted and accounted for in the analysis of the data and which make generalization questionable. It is best however, that one attempts to find the most efficient and profitable method for use in certain specific instances or to study particular problems. Another study which points out the advantages of the indirect approach over the direct in studying attitudes and opinions will be presented.

Roethlisberger, who has presented a rather extensive account of morale studies at Western Electric, supplies the following recommendations.

According to this author, certain defects in the direct question method made it necessary to do further research in the
in the area of studies of attitudes of employees toward management. Such a method tends to place a person in a "yes" or "no" frame of mind. Instead of getting the employee's spontaneous and real opinions, it tended to elicit a reaction of antagonism or a stereotyped form of response. In other instances, the questions themselves suggested the answers. Another weakness of this method was that it tended to elicit information on topics which the interviewer thought to be important, but which the respondent had never thought of before.

With these criticisms in mind, it was finally decided to adopt a new interviewing technique which at that time was called the indirect approach. After the interviewer had explained the nature of the interviewing program, the employee was to be allowed to choose his own topic. As long as the employee talked spontaneously, the interviewer was to follow the line of his ideas, and show a real interest in what the employee had to say. Sufficient notes were to be taken to enable him to recall the employee's various statements. During the flow of the employee's talk, no attempt was to be made to change the topic to one which the interviewer thought more important. Instead, he was to listen attentively to anything the worker had to say about any topic and take part in the conversation only in so far as it was necessary to keep the employee talking. If questions had to be asked, they had to be phrased in a non-committal manner and definitely not in the form previously used.
which suggested the answers. 21

For one thing, this change in method had an important effect on the duration of each interview. Before this change was initiated, the interviews averaged approximately thirty minutes long, but with the change in method the average time for a single interview grew to approximately one and one-half hours.

A further change involved the writing up of interviews verbatim during the interviews. This further increased the amount of material which came out of the interviews. 22

The method used to analyze interviews in the study reported by Roethlisberger, so closely resembles that of the study presented in this thesis that an excerpt from Roethlisberger's book will be presented here. According to him,

In analyzing an interview the analyzer first read it through carefully to obtain a general impression of the employee's attitude. He then went through again and indicated by marginal notations the subject headings under which the comments fell. In doing this, the analyzer at first accepted what the employee said at face value, but later on, when the interviews were written up verbatim, he deleted any comments which clearly were suggested by the interviewer. Any comments which were obviously incongruous in the light of their context were also eliminated. Statements which concerned two or more topics were classed under each topic to which they pertained. If the same opinion was expressed several times in the interview, only the most representative expression was used. On the other hand if different ideas were expressed about the same topic,
they were all used.23

In the particular study reported above, no statements on the reliability or validity of the new method were reported. The justification for the use of the indirect method of interviewing seems to be a qualitative one based on the reactions of the employees and the research investigators. The latter felt that it allows the employees more freedom of expression on topics and issues in which they really had an interest. It further allows the employees to bring up problems of their own thinking which the investigators might have missed.

Although the preceding material has not established the validity or reliability of the unguided interview method in a statistical manner, it has served to point out the reason for its being used in this investigation. No studies were to be found which treated this problem of validity and reliability of the unguided interview. At any rate, what has been said seems to justify this method in the study of attitudes and opinions. In all of the studies reported in the next section of this chapter, this technique was employed as either part or the whole of the research method. This illustrates that many investigators have faith in this method and it is used widely and extensively in studies which are similar to the one being reported in this

23 Ibid., 220.
Attention can now be turned to occupational studies which use the explicit and implicit assumptions of social role and its ramifications in their theoretical framework.

D. RELATED OCCUPATIONAL STUDIES

The following studies are similar to this thesis in their method of research, and others, in their theoretical orientation, yet none of these contain all of the elements of this research. In view of this, the following related investigations are presented with special emphasis on the phase most relevant to this study. The order of presentation of these reviews will establish bit by bit the theoretical framework in which this thesis has been constructed.

Since this study is concerned with an occupational role or career, an article may be examined which clarifies and defines this concept in terms of the interaction of personal role and social status. Hughes presents a treatment of this subject as follows.

Conscious fulfilling of formally defined offices distinguishes institutions from elementary collective behavior. In office, personal role and social status meet. In some offices, ritual is dominant, in others, judgment and enterprise are called for. A career is the person's sequence of role and realized status and office. In rigid societies, careers are of standard types; and the person's is somewhat predetermined. In a freer society, they are less so; but nevertheless, types of careers appear. The institutions of a society may not be understood without
understanding offices and careers.24

 Aside from the implications of this article with regard to institutions and offices, the point of interest to be noted is that he concludes that a person is unable to avoid judgement. The individual's peculiar social role or career has to assert itself and may come into conflict with the office which he fills. From this we may say that the fusion of personal role and office is never complete except in ritual. For present purposes, it is not necessary to determine whether the role of the professional musician is a highly institutionalized one or the extent to which the musician's behavior is ritualistic. It is only important to recognize that certain effects may flow from, or certain conflicts may arise, as the result of the interaction between the individual's basic personality organization and the specific occupational role attitudes and duties which are part of the career. In this study, an attempt has been made to ascertain the relationship between these two factors.

 We may carry this discussion further by referring to another of Hughes' articles. This article deals with the division of labor and its relation to personality types. In this report, Hughes states,

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The objects of occupational selection are persons most of whom have been raised in families in which they have inherited sets of social objects and attitudes more or less common to the community. The division of labor operates on these persons, in an urbanized world, by mobilizing them from their milieu natale (Durkheim) and making them available at the points where competition will give them a place. The completeness of this mobilization varies in different types of occupations: the completeness of personality change of those who enter the occupation varies with it. Sometimes the mobilization of the person is of another sort, involving conversion, long professional training, and development of esoteric skill and interests. The more mobile and esoteric the occupational type, the more completely are familial and local ties and mores left behind. The person finds a "life-organization" in the occupational group, social objects and attitudes, and definitions of his wishes. 25

Hughes' conclusions are drawn from a study which he made of real-estate men in the Chicago area. He too has taken the cue from common-sense observation and maintains that personality types may be related to the type of occupation selected. On the basis of this assertion, Hughes attempts to set up categories within the division of labor which are based on the manner in which the individual enters the occupation, his attitudes toward the occupation, and the attitudes of the community toward his profession. With this in mind, he then goes on to break down the division of labor into six classifications. For our purposes, we need only examine the category which has a bearing on the occupation which is the subject of this thesis. This

consists of the professional and near-professionals, and is distinguished, as a category, by long training which is set up by the profession itself in its demands upon the musicianship of its members. Along with this training, goes a set of attitudes, controls, and a professional conscience. In addition, the training carries with it a solidarity and an aim to become a moral unit. This study serves to state the problem and to give it a frame of reference. There is a frank recognition that one is neither able to predict the occupational fate of the person, nor the origin of the individual who will fill the next given job. This, in a sense, amounts to a recognition of the complicated nature of this process. The author finally concludes that when an occupation develops its own controls and institutions for the protection of its prerogatives, it develops a culture, and a system in which an individual may satisfy his wishes. Thus, the individual becomes more sensitive to the opinions of his own group and relatively less sensitive to the opinions of others outside this group. This individual then constitutes a personality type. The professional dance musician undoubtedly falls into this category. He enters this group after a long training period and accepts, at least partially, the set of social attitudes which go along with this group. He is aware that others around him view his occupation in a certain way, as does he, and he feels that solidarity which participation in this culture gives him. In this occupational setting,
the musician is able to satisfy, to some extent, his own wishes. The problem of whether the musician constitutes a personality type will be touched upon later in this thesis. At this point, it is only necessary to note that although the musician can satisfy some of his own personal wishes and desires, this fusion of personality and social role is never complete. It is hoped that this study will throw some light on the relationships which occur as a result of this incomplete fusion.

Thus far, only a few theoretical ideas taken from general articles have been presented. With the frame of reference already stated previously, one may proceed to examine some articles which deal particularly with studies of occupational groups. These will be looked at more closely in order to see what techniques have been devised to study occupational roles and what the results of such studies have been.

The only study of professional musicians which offers a contribution to this research is that of Becker, a professional dance musician as well as a sociologist. He made a study of dance musicians in the Chicago area. This research was conducted on a participant-observer basis, and used an unguided interview technique. In other words, Becker, on the job, was able to study and note the attitudes and behavior of his fellow musicians right in the working situation. Thus, he was able to observe certain phenomena from which he later drew conclusions. He holds the following view:
Members of service occupations are subject to the interference of clients at their work. In the meeting of a professional whose self is deeply involved in his work and a more casually involved customer, conflict arises from the professional's feeling that outsiders neither are capable nor possess the right to judge their performance. Dance musicians feel themselves to be different from their audience—people who lack understanding and who should have no control over their work but who in fact exert great control. Musicians feel isolated from society and increase this isolation through a process of self segregation.

This author was specifically interested in the interaction between the musician and his audience, the conflict arising out of this situation, and the method of resolving it and adjusting to its implications. In this report we find a recognition of the observable fact that a musician must deal with, not only the demands of the social group in which he finds himself, but his own personality organization and needs, and also the demands which his audience makes upon him. The interplay of these factors gives rise to certain attitudes and behavior which may be studied. With these considerations in mind, we may expect that a musician's behavior and attitudes will be influenced by and phrased in terms of his own basic attitudes, the set of social attitudes which go along with his role, and the pressure and control which his audience can exert on him in the performance of his work. It is further evident that we can study separate

aspects of this problem and attempt to determine the extent to which these factors influence his attitudes and his behavior. Becker was interested in certain types of adjustments of the musician to the conflict which arises out of the social interaction between the musician and his audience in the working situation.

In order to clarify further, and to illustrate the influences which an occupational role has upon individuals in it, we may study a piece of research on the stages and types of medical careers. Oswald Hall made a study of doctors in large Eastern hospitals using unguided interview techniques and reported his findings in two articles. These will be presented here in a brief way. The points to be stressed are those most pertinent to this discussion.

The first article to be presented is one which deals with the influence which the occupational role has upon individual behavior and attitudes. In this report, Hall states the types of necessary adjustments of a medical recruit to the institutional demands and relationships of a large hospital as he observed them. He states:

The members of the medical profession are heavily dependent on a set of formal institutions and informal organizations. In an Eastern American city the inner core of the profession was constituted of established specialists. This core functioned to control appointments to the medical institutions; to exclude or penalize intruders; to distribute patients; and to enforce rules and control competition. The influence of this inner core is crucially im-
portant in the careers of new recruits to medicine. The stages of a medical career are here set forth as a set of adjustments to this inner core and to the institutions which it influences. 27

These stages follow closely the concepts already set forth in this section. They involve the generation of an ambition to become a doctor; the incorporation into a medical institution; the acquisition of a clientele; and gaining a place in the inner core which dominates over all. It is evident that such institutions function to influence the individual's behavior in this profession. Those who conform to its formal and informal rules are rewarded and those who do not are penalized in some manner. In this study, we may take note of the part which the occupation plays in forming, or influencing, behavior or attitudes.

The second article will serve to tie in the three types of medical careers open to medical recruits and the manner in which the recruit relates himself to these possibilities. Hall sums this up in the following way.

Three distinct types of medical careers are isolated. There are described in terms of how patients are attracted, retained, and passed on to other doctors; how each doctor fits into medical institutions and how he relates himself to his colleagues. 28

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In this study, it is made clear that a medical recruit will fit into one of the three possible types of careers. The one which is entered by the newcomer will depend upon two primary factors. These involve the interplay between the basic personality of the individual, and the type of adjustment which he makes to the demands of each of the three roles open to him. The three categories open for entrance are the "friendly type," the "colleague type," and the "individualistic type" of doctor. The role which the doctor has to play will depend upon the basic personality of the individual as it fits into the demands of these types. In this study it is recognized that certainly there will be a relationship between the basic personality and the type of role which the individual is manifesting. A good case might be made for the possibility of setting up such categories among dance musicians. It is quite evident to anyone who has participated in this occupational role that there are friendly types of musicians, colleague types, and individualistic types. Many other classifications suggest themselves immediately and these may be phrased in the terminology of the occupational group. At any rate, Hall's findings can certainly be applied to other occupations, and particularly to the dance musicians' group.

The studies presented thus far all have a strong sociological flavor. All have been conducted within the frame of reference already pointed out and all have used the interview technique in gathering their material. It is to be remembered
that the fields of sociology and psychology shade into each other and overlap. The somewhat new field of social psychology seems to cover this overlapping and partake of both points of view and methods of research. A study by William Henry illustrates a study in social psychology which has very pointed relevance to the present study. It is hoped that this presentation will clarify many of the concepts and terms used in this thesis. It also provides a prototype for the method which has been adapted to this particular problem.

Henry made a thorough study of over one hundred business executives in various types of business houses in the United States. He used the TAT, a short unguided interview, and a projective analysis of a number of traditional personality tests. The validity of this research rests on the blind TAT analyses and their agreement with conclusions from separately analyzed instruments. These latter included a survey of facts and job performance, anecdotal summaries of present job behavior by the executives' superiors and associates. His study is an attempt to describe the personality communalities of a group of successful business executives. The research basis is the exploration of the personality-structure in the selection of executive personnel. The frame of reference for this research is in keeping with the assumptions underlying the present study. Some of the concepts used in this type of research are defined by Henry in
the following manner.

Success is the name applied to the wholehearted adoption of the role. The individual behaves in the manner dictated by society and society rewards the individual with success, if his behavior conforms to the role. It would punish him with failure should he deviate from it.

Participation is not apart from the individual's personality. It is a game he's playing, a way of behaving and thinking that he knows best, that he finds rewarding and in which he believes. Thus, the role as socially defined has its counterpart in personality-structure. To some extent too, the personality structure is reshaped to be in harmony with the social-role. The possibility and extent to which reshaping is possible is limited. An initial selection process occurs which reduces the training time necessary in teaching the appropriate behavior. Those whose personality-structures are most readily adapted to this role are accepted and those not, are rejected.29

On the basis of these assumptions, and his analysis of the data collected, Henry concluded that a certain type of personality-constellation must be present to meet at least the minimal requirements as a business executive. Although individual uniqueness was present, all successful executives had this personality pattern in common. This pattern included such traits as "achievement-desires," "mobility-drives," "strong self-structure," and etc. This constellation of traits and attitudes was found to be present among successful executives and their absence was found to be coincidental with failure. Results of this research may be presented in Henry's own statement.

The successful executive represents a crystalli-
zation of many of the attitudes and values generally accepted by middle-class American society. The value of accumulation and achievement, of self-directedness and independent thought and their rewards and prestige and status, and property are found in this group. But they also pay the price of holding these values and profiting from them. Uncertainty, constant activity and the continued fear of losing ground, the inability to be introspectively leisurely, the ever-present fear of failure and the limitations put upon their emotionalized interpersonal relations are some of the costs of this role.\textsuperscript{30}

This study illustrates graphically that certain rewards and sacrifices are to be gained and made, and that a price must be paid for occupational success. It also emphasizes that the basic personality-structure plays a part in determining occupational role attitudes and behavior. In the present study all of these assumptions will be operative but the method of investigation will differ from Henry's. The type of problem to be studied will also be of a different kind. The keynote of Henry's study was his ability to do blind analyses of the TAT and interview data, and the projective analysis of the personality tests which he used. In the present thesis, there is an attempt to objectify the analysis of the TAT and to require as little personal interpretation of the data as possible. This has been accomplished by adapting the TAT to a focused analysis form which will be described in detail in the following section.

The interview material has also been analyzed with a minimum of deep analysis. The nature of this problem makes this permis-
ible. The prime concern is with the subjective picture which the musician has of himself and his role and the overt behavior which characterizes his activity in a specific occupational setting. It is also recognized that some interpretation is necessary in all phases of this study, but this will be kept at a minimum whenever possible.
CHAPTER III

THE PROCEDURE

A. PRELIMINARY REMARKS

If this study is to relate general personal organization and attitudes to a person's behavior and attitudes in a specific role, information is required on each of these points, and techniques must be devised to obtain these data. Before presenting the detailed account of the procedure to be used in this research, it is necessary to state the following assumptions which will be operative in this study.

First of all, social aggression toward others, physical and emotional aggression toward the self are to be considered as indirect forms of aggression. On the other hand, physical aggression toward others is to be considered as a direct form of aggression. Secondly, success will be studied in terms of the goal of success as personal or social. Finally, the means of achievement of success (the form) will be studied in terms of success being self dependent or dependent upon others. These will be more clearly understood when the test and interview analyses are explained.

The two techniques chosen for studying this problem are the TAT and an unguided interview.
B. THE TAT: A FOCUSED ANALYSIS

In this research the TAT was used, in a modified form, to get at the significant basic and general attitudes toward success and its means of attainment, and the expression of aggression as direct or indirect.

Because of the subjective nature of the traditional method of analysis of the TAT, this technique was adapted to the particular problem under investigation. The name Focused Analysis is used because the entire analysis of the TAT is focused in the area to be investigated. The manner in which this was done will be explained in the following paragraphs.

After five of the proposed twenty subjects had been tested with the full twenty cards of the men's set of the TAT, it was decided to shorten the number of cards to be used to fifteen. The main reason for this shortening was to enable the tester to administer the entire program in one interview.

The use of a short form of the TAT is not something new with this study. Henry expresses the logic behind such a measure quite adequately. According to him, certain cards are not used, not because they do not provide significant material about the individual's personality, but rather they are discarded as a matter of expedience. He feels that what is lost in this way is made up for in the material gathered from other
Thus, much of the material is repetitive and can be gotten from other cards.

To test this hypothesis, a brief pilot study was conducted by this student to determine which of the cards was most useful for this research and which could be discarded as less fruitful. This involved five cases using all twenty cards of the men's set and five cases using cards I, II, IIIIB, V, VIIB, VIIIB, IXIB, XI, XIIIB, XIV, XV, X VI, XVIIIB, XVIIIIB, and XX. First of all, the first five cases using all of the cards were examined as follows. Each of the cards for all five cases was checked to ascertain whether they elicited material in the three areas to be studied. (Aggression, success, and its attainment). In each instance when the card did bring out significant material, this was tallied for each category. After all of these were tallied, it was an easy matter to select five of the twenty cards which did not contribute as much as the others on a relative basis. The five cards thus selected were dropped out of the test series.

The next step was to administer the chosen fifteen cards to five more subjects. The results of this testing were then compared with only the results of the fifteen selected

1 William E. Henry, "The TAT in the Study of Culture Personality Relations," Ibid., 16.
cards on the original five cases. This was done to determine whether the second five cases yielded significant material in the same manner in which the first five cases had. In doing this, a check was made on the original selection of cards. This comparison proved that the fifteen cards thus selected were fruitful in eliciting data on the points to be studied with this technique. Although the five cards to be dropped did contribute some information, they did not yield as much as did the other fifteen cards. Furthermore, comparable material for the five deleted cards was obtained from the remaining fifteen. On the whole, subjects who tended to provide a great deal of material on the twenty cards did likewise on only fifteen, and subjects who produced meager protocols using the twenty cards did so also on the fifteen. The five card difference was not significant enough to insist that all twenty cards be used.

After the selection of the cards to be used was made, the next important step was to set up a system of analysis which would be as objective as possible and yield the kind of data necessary for a convenient comparison of results.

Several types of analyses were attempted. First of all, a dynamic analysis was tried in which a total personality analysis was made with an attempt to relate certain attitudes and behavior patterns with their motivating causes. Secondly, a sequential analysis was attempted in which a developmental
sequence of the person's life history was obtained. Another type attempted was a straight attitudinal analysis which reflected the individual's attitudes toward himself and other objects which came out in the stories. None of these attempts produced a usable and efficient method of studying the general attitudes proposed. Further, they did not offer an objective measure of these attitudes which could be compared with the criteria to be used. After a great deal of thought and consideration, and a survey of the available literature, it was decided to try a focused analysis. This analysis proceeded as follows.

The TAT was administered to all subjects with the standard instructions for normal adults. During the testing situation, visual and auditory privacy was strictly observed. The protocols obtained from this testing were then analyzed in the following way. A blank form was made up to be used in the analysis. Two general categories were set up. These were (1) success and (2) the expression of aggression. Success was then subdivided into (a) success as self dependent and (b) success as dependent upon others. Aggression was subdivided into (a) aggression expressed toward others physically or socially and (b) aggression expressed toward the self physically or emotionally. Under these categories and sub-classifications will be listed all of the situations and attitudes in the TAT stories which have a bearing on these points.
verbatim phrases or summaries of these will be taken from the record. This will provide a maximum amount of objectivity. Finally, a summary will be written up on each of the three major foci of this thesis. This will provide a description of each protocol in terms of: aggression as expressed either directly (D) or indirectly (I); success defined as either personal (P) or social (S); and, the attainment of success as either dependent upon others (DO) or self dependent (SD). The symbols D, I, P, S, DO, and SD respectively will represent these categories to facilitate analysis of results. It was anticipated that certain individuals would express their aggression both directly and indirectly in most situations. In these instances, both symbols will be used to designate the category. This also applies to the other two categories.

It is necessary at this point to explain how each attitude, situation, or action in the TAT was classified in the proper sections already listed. Only when this system is clearly understood can it be demonstrated to be valid and objective. The method of analysis may be described as follows.

I. The Expression of Aggression

Under this heading, there are four types of aggression to be looked for and classified. These are:

A. Physical aggression: According to Murray, this is defined as "Desires and Effects: Physical: To overcome opposition forcefully. To fight. To revenge an injury. To attack, injure or kill an O. (Object)
To oppose forcefully or punish and 0."2

1. Toward the self: This is determined by the expression of all forms of physical aggression as defined above when these are directed toward the self. This is determined by the degree of identification of the subject with the object of aggression in the TAT plots. This can be decided by the context of the plot, the similarity of the subject to the object in age, sex, occupation, or etc. This is sometimes very subjective and an attempt must be made to follow a consistent scheme and be fairly certain of the identification before classifying it as such.

2. Toward others: In this category, the form of physical aggression is directed at others outside the self. Such objects may be other persons, institutions, society in general, and etc.

B. Emotional aggression toward the self: In general, Murray's definition of Verbal aggression is used. "To belittle, censure, curse or ridicule maliciously an O. To depreciate and slander. (The end that is sought is the expulsion or the painful humiliation of the O.)"3 This also includes his definition of feelings and emotions. "Irritation, anger, rage (temper tantrums); also revenge and jealousy. Hatred."4 Whenever these are expressed toward the object identified with in the TAT stories, they are classified as belonging to this category.

C. Social aggression toward others: The preceding applies when the subject expresses this form of aggression toward others with whom he does not identify. The name social was chosen because it refers to aggression toward others in general, excluding physical aggression.

2 Henry A. Murray, Explorations in Personality, New York, 1949, 159.

3 Ibid., 159.

4 Ibid., 159.
The first step in the analysis of each TAT was to carefully classify each situation, theme, attitude, opinion, plot, and etc. in the TAT stories according to the above criteria. When this had been done, it was next necessary to determine which of the two possible forms of aggression were predominantly expressed in the TAT. (Direct or indirect expression) This was done according to the following criterion.

In this study, aggression has been artificially subdivided into the four categories previously explained. These were considered to be on a continuum. At the extreme end of this scale is physical aggression toward others which represents the strongest form of a direct expression of aggression. Less intense is the social form of expression toward others, and so on down the scale with physical aggression toward the self and emotional aggression toward the self at the other extreme end of the indirect form of aggression. (The latter being the strongest form of indirect expression) It was also recognized that these do not represent equal intensities of expression. Therefore, it was decided to assign arbitrarily a weight to each of these classifications. To the most direct form of aggression, physical toward others, the weight of three was given. To the strongest form of indirect expression, emotional toward the self, was also assigned the weight of three. The less intense category of indirect aggression, physical toward the self, was given a weight of two. And finally, the weakest
form of indirect aggression, social toward others, was assigned a weight of one.

After each of the items in the analysis of the TAT had been classified and weighted, the three forms of indirect expression of aggression were totalled and this sum represented a numerical index of the amount and intensity of indirect aggression. The weight assigned to the only form of direct aggression, physical toward others, was used as the index for this category. These two numbers were compared and it was decided that one had to be greater than the other by 100 percent in order to definitely state that this individual expressed his aggression in one of these two ways. If however, there was not this discrepancy, the individual was considered as expressing his aggression in both ways. In this system, there are both a qualitative judgement of the method of expressing aggression as determined by a summary of the items analysis, and a quantitative check on this judgement. This lends some reliability and objectivity to this method of analysis.

II. The Definition of Success

The definition of success was dichotomized into:

A. Success as Personal: The items taken from the TAT stories were classified in this category when they represented opinions which reflected the attitudes that the goal of success is personal satisfaction, self-expression, personality growth, personal happiness, artistic achievement, and the like.

B. Success as Social: Items are to be classified in this category when they reflect an attitude toward
success which holds the goal to be financial security, social status, prestige, commercial success, and the like.

When all of the items bearing on success have been classified into these two categories, it is necessary to make a qualitative judgement regarding the predominant feeling toward success as either of these or a combination of both. It seems impossible to give these any kind of numerical weighting as was done with aggression, because this material does not lend itself to this type of breakdown.

III. The Means of Attainment of Success

For the purpose of analysis, the achievement of success can be dichotomized into the following two forms:

A. The attainment of success as self dependent: In this category, the subject expresses attitudes, opinions, and situations which indicate that he feels that becoming successful is a private thing. By his definition, it is achieved by working hard, making one's own breaks, and becoming educated to achieve one's goals.

B. The attainment of success as dependent upon others: According to this definition of achievement, the individual feels that becoming successful is dependent upon one's friends, the contacts one makes, the influences one can bring to bear on certain situations, and the need to conform to the demands of others in the achievement of a desired goal.

In this category, as in the previous, all items were classified as belonging to either of these two classes. A qualitative judgement was then made on the basis of these to determine whether one or the other or both attitudes were representative of how this individual feels about the means
which he has to use to attain his goal.

In order to illustrate the focused analysis method of analyzing the TAT, a complete analysis of one entire case is presented in the appendix at the end of this thesis. This gives examples of how the items were taken from the stories, how they were classified, and how the judgements were made to determine which category the items were assigned to, and how the individual was finally judged in terms of the three possible categories.

C. THE UNGUIDED INTERVIEW ANALYSIS

Information about the specific attitudes and behavior in the occupational role was obtained by the use of an unguided interview. This has been discussed previously in chapter II.

In using this type of interview, it is necessary for the interviewer to keep clearly in mind what questions he wants answered rather than using a standardized questionnaire which might give a spurious validity to the results and structure the responses too rigidly. The points about which information is desired must be kept in mind by the interviewer and any questions may be asked which will draw out this information without suggesting answers or directing the interview too strictly.

The most general way which has been found for opening the interview has been: "Tell me something about the types of jobs you've
been working lately?" This has been found to be the most unstructured way to begin the interview. After this beginning, the interviewer followed along with the trend of the respondent's thought, doing only as much of the talking or leading as was necessary to focus on the desired points of interest. The important thing to be remembered is that this interview is for the purpose of finding out how the subject feels and thinks and phrases his answers, and not for drawing out the kind of responses which the interviewer thinks should be given. The points about which this information was focused may be stated briefly in the form of the following questions.

I. How do you feel about outsiders, non musicians, and how do you act toward them? (Aggressive, indifferent, or patronizing, and etc.)

II. How do you feel and act toward fellow musicians?

III. What kinds of success do you want as a musician? (what types of clubs looked forward to working in, types of music to be played, types of audiences, kind of money, and etc.?)

IV. How about going commercial? What will you have to sacrifice to achieve your goal? (Money sacrificed for the jazz musician and self-respect for the commercial musician.)

V. What kind of jobs do you get now in terms of prestige and income?

VI. Where do you think you stand in your progress toward the ultimate goal?

VII. What do you have to do to become successful? (Make "connections," study and practice hard, and etc.)

After the interview had been obtained, it was analyzed in terms of the conceptual framework previously set up in the foregoing chapters. Much of the analytic procedure depended upon the writer's own long experience as a musician, and
his many associations with a large number of all types of dance musicians. Much of the material obtained will be heavily flavored with the vernacular of the musician. It might be very difficult for someone without this background to fully understand and interpret what the musician is saying. It appeared to the interviewer that since the person being interviewed was aware that he was speaking to a fellow musician, he seemed to relax and express his ideas on these subjects in the language in which he usually discusses them.

The analysis will be centered about the following points:

I. Attitudes and behavior toward outsiders.
II. Attitudes and behavior toward fellow musicians.
III. His concept and definition of success for himself.
IV. His conception of success as self dependent or dependent upon others or how achieved.

A sample of how this analysis was conducted and the types of verbatim or summarized attitudes that were used will be found in the appendix at the end of this thesis.

D. COMPARISON OF THE TWO SETS OF DATA

The next step was to set up the two sets of data—the TAT and interview results—in a convenient table form in which the relationships were compared point for point. The relationships studied dealt with:

I. The expression of aggression. Here there were three possibilities. Under each set of data, aggression was expressed as direct, indirect, or as a combination of these two. The symbols used for these categories were D,
I, and DI respectively.

II. The definition of success as dependent upon others, self dependent, or as a combination of both. The symbols used here were DO, SD, and DO-SD respectively.

III. The definition of the goal of success as personal, social, or as a combination of both. This involves self-expression versus security, or commercialism versus jazz. The symbols here were P, S, or PS respectively.

After these three tables were constructed in order to present the relationships between general and specific attitudes, statistical measures were applied to these results to give some kind of quantitative measure of them.

The choice of statistical procedures in any research is dependent upon the type of data being used and the manner in which it has been set up. Three statistical methods were applied to the results of this study. The first of these was the Coefficient of Contingency Correlation. This allowed a comparison of the results in a three by three table. Next, a Tetrachoric method of Correlation was utilized in two forms. The first of these was an approximate solution, and the second was the Cosine Pi method as a check on the preceding. The reasons for the selection of these methods will be presented in the following chapter.

The final step was to draw conclusions from the data.

E. THE RELIABILITY OF THE ANALYSES

The question of the reliability and objectivity of any research technique is an important consideration. An
attempt has been made in this study to determine the reliability of the methods of analyzing the TAT and the unguided interview. The manner in which this was accomplished is presented below.

The test of reliability of the TAT focused analysis was attempted as follows. First of all, the items taken from the TAT and classified according to the type of aggression which they represented were rechecked. This was done by having all of the items read to the analyzer in random order. Then these items were classified again, without reference to the original analysis. Of the 371 items checked, only four were classified differently from the original analysis. This is approximately ninety-nine percent agreement. A period of over four months had elapsed between the two analyses.

This category was then checked again for the final judgement of the type of aggression expressed predominantly in the TAT. The first judgement had been purely quantitative and based on a summary of the item analysis as described in section B of this chapter. After a period of over four months, the weighting system, as explained in section B also, was applied to the items and a new set of judgements was made for the twenty TAT's. The agreement of the two methods was 100 percent. This provided a somewhat quantitative check on the first analysis.

The remaining categories, success and its means of
attainment, were also rechecked for the item analysis, and the final judgement as was made for the TAT was made without benefit of quantitative checks. Of the ninety-eight items checked the second time on the definition of success, only one item was found to be in disagreement with the original analysis. This is better than a ninety-eight percent agreement. The remaining category was rechecked in this same way, and out of the 175 items, only three were in disagreement with the original analysis. In both categories, the final judgements between the predominant attitudes in the two separate analyses was 100 percent. This added to the confidence of the writer that this method of analyzing the TAT was reliable when checked in this manner.

The interview analysis was subjected to a much more demanding test of reliability. It will be recalled that the interview was analyzed around three focal points as described in section C of this chapter. After all of the twenty interviews had been analyzed by this writer, they were given to a professional sociologist who is also a professional musician. He was given the instructions for analysis presented in this chapter. Of the total of sixty judgements necessary for the analysis of the twenty interviews, only three judgements were in disagreement with the original analysis. When this writer went over these disputed three items with the checking analyzer, the latter agreed that these could have been classified in the
original way with justification. The reliability of this method thus established, was a ninety-five percent agreement between the two separate analyses.

F. THE SAMPLE

The sample studied consisted of twenty musicians drawn from acquaintances (and their friends) of the writer. The criteria for inclusion of subjects in this sample may be described in the following manner.

I. The subjects must earn all or part of their living as a professional dance musician. (The playing of popular music or jazz for dancing or listening audiences.)
II. They must live according to and be members of this occupational culture so that they live by its categories and rules and expect to spend their lives in and make their careers of it.
III. The age range will be from nineteen to thirty-five years. These years seem to be the important ones in a musician's career. During these years the musician usually goes through the process of joining this occupation actually and participating in it and before any real or rationalized goals have been reached. (This, of course, is not true for all musicians and an attempt was made to use only those records which are representative of this group.)
IV. They must be members of the American Federation of Musicians since this gives them their formal status, without which, theoretically at least, they are not allowed to work.
V. All subjects will be male members of the white race in order to minimize the differences which would come up were other racial groups included. The latter may have problems over and above those in the occupational role which are radically different from those of white musicians and dependent upon racial implications rather than occupational.

This completes the description of the procedure to be followed in this research and the sample to be studied.
CHAPTER IV

ANALYSIS OF THE RESULTS

In this section are presented the data, in summary form, obtained from the analysis of twenty TAT protocols and twenty interviews. Since the analysis of these materials has been explained in detail previously, this phase will not be touched on at any great length here. A sample of the entire procedure may be found in the appendix at the end of this thesis.

Since the purpose of this study is to relate basic or general attitudes and behavior to their specific occupational role counterparts, the information from the TAT and interview materials are presented in a convenient comparison form in three different sections. These three sections are (1) the expression of aggression as direct or indirect; (2) the definition of success as personal or social; and, (3) the definition of the means of achieving success as self dependent or dependent upon others. For each of these categories a table is presented to facilitate the comparison and a discussion accompanies each table to make such comparisons meaningful. Three statistical methods of correlation have been applied to each of these three categories to determine in quantitative terms the amount of correlation that exists between the two samples.
of attitudes and behavior studied. The appropriateness and effectiveness of these statistical methods are also discussed.

On this summary of results will be based the final conclusions to be presented in the final chapter of this report.

In Table I are presented the results of analysis for the expression of aggression. The symbols used are as previously described and their explanation is given again at the bottom of the table. The table presents a quick picture of the types of relationships which were found.

The first column merely represents the case numbers which were assigned according to the chronological order in which the interviews were obtained. The second column, as labeled, represents the general expression of aggression as indicated by the TAT analysis. The third column shows the specific occupational role expression of aggression as indicated by the interview analysis.

An examination of the table shows that only eleven, or fifty-five percent, of the twenty cases studied yield a direct relationship between general and role behavior and attitudes. Of the remaining nine, five of these show an indirect relationship, that is, either one of the categories shows the expression of aggression to be a combination of direct and indirect, while the remaining category shows either (but only)
TABLE I

A COMPARISON OF GENERAL AND OCCUPATIONAL ROLE EXPRESSIONS OF AGGRESSION

<table>
<thead>
<tr>
<th>CASE</th>
<th>GENERAL AGGRESSION</th>
<th>ROLE AGGRESSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>D−I</td>
<td>D</td>
</tr>
<tr>
<td>2</td>
<td>D</td>
<td>I</td>
</tr>
<tr>
<td>3</td>
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<td>I</td>
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<td>6</td>
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<td>I</td>
</tr>
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<td>D</td>
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<tr>
<td>8</td>
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<td>10</td>
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</tr>
<tr>
<td>11</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>12</td>
<td>D−I</td>
<td>I</td>
</tr>
<tr>
<td>13</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>14</td>
<td>I</td>
<td>D</td>
</tr>
<tr>
<td>15</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>16</td>
<td>D−I</td>
<td>I</td>
</tr>
<tr>
<td>17</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>18</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>19</td>
<td>D−I</td>
<td>I</td>
</tr>
<tr>
<td>20</td>
<td>I</td>
<td>I</td>
</tr>
</tbody>
</table>

KEY TO SYMBOLS

D—Aggression which is expressed directly.
I—Aggression which is expressed indirectly.
D−I—Aggression which is expressed in both ways.
one of these modes of expression. The four remaining cases show no relationship.

In the hope that all of the results could be reduced to only two categories (D and I) instead of three (D, I, and D-I) a second attempt was made to analyze all of the categories which yielded a combination of both direct and indirect forms of aggression. In all of these instances, the original decision had to stand because the expression of aggression was so definitely a combination of both forms.

In order to obtain some kind of quantitative measure or statement of the amount of correlation between the two sets of data, it was decided to apply these different methods of correlation to this material.

The first statistical measure to be applied was that of the Coefficient of Contingency Correlation (C) as described by Garrett.1 This method was selected because (1) there were more than two classes in each distribution; (2) the categories themselves are arbitrarily set up and are not natural ones such as male-female; and, (3) the categories themselves are not quantitative expressions such as scores.

The reliability of the statistical results of this study are very questionable because the sample is neither large

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nor randomly selected. There is however some evidence from this writer's observation that the phenomenon being studied is normally distributed among dance musicians. That is, most musicians express their aggression in an indirect manner. A few in a direct manner, and a few not at all. This suggests that the expression of aggression is somewhat normally distributed and at least one condition is satisfied empirically in order that statistical procedures may be applied. It must be admitted however, that all of the conditions for reliably using statistical methods are not present in the sampling procedure used in this study. This makes any statistical inferences questionable and these are drawn cautiously with a great deal of reservation and qualification. Since this study is not a definitive one, but only descriptive, it is felt that a statistical analysis although limited, can be profitably applied.

It will be noted that each of the two categories shown in Table I can be broken down into three classes or cells. For both categories, these are D, I, and D=I. This allows the use of a three by three table and the C method of correlation was applied. An example of the specific method of C correlation used here is presented in Garrett.3

3 Ibid., 360-362.
The G correlation thus obtained was a positive .01. Because of the limitations of this statistical application, a correction as suggested by Garrett was used to obtain this .01 correlation.

If all of the assumptions underlying this statistical procedure were satisfied, it would closely approximate the Pearson Product-Moment correlation. (r) Although these are not satisfied, we may make use of the table of correlation coefficients at the five percent and the one percent levels of significance presented by Garrett. If the obtained correlation is assumed to approximate r, then, for the degrees of freedom (df) present in this sample, (eighteen) a G of .444 at the five percent level or .561 at the one percent level of confidence is necessary in order for this G to be significant at these levels. Obviously, the obtained G of .01 is highly non-significant.

Although the G obtained for this category is highly non-significant, an examination of Table I suggests that this correlation does not agree with the data on a qualitative basis. One of the reasons for this discrepancy may be the presence of zero's in several of the cells of the frequency table. This

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suggested that the C method did not adequately measure the amount of correlation one would expect from these data. It was decided then to throw out all of the cases which had a double category in either analysis. This left sixteen cases which could be set up in a two by two table and the Tetrachoric method of correlation could then be used.

The Tetrachoric method of correlation ($r_t$) as described by Guilford\textsuperscript{6} was used in this study because the two methods of analysis were reduced to two classes each. Under the appropriate conditions the $r_t$ is numerically equal to the Pearson Product-Moment correlation. The assumptions underlying this method are as follows: it requires that both $X$ and $Y$ be continuously variable, normally distributed, and linearly related. These assumptions seem to be satisfied here. The approximation of $r_t$ to $r$ is subject to the limitations stated for the C method.

The approximate solution for $r_t$ as applied to the sixteen cases is described by Guilford\textsuperscript{7}. This method was presented by Guilford\textsuperscript{8} and subsequently checked by the Cosine-$\pi$ formula for $r_t$.


\textsuperscript{7} Ibid., 334-336.

\textsuperscript{8} Ibid., 336-337.
The results of these two methods of correlation were:

1. \( r_t \) with the approximate solution method turned out to be a positive .61.
2. \( r_t \) with the Cosine-pi formula turned out to be a positive .48.

If we assume that the \( r_t \) thus obtained is an approximation of the Pearson \( r \), then we may use the same table of coefficients of correlation at the five and the one percent levels of confidence. According to this table, in order for the \( r_t \) to be significant at the one percent level, it would have to be at least .623 and at the five, at least .497. (For fourteen df.) The positive .61 obtained for the relationship between general and specific occupational role expressions of aggression falls just short of the one percent level of confidence.

With all of the limitations as explained previously, this indicates a high and reliable correlation between these two expressions of aggression.

We may conclude from the foregoing that a fairly strong correlation exists between a musician's general expression of aggression and his specific occupational role expression as revealed by this study.

The statistical procedure described in the above section was also applied to the category of the definition of success and all of the qualifications and limitations as previously stated are operative in the following discussion.

An inspection of Table II indicates that out of twen-
### TABLE II

**A COMPARISON OF GENERAL AND OCCUPATIONAL DEFINITIONS OF SUCCESS**

<table>
<thead>
<tr>
<th>CASE</th>
<th>GENERAL DEFINITION</th>
<th>OCCUPATIONAL DEFINITION</th>
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<tbody>
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<tr>
<td>2</td>
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<td>3</td>
<td>S</td>
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<tr>
<td>20</td>
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</tr>
</tbody>
</table>

**KEY TO SYMBOLS**

- **P**—Success is defined as self expression.
- **S**—Success is defined as financial security.
ty comparisons of general and specific definitions of success, fourteen were found to show a direct relationship. None of the cases showed an indirect relationship, and six produced no relationship. This inspectional analysis suggests that some type of relationship exists between the two ways of defining success. This conclusion was checked statistically by the three methods.

When the C method of correlation was applied to the twenty cases, a positive correlation of .01 (corrected) was obtained. This as explained before is highly non-significant and the other two methods were applied.

The $r_1$ obtained by the approximate solution method was a positive .80. This was checked with the Cosine-pi method which yielded a positive correlation of .72. Since all of the cases could be used in this method, the df was eighteen. According to the table already alluded to previously, one would need a correlation of .56 in order for the correlation to be significant at the one percent level of confidence. The correlation obtained was therefore highly significant.

According to this analysis, there is a high positive correlation between a musician’s general definition of success and his specific occupation definition as revealed by this study.

In Table III are presented the data for the comparison of general and occupational role definitions of attitudes toward the means of attainment. Inspection of this table reveals
TABLE III

A COMPARISON OF GENERAL AND OCCUPATIONAL ROLE DEFINITIONS OF THE MEANS OF ATTAINING SUCCESS

<table>
<thead>
<tr>
<th>CASE</th>
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<th>OCCUPATIONAL DEFINITION</th>
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<td>SD</td>
<td>DO-SD</td>
</tr>
<tr>
<td>3</td>
<td>DO</td>
<td>DO</td>
</tr>
<tr>
<td>4</td>
<td>SD</td>
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KEY TO SYMBOLS

SD—Attainment of success is self dependent.
DO—Attainment of success is dependent upon others.
DO-SD—Attainment of success is dependent upon both.
that a direct relationship exists in thirteen of the cases, an indirect one in two cases, and no relationship in five. This suggests that some kind of positive correlation exists.

When the three methods of correlation were applied, the results were as follows. The corrected C obtained for the twenty cases was a positive .15 which is to be considered as non-significant. The r as obtained by the approximate method turned out to be a positive .23. Since a zero occurred in one of the cells of the Cosine-pi table, the answer turned out to be zero and this method of checking could not be applied in this part of the data. Since only seventeen of the twenty cases could be used in this method, the df was fifteen. This required a correlation of .48 in order that the correlation be considered significant at the five percent level of confidence. It may be concluded that no significant statistical correlation occurred between a musician's general attitude toward the means of achieving success and his specific occupational role definition.

Although these statistics are somewhat suspect with regard to reliability, they at least provide a relative measure of the correlation among the three categories. The conclusions which may be drawn from these results will be presented in the following chapter.
SUMMARY AND CONCLUSIONS

In a sense, this thesis is not only concerned with an investigation of the occupational role of the professional dance musician. More broadly, it is a study of the relationship which exists between an individual's general or basic attitudes and behavior and these as they find expression in role behavior. It is this type of relationship which has occupied the focal point of interest in this research.

In order to limit the area of study and give it some definite anchorage in reality, this relationship has been studied as it is manifested in three basic areas of attitudes and behavior. Those selected have a very important bearing and influence on occupational role behavior. The manner in which individuals express their aggression, the way in which they conceive of success, and the choice they make of several possible modes of achieving success have a very important influence in determining the manner in which others react to them and allow further opportunities for expressive behavior.

It has been asked in this thesis, how much of the musician's conduct in the role setting is a reflection of his own basic needs, attitudes, and feelings? Is there a demonstrable relationship between role behavior and the unique per-
sonality organization of the individual? Such questions and their answers have occupied the interest of social scientists and other students of human nature in recent years. It is not enough to study the characteristics of whole cultures, or the nature of entire societies. It is also necessary to investigate smaller segments of collective human activity. This has been attempted in this research.

One of the major problems encountered in any scientific investigation, once the hypotheses have been formulated, is the designing of a method for studying the problem. In this thesis, a modified form of the TAT and an unguided interview have been selected to accomplish this. The method of analysis of the TAT is somewhat unique to this study and has proven helpful in eliciting and classifying attitudes and feelings.

The study itself suffers from limitations in the size and kind of sample and other statistical assumptions which are necessary if statistical methods are to be utilized in the interpretation of results. Despite these limitations, certain techniques have been used and explained, and are useful in at least a relative sense in this study.

Twenty cases were tested and interviewed and the results analyzed according to the system outlined in this report. The results from both techniques were then compared in order to show the relationships between them. On the basis of
these comparisons, the following conclusions are drawn.

The first area to be studied was the expression of aggression. In terms of the major hypothesis, it was anticipated that a strong correlation would be found between the TAT data and the interview material which represented basic and specific role attitudes or behavior respectively. Although the statistical analysis suggests a very strong correlation between these two types of attitudes and behavior, the results must still be thought of as inconclusive. From a qualitative standpoint, it is felt that enough of a relationship was demonstrated to indicate that there is a definite correlation between basic personality organization and an individual's behavior in an occupational role. In this particular study, it seems reasonable to conclude that professional dance musicians readily translate their basic mode of expressing aggression into the channels provided by the occupation. The musician who tends to express aggression directly toward others basically, will find a means of expressing it directly in the role situation. Those who tend to suppress their aggression or express it indirectly, if at all, will do this also in role activity. In general, major hypothesis I has been proved to be valid for many individuals.

The second area studied was the musicians' definition of success. Since such a definition can have many subjective qualifications and nuances from one individual to another, it
was broadened and objectified so that a dichotomy of self-expression (personal) versus commercial acceptance (social) was set up. In terms of the major hypothesis II, it was again expected that a strong correlation would be found to exist between general and role conceptions of success as structured by this artificial dichotomy. On a relative basis, the correlation found here was somewhat higher on an inspectional basis with a correspondingly higher statistical correlation to support this conclusion. It seems feasible to conclude here that musicians interpret their role in terms of their individual personalities. Thus, the role situation gives the musician an opportunity to realize a goal which has already been set by his basic needs.

The third category investigated concerns the definition of the means by which one strives or intends to realize the chosen goal. The results in this area do not seem to be conclusive or clear. On an inspectional basis, the relationship seems to be as well established as for the previously mentioned two areas, but on a quantitative basis, relative to these, the statistical correlation is not significant. Here, the student is faced with a choice between ignoring the statistical implications and using them in a relative sense, recognizing their limitations. These results suggest that the manner in which the individual tends to see success achieved is not directly a translation of general or basic attitudes into occupational role behavior. This latter conclusion seems to be more
valid than ignoring the statistical implications of this category.

One possible explanation of the non-significant correlation in the area of attainment of success may be that the occupational field is so structured as to the possible ways in which success can be achieved, that the musician comes up against the demands of reality. No matter how the individual feels about attainment of success, he is forced into a limited type of reaction. There is apparently not enough flexibility in the role to allow the musician to express his own basic personality.

There is one inconsistency here. If Table III is inspected carefully, the same pattern will be found in all five cases in which a negative correlation appeared between TAT and interview results. That is, the TAT reveals that the individual feels basically that success is dependent upon others, while in the interview, he expresses the attitude that success is self dependent. If this had turned out to be just the opposite, it could have been concluded that although the individual felt basically that success is dependent upon his own efforts and talent, when he comes face to face with the reality factor in the role situation (which is strongly backed up by the attitude of society as a whole) he is forced to structure this attitude in terms of the demands of reality. This would tend to support the explanation given above for the lack of correlation in this area.
There seems to be no other explanation for this result other than the observation that when one does not directly translate his basic personality needs into a role situation, the role behavior tends to be a distortion of, or contradiction, to his basic attitudes even though this may run counter to the demands of reality. Therefore it is more necessary for him to conceal his real feelings than it is to satisfy the demands of society in general or those of the occupational role in particular. These conclusions of course are pure speculation and although they have been suggested by the results of this study, they cannot be verified completely in terms of it.

In general, this study has proven itself to be worthwhile in studying personality-culture relationships of the type described. Its implications point to the notion that this relationship is not as obvious as it might seem at first to be. Instead, they are more subtle than was expected by this investigator. Further, the method for studying these relationships seems to be a good one, but further thought must be given to the method of analyzing the materials thus obtained. Although objectivity is a necessity, a more penetrating analysis and a better interpretative scheme is needed if this relationship is to be understood scientifically.
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APPENDIX I

A SAMPLE OF
THE ANALYSIS OF ONE ENTIRE CASE

In this appendix are presented the original TAT protocol, interview, and analyses. This case has been selected because it represents one in which all categories on the TAT have entries.

The subject of this case is thirty years of age, married, and has one child, a daughter of seven months. He is a graduate of a music conservatory and works as a professional musician. He is a pianist, arranger and bandleader. His father is a deceased former symphony musician, and his mother is, at present, a part-time musician. He has one married sister of twenty-six years who teaches dancing. His wife is a piano-teacher.

He reacted to the TAT and interview with cooperativeness and strong interest and asked many questions after these had been finished. He is intelligent, thoughtful, and seems destined to remain in the music profession the rest of his life.
Subject's father is a has been who was a great violinist. His downfall came through too much booze drinking. Child's mother died at childbirth and at the time his father was still successful. At the time he carried around the kid with him on concert tours. Now, father is a failure, he's squandered his talent and is a shell of what he was. He wants his son to follow in his footsteps musically and to do this and get the son to practice, he's forced to be cruel to the kid and forces the instrument on him and at times whips him into practicing. Child is staring at the instrument while the father is on a binge and thinking he'll wind up a drunken flop like his father if he practices. So, he's trying to make up his mind what to do—practice or take a beating. The outcome is a series of beatings and moments of undecision continue over a period of a couple of years. The father finally dies of alcoholism—run over or something—and drastic outcome, the child has become so neurotic because of beatings and the problem of whether or not to follow father, he flips and ends up in an institution and we can't say whether he recovers. 8' 20".

Card II:

Man, farmer, this is easy and short, is approximately ten years older than the girl with the books. His wife. He's cruel and cunning, and frustrated by his inability to learn. He marries her and sends her through school because of her native intelligence—he thinks he sees in her a great capacity for learning. He wants her to get the education he wasn't capable of. He runs the farm to support her. Woman leaning against the tree is his pregnant mistress. He has no marital relations with his wife, so it won't interfere with her schooling. His sexual needs are fulfilled by this mistress. His wife, who thought at first, that her education was everything, in reality is jealous of the mistress because of the baby. Her desire to be a mother overshadows her desire to be educated. Uh, the mistress is unhappy about her pregnancy, and hates him for it. Together they plot the murder of the man and they dispose of his body. Ah, here's a twist, the child is born, they become lesbians to satisfy each other's sexual desires and—I wish this was put together better—
the wife brings up the child, mother urge, and the other woman manages the farm. Good old sex angle.

8' 20"

Card IIIBM:

Is this male or female? (Whatever it looks like to you.) Hard to tell. A woman! Is that a revolver or what instrument is it? (Whatever it looks like to you.)

90"

This woman was raised by a very doting mother. Father died while she was very young and left her a house and money to care for the child and herself. The mother didn't want the girl to marry but all through high school, she went with a young chap and on graduation night they eloped. After the honeymoon, they returned to her home and she took them in although she hated the young man. She made life miserable by talking against the husband and trying to split up the marriage. Uh... the husband... let's see, is so brought down by this, he enlists in the army. While he's overseas, mother still talks against him. Finally, the girl, who loves her husband, becomes so infuriated with her, she shoots her mother to death. Seconds later she gets a phone call and is told husband was killed. She falls and collapses from grief.

5' 50"

Card VI:

1' 45"

This woman lives alone for twenty-five years. Her husband was a bank-clerk. He died leaving her childless with nothing but this home which we see her in. After his death, she began going to seances in hopes of contacting him through a medium or spirit. This faker has gotten all the money he left her. Each night, as she lies alone in bed, upstairs, she thinks she hears noises in the living room and thinks she hears her husband and old friends talking. She puts on her dress and is on the last step looking into the living room to see if there's anyone there. Uh, eventually, living alone and making these nightly trips, her mind unhangs and she becomes surer she's seeing visions. One night she comes down, sees her husband standing near the front door, faints, strikes her head on the doorknob and is killed.

7' 30"

Card VIIIBM:

30"
Young man in this picture has just been released from the Army. Uh, before he went in, he was going with the daughter of his Sunday-School teacher and they were in love and had talked about their future and the wonderful things they would do and the lovely family they'll have. While he was in service, they wrote to each other faithfully. Just before he was to get out, he went on a drunken binge with the boys and went to a "Call-house." Uh, when he returned to camp, he had only a foggy remembrance of what had transpired. He returned home and they planned to be married in a month. In the picture, he is being told of the results for marriage-physical. He has syphilis! Unable to tell his fiance of his affliction, unable to face his own family, he commits suicide.

Card VIIIB:
60"
This is a snap. Youngster in picture greatly hero-worshiped his older brother. Uh, they played together, went to ball-games together and the older brother told him the facts of life and was in every way like a father to the boy. Both parents were dead. Not a good sentence. Older brother was very forthright, idealistic and sincere. When first World War came along, he enlisted and was soon sent to France, leaving the boy with an aunt. A letter arrives from overseas, saying the brother was wounded and in the picture we see the boy picturing what's happening to his brother—he sees his face in agony—doc-tor about to make an incision. He makes up his mind that war's horrible and he never would go to war ... and he vows to become a conscientious objector. The brother dies on the operating table ... The child grows up with a tremendous fear of operating tables ... all weapons, scalpels and all metal weapons. A phobia, I can't end this one, it's tough to end ... a child moves into his neighborhood from the "across the tracks" end of town. A street-fight occurs and the new boy pulls a knife on the other boy. He's paralyzed by fear and doesn't see the oncoming bus and is struck down and crippled for life. Maybe we'll get a happy one yet.
8'30"

Card IXB:
45"
Jungle-camp for hoboes. Boy on the left has escaped from a home for boys, where he was placed for klepto-mania. He has just stumbled into town and found the hobo-camp. While they're asleep, he's attempting to go through their pockets. He's observed by a man lying at the top of the picture who catches him, wakes up the other boys and they thrash
him within an inch of his life. Since they forget to take back
the loot he's stolen, he uses this to pay his tuition through
school. He studies hard and later becomes president of Cam-
bridge University.

Card XII:

Were it not for this bridge, it'd be a prehistoric
scene. A subject is dreaming—this is the dream. He has a vi-
vivid imagination. This is grisly. He's a boy in his teens—
spent the afternoon on a walk through the woods. His vivid
imagination gives him a tendency toward neurosis. By walking
through the woods, he was almost bitten by a snake which he
avoided and once he thought he heard a bear. In this dream,
the event takes the form of the picture, the pathway he walked
is spread out and at the end of the pathway is a bear and a
snake hanging from overhead and he's waiting to appear himself
and walk down the path. His doting parents aware of these
nightmares and his vivid imagination, uh, comfort him, and their
kindness and indulgence gradually overcomes his mental propen-
sity toward the bizarre. He grows up and becomes a writer of
children's stories.

Card XIII:

A man and wife—man wanted more than anything to be
a success in business. He scraped and pinched pennies so he
could finish his engineering education. An obsession. His
wife was normal and wanted children. They lived happily in
their apartment but when the subject of children came up, he'd
tell her she'd have to wait until they were financially secure.
He dreaded a child because it meant money would be taken from
his educational fund. He returns from work one evening and
after dinner as his wife is retiring, she informs him she was
at the doctor's and they are going to have a baby. When the
husband left that morning he learned his tuition was to be al-
most doubled at school and new courses would be required. This
weighed on him heavily since he'd just taken a cut in pay. As
we said, this having no children and getting ahead was an obsess-
ion. When she told him he went out of his mind and strangled
her. He's now grief-stricken at what he's done, he phones the
police, is tried and convicted for murder and dies in the electric
chair.

Card XIV
This boy was born with musical talent. He studied hard in America and saved enough money to continue his musical education in Europe. He's just finished several hours of practice at the piano and is staring out of his window at the evening sky and wondering about the future, and his chances of success and whether his fiancée back home is being true. He becomes a hit in Europe on the concert stage, returns to America and marries the girl he loves. Unfortunately he can't break the ring of Rubinstein and Kapell and others of that fame, he moves back to California and finds reasonable happiness in writing movie background music for pictures.

5'10"

Card XVI

Old man is a philanthropist. Since childhood, his main purpose in life was to help others and when he reached maturity and came into money, he bestowed it on the needy. So intent was he on this, he never amassed any for himself or found a woman as unselfish as he and whom he could marry and be happy with. He out-lives almost everyone he's helped and in the picture, he's wandering along in the corridor at night and thinking that all his money went for naught—this was the result. He's embittered by the fact that those he helped easily forgot his kindnesses. The rest of his life is spent in regretting... his... altruism.

5’

Card XVI:

Description:

Scene is a night-club in the Twenties. Five or six musicians are on the stand about to begin a number. There are a few customers at the bar and one man sitting alone at a table. Bartender's wiping a glass.

2'30’

Story:

Leader of this ensemble plays trumpet. As they're about to begin, he wonders if he's chosen a song on which he can most easily show off his ability to the young man sitting at his table. He's nervous, even though he's an old timer in the music business. The young man is his son who's studied serious music at a conservatory. The father and mother of the boy have been separated because she disapproved of the father playing for drunks in bars. She felt it wasn't uplifting. The father feels he has to prove to his son it isn't whom you're playing for but what you're playing. The boy listens as his
father improvises a sparkling solo and is impressed with jazz and feels it has more vitality and lustre than the things he's studied at the Conservatory. He returns to his mother and convinces her of his father's sincerity and the parents are re-united and boy becomes a prodigy in the jazz field.

Card XVII: 40"

Brute in his element in this picture is the eldest of several boys in a family. He's sadistic in character, delights in the thrashing of his younger brothers. All his spare time is spent in his own physical development. His brothers learn to hate him. Uh, as he grows older, he joins the circus, the youngest brother has vowed from childhood that he'll get even with the older brother for the thrashings he's taken. When the circus plays their home-town and he learns the brother will be there, he goes early on opening night and cuts through part of a rope his brother must hang from. During a performance the rope breaks, the older brother falls and is crippled for life. He's then dependent on his younger brothers for support—the sight of their once strong and powerful brother now confined to a wheelchair forever softens their hearts toward him and their kindness toward him shows him the stupidity of his early antagonistic ways. They live happily ever after.

Card XVII: 35"

When this man was a youth, he had frequently caught his father philandering with strange women. The mother's awareness of this infidelity led to an unhappy home life. This misery at home, because of his father's desire for other women, led the boy more and more away from girls and began to despise them and concentrated on friendships with children of his own sex. Eventually, this led to perversion. He's a sensitive man and realizes the attitude society takes toward perverts, but he can't seem to cure this desire for communion with one of his own sex. In the picture, he's being held in police-station for identification on a charge of molesting a youth. He's horribly ashamed of what he's done and is readily identified by the youth. He's sent to an institution, but unfortunately never overcomes his inverted desires.

Card XX: 36"

This noodlus was recently released from the state pen. The man whose testimony convicted him is carousing in a tavern.
a few feet from the lamp-post he's leaning against. He's waiting for the drinker to come out and is intent on murder in cold blood. A police-car passes by and he is recognized as being a chap on parole. He is called over, frisked and his gun is taken away. He's arrested, sent back to the pen for violation of parole. Three months later he's killed in a prison-break, 3' 12".

TAT FOCUSED ANALYSIS

ATTITUDES TOWARD SUCCESS AND THE EXPRESSION OF AGGRESSION

I. AGGRESSION

A. Aggression Expressed Toward The Self:

1. Physical:
   (I) Young boy receives a series of beatings from his father. As a result of these and the indecision over whether to be like his father or not, he becomes neurasthenic and is institutionalized. Outcome uncertain.
   (VII) Young man goes on a binge to a "Call-house" and gets syphilis. Because of this, he cannot pass a marriage physical and marry the girl he loves. Commits suicide.
   (VIII) Boy who has grown up with phobias, allows himself to become frightened and is then crippled by an accident.
   (IX) Boy is thrashed within an inch of his life by hoboes who catch him stealing from them.
   (XIII) Man who strangles his wife is grief-stricken and dies in the electric-chair.
   (XVIII) Sensitive boy because of his unhappy home life, becomes perverted and is caught by police for molesting a youth. Sent to an institution and never overcomes his inverted desires.

2. Emotional:
   (I) Child is staring at the instrument. He is thinking he'll wind up a drunken flop like his father if he practices. Indecision makes him neurotic.
   (III) Doting mother tries to separate daughter and her husband; she talks against the husband and hates him.
   (VIII) Child grows up with tremendous fear of all weapons, scalpels, and etc. A phobia.
   (IX) Boy is placed in a home for kleptomaniacs.
(XI) Boy's vivid imagination causes him neurosis and nightmares.
(XIII) Tuition increased, course requirements are increased and pay is out of a fellow trying to work his way through school.
(XIV) Student worries about his fiancee's faithfulness.
(XV) Man who is a philanthropist gives his money to needy, and then becomes embittered and spends the rest of his life regretting his altruism.

B. Aggression Expressed Toward Others

1. Physical:
   (I) Child's mother died in childbirth.
   (II) Child's alcoholic father is run over and dies in an accident.
   (II) Farmer who has both a wife and a mistress is murdered by the two of them.
   (III) Daughter shoots her mother who has been talking against her husband.
   (V) Husband, a bank-clerk, dies.
   (V) Widow whose mind unhinges, falls, strikes her head on a door-knob and dies.
   (VIII) Both parents are dead.
   (VIII) Brother who is wounded in the war in France, dies on an operating-table.
   (XIII) Husband goes out of his mind and strangles his wife.
   (XVII) Older brother is sadistic, cruel, and interested in his own physical development. For vengeance, the younger brother causes him to become crippled.
   (XX) Parolee hooligan plans to murder a man who had caused him to be sent up. He's caught by police and returned to be jailed. Later, he is killed in a prison-break.

2. Social:
   (I) Subject's father is a has-been, and has his downfall caused by too much booze.
   (II) Wife and mistress of farmer become lesbians.
   (III) Girl elopes and marries against her mother's will.
   (V) Faker takes all widow's money. She winds up with hallucinations and delusions.
   (VII) Girl's fiance goes to a "Call-house" and gets syphilis and won't marry her.
   (IX) Boy steals hoboess' money.
   (XV) Philanthropist can't find a woman who's as un-
II. ATTITUDES TOWARD SUCCESS AND ITS ATTAINMENT

A. Definition of Success:

1. Personal Success:
   (XVI) It isn't whom you're playing for, but what you are playing that's uplifting.
   (XVI) Boy becomes a protege in jazz-field. (Non-commercial)

2. Social Success:
   (XIII) Man has an obsession for becoming a business success. When his wife wanted children, he told her she'd have to wait until they were financially secure. Getting ahead was an obsession with him.
   (XIV) Boy with musical talent is a success in Europe, but fails in America—turns to writing movie-music and gains considerable happiness in commercial music.
   (IX) Boy steals money to get a college education and become a college president.

B. The Attainment of Success:

1. Success Dependent Upon the Self:
   (II) She has a great capacity for learning and is intelligent.
   (IX) Boy steals money to get an education and become a college president.
   (XIII) Man has obsession toward becoming a business success, scrimps, pinches pennies, goes to Engineering School. Getting ahead is an obsession.
   (XIV) Boy born with musical talent studied hard in America and Europe.
   (XVI) It isn't whom you're playing for, it's what you're playing that's uplifting.

2. Success Dependent Upon Others:
   (I) He wants his son to follow in his footsteps musically. To get the kid to practice, he is cruel, and forces the instrument upon him, and whips him into practicing.
   (II) Farmer sends wife to school because he couldn't
learn.
(VIII) Young fellow hero-worships older brother who's like a father to him. Teaches him the facts of life.
(XI) Doting parents who are aware of their son's difficulties, with their kindness and indulgence, gradually help him to overcome his propensity for the bizarre.
(XVI) Boy is inspired by father's performance on musical instrument. Boy becomes his protege.

III. FOCUSED ANALYSIS SUMMARY

A. Aggression: The expression of aggression as revealed by this analysis takes the following form:

1. Toward the Self: This subject expresses his aggression toward himself physically by seeing the heroes, with whom he identifies, being caught between beatings from their fathers and the desire not to follow their fathers' wishes; becoming neurotic and institutionalized; going to "Call-houses" and contracting syphilis; growing up with phobias which cause them to have nightmares and crippling accidents; being thrashed within an inch of their lives; being sent to the electric-chair for murder; who because of unhappy home lives, become perverted; are caught molesting youths and who are sent to institutions and never overcome their inverted desires. Emotionally, the subject sees identified figures as worrying about winding up as failures and drunken has-beens; having their mothers-in-law try to break up their marriages; having tremendous phobias because of emotionally disturbing incidents; being punished for kleptomania; having too vivid imaginations which cause frightening nightmares; having difficulties in finishing school; becoming embittered because of life long altruism; and, spending their lives regretting the way they have lived.

2. Toward Others: Physically this is expressed as seeing mothers dying in childbirth; alcoholic fathers being run down fatally in auto accidents; farmers being murdered by their wives and mistresses; mothers who are shot by their daughters; bank clerks who die; widows who lose their minds and fall and die accidentally; parents as dead; brothers who are wounded; brothers who die in battle; mothers and wives who are strangled; husbands who go out of their minds; older brothers who are crippled by their younger brothers; and, parolees who are killed in prison-breaks. Socially, his aggression is expressed toward others by seeing fathers as has-beens and having their downfalls caused by booze;
fathers who are failures, who squander their talents, and money; wives and mistresses as being lesbians to satisfy their sexual desires; girls eloping to spite their mothers; widows being taken advantage of by fakers; philanthropists who cannot find anyone as altruistic as they are; women who have delusions and hallucinations; musicians playing for drunks in bars; ad, sons catching their fathers philandering.

B. Attitudes toward success and its attainment: This individual expresses the following attitudes:

1. The definition of success: Although this subject talks about becoming famous, or becoming a protege in the chosen field, he seems to emphasize the notion of financial success and security as the only attainable goal for himself. He talks about becoming an artistic success; actually, he expects that he will attain reasonable happiness in a commercial way. This is expressed as, "Business is an obsession with him."

2. The attainment of success: Although he recognizes that help from others is helpful, he stresses the notion of success being dependent upon one's own efforts such as: being obsessed with the desire to become a success; scrimping, scraping, and pinching pennies, working and going to school to succeed; he feels that becoming a success requires that you be born with talent, basic intelligence, a great capacity for learning. One must then develop these by going to school and educating one's self on one's own efforts. One must even steal in order to succeed.

IV. CONCLUSIONS

A. This subject generally expresses his aggression both directly and indirectly in most situations as revealed by the TAT.

B. He defines success in terms of financial security and business. His goal is one of social success.

C. Success is achieved by one's own hard work and efforts. Success is primarily for him self dependent.
THE INTERVIEW

I: Tell me something about the types of jobs you've been working lately?
S: Well, in the last year or so, for the past fourteen months I've been playing at a show bar. It's called the "Show-Bar." We play for variety shows. We back the shows, open and close them, and do a spot on them. For the last six months, the acts were all strippers and singers. Since then, we've been working in cocktail lounges. I've been with this same commercial unit for the last five years. It's made up of piano, trumpet doubling on guitar, and drums doubling on vibes. We do comedy, but don't relish it. A certain amount of it is required by all bookers. We have three lengthy routines and a half-dozen parody tunes. It's not a big library. We're working on my double--on a dream kid--having the craziest dream where different musicians claim they've played each others' instruments. Then we actually do it good. It's not like putting on funny hats. Three way gang vocals are its strong point which not too many groups do. I'm working on vibes and vocal arrangements. We're trying to get a "shearing sound." Before I had these jobs, we all went to the conservatory and worked week ends in taverns, lounges, and a couple of summer road jobs.

I: How does your audience feel about what you're doing?
S: When we're playing commercial things and trying to sell, the audienaes usually are vulgarly uninterested. They make me angry. If you'd asked me about this six months ago, I'd have said I'd stop trying to please them and start playing for myself. At this time the unit is trying to better itself financially, so now when the audience is disinterested, we work harder and smile through it. The object is to try to improve the unit commercially in spite of what the audience does. We try to work hard all the time and we're pretending the audience is listening harder. When squares (outsiders, or individuals who prefer commercial music to jazz) come in, we don't put them down, we treat them friendly. Some of my closest friends are squares--one's a school teacher, another's an engineer. It doesn't drag me that they don't know music. We talk about other things. With customers from the bar, we're pleasant because the more people who like the unit, the better. If they criticize us and offer a suggestion, we listen, thank them, and do nothing about it since they're squares.

I: How about fellow-musicians?
S: I admire some of them. For example, I admire those who have faith in what they're doing and not pleasing the public. They make no artistic compromises and I admire them for it. But I've found out that since I've looked at life seriously, that life is a long series of compromises which one could scarcely avoid. I also feel that in any compromise both parties show
weakness. They have to give up something to affect this thing and get over the stalemate. About other musicians, I think top musicians in general are affected when they down all other types of music, use narcotics, and go completely out of their way to be different. I don't think you have to be weird to play well. It's been my experience that musicians who talk a storm (a lot) play the least.

I: What is it that you're aiming for?
S: A name unit (a famous band) we'd have to be with several albums of records behind us, working for top money in the top spots, doing theatre dates, motion picture shorts, television shows, and playing music that fellow musicians wouldn't find objectionable—no "Lombardo" or Dixieland. Music in a modern idiom, but still, as commercial as George Shearing.

I: How do you plan to accomplish this?
S: Uh, sharpen up the unit through rehearsals, clever arrangements, organization of the stand, and much personality in presenting the finished product. Also, new wardrobes, a decent break from the agents. If we had all the others, and are heard and we get the agents in to hear us and its as good as we think, they'll give us a break. I don't think I'd be happy in any other line of business that wasn't connected with music. I could be happy writing music if it brought in livable wages.

INTERVIEW ANALYSIS

A. Attitudes toward squares: He dislikes them intensely, but aggression is only indirectly expressed on the job. He ignores them, and treats them in a condescending manner.

B. Attitudes toward fellow musicians: He admires those with the courage to fight squares, and who refuse to compromise their ideals or their performance.

C. Attitudes toward success: Success, ideally, is commercial music that's modern enough too be accepted by himself as a musician. Success means making big money and hitting the top in the commercial hierarchy a la George Shearing. (Modern commercial success)

D. Attitudes toward the attainment of success: For his, success is dependent on the self—making the unit more saleable, improving it commercially and visually. Here the main emphasis is on what he can do, on his own efforts, to get ahead.

E. What must he sacrifice to achieve success: Nothing really needs to be sacrificed except his jazz goals which don't seem to be much of a sacrifice for him at this point.
F. Where does he stand now? He has a good start, all he needs to do is continue the way he's going now and the break will come if he works hard.

CONCLUSIONS

A. Aggression is expressed indirectly in most situations.
B. Success is defined as commercial or financial success.
C. The attainment of success is a self dependent matter.
APPROVAL SHEET

The thesis submitted by Michael Patrick Tristano has been read and approved by three members of the Department of Psychology.

The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the thesis is now given final approval with reference to content, form, and mechanical accuracy.

The thesis is therefore accepted in partial fulfillment of the requirements for the Degree of Master of Arts.

January 12, 1953
Signature of Adviser