

THE FEAR OF DEATH:
CORRELATES IN EXPERIENCE AND PERSONALITY

A Thesis
Presented to
The Faculty of the Department of Psychology
The College of William and Mary in Virginia

In Partial Fulfillment
Of the Requirements for the Degree of
Master of Arts

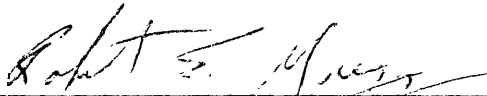
by
Robert E. Gregg

1972

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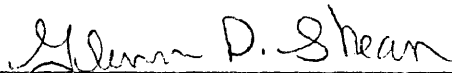


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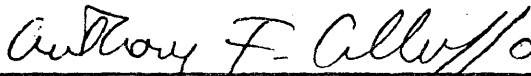
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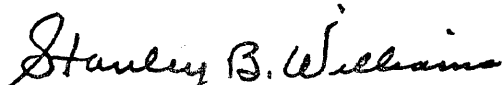
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ACKNOWLEDGMENTS

The author wishes to express his appreciation to Professor Virgil V. McKenna for his patient guidance and criticism throughout the investigation. The author is also indebted to Professor Gleen D. Shean and Professor Jay L. Chambers for their careful reading and criticism of the manuscript, and to Mrs. Pat Shotton for her expert clerical assistance. Thanks are also due the author's wife and daughter for their supreme patience under what can aptly be described for them as trying circumstances.

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ABSTRACT

The present study was designed to: assess the value of death related experiences and castration anxiety as predictors of the fear of death and; to determine the convergent validity of three measures of castration anxiety.

In Part I, 344 college students were administered paper and pencil measures of death anxiety, Templer's (1970) Death Anxiety Scale (DAS), and death related experiences, a Death Experience Questionnaire developed for use in this study.

In Part II, 38 male college students, twenty scoring in the upper 20% of the distribution of males DAS scores obtained in Part I and 18 scoring in the lower 20%, were administered three measures of castration anxiety. Castration anxiety measures used were: the Hall and Van de Castle (1965) scoring categories for dream content; the Schwartz (1955) categories for scoring TAT themes and; Bromberg's (1967) Castration Conflict (CC) Scale.

Hypothesis one, that death related experiences are associated with higher fear of death, was not supported. A relation just opposite to that hypothesized was observed. Hypothesis two, that fear of death is significantly positively correlated with castration anxiety, was not supported and the results were seen as consistent with a defense mechanism interpretation of DAS scores. Hypothesis three, that three measures of castration anxiety are significantly positively correlated, was, with the exception of the dream content analysis - CC Scale correlation, supported and these results were considered as contributing to the convergent validity of these measures. The Death Experience Questionnaire developed for use in this study was seen to be a promising measure of death related experiences.

THE FEAR OF DEATH:
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INTRODUCTION

The present investigation is an attempt to relate death anxiety to a theoretical framework and to assess the value of experiences with death as predictors of the fear of death. Previous studies relating death anxiety to various demographic and personal variables will be briefly reviewed with special attention given to the different measures used and often contradictory nature of their results. The aspects of psychoanalytic theory pertaining to death anxiety will be described in detail as will relevant studies. Three hypotheses, based on the review material will be formulated.

Sex Differences. When sex differences are found, females are consistently described as being more fearful of death than males. Middleton (1936) gave a questionnaire dealing with death relevant attitudes to college students and his results indicate that females thought of their own death more and feared death more than males. Diggory and Rothman (1961), using the method of paired comparisons with statements describing the consequences of death, found that females feared the dissolution of the body and the pain involved in dying more than males. Kalish (1963a) factor analyzed the results of a long questionnaire dealing with attitudes toward death and found females more disturbed by

descriptions of an ugly death and more fearful of burial than males. Templer and Ruff (1971) in reporting the means and standard deviation obtained in various studies using Templer's objective measure of death anxiety, described females as consistently having higher scores than males. However, Christ (1961) using a word association task, found no sex differences in fear of death in elderly psychiatric patients. Rhudick and Dibner (1961) found no relation between the sex of normal and elderly subjects and high death concern as measured by the TAT. Similar results were obtained with elderly subjects in a questionnaire-interview study by Jeffers, Nichols, and Eisdorfer (1961). Handal (1969) found no significant differences between the scores of male and female graduate students on an unpublished 20 item death anxiety scale.

Developmental Studies. Studies of children have shown a change in the conception of death with maturation. Natterson and Knudson (1960) studied children who were dying of cancer and blood diseases using behavioral observation and content analysis of stories and drawings. They concluded that from 0 to 5 years what the child fears most is separation from its mother; from 5 to 10 years the fear is of mutilation and; from 10 years upward death is what is feared. Nagy (1948) used interviews and analysis of essays and drawings to study childrens' conceptions of death. She distinguished three developmental stages; (1) from 3 to 5 years death is seen as

temporary and reversable; (2) from 5 to 9 years death is seen as a person, the man who comes eventually to carry you off; and (3) from 9 years upward a realistic concept of death as a process ending bodily life was seen.

Alexander and Adlerstein (1958) presented children aged 5 through 16 with death related and neutral words and measured response time and amplitude of Galvanic Skin Response (GSR). Increased emotional response was seen to the death words for all children except those in the 9-12 year group. The authors concluded that this indicates a latency period with reference to the fear of death.

Age. There appears to be little evidence for a relationship between age and fear of death following adolescence. Feifel (1956) interviewed institutionalized elderly males and found that 45% of his sample thought people aged 70 upward feared death most. Christ (1961), Jeffers et al. (1961), and Rhudick and Dibner (1961) all using elderly subjects, found no relation between age and fear of death. Templer (1971) in a project involving 2500 subjects from 19 to 85 years of age, found no relation between age and fear of death.

Occupation. Studies of occupational choice and fear of death suggest that, in some cases, these variables may be related. Stacy and Markin (1952) gave questionnaires asking about attitudes toward death to college students. Among the students engineers showed the least preoccupation with this topic, forestry students were next and law students had the

most concern. Feifel et al. (1967) using open ended interviews, found practicing physicians to be higher in the fear of death than an equivalent professional group or a group of terminally ill patients. Medical students fell between the physicians and the other professionals. Feifel suggested that physicians may choose this occupation because they see it, at least partly, as a means of allaying their own fears of dying.

Intelligence and Education. Studies of these variables suggest that as mental age and academic performance increase, fear of death is reduced. Jeffers et al. (1961) found that low I.Q. was associated with a higher fear of death. Other studies using the elderly (Christ, 1961; Rhudick and Dibner, 1961) found no relation between death anxiety and amount of schooling.

Maurer (1964) in analyzing the content of essays about death written by 172 adolescents, found those with poor academic achievement to have a more pervasive fear that was dealt with in a less sophisticated manner than high achievers. Stacy and Reichen (1954) gave an attitude questionnaire to intellectually normal and subnormal girls and found the latter to be more fearful of death.

Religious Attitudes. Studies relating religious belief and participation to fear of death have produced conflicting results. Feifel (1956) surmised from an interview study that older persons may turn to religion as a means of allaying

their fears of death, Christ (1961) found no relation between religion or religious participation and fear of death in his geriatric sample. Kalish (1963a) using a 2 item measure of death anxiety, found no relation between this variable and belief in God. In a different study (Kalish, 1963b) regular church goers were seen to present less fear of death than those who attended irregularly. Similar results were obtained by Martin and Wrightsman (1965). Alexander and Adlerstein (1960) selected non religious and very religious college students and gave them paper and pencil measures of manifest anxiety before and after an interview in which the topic of death was discussed. The religious group showed more manifest anxiety after the interview. The authors interpreted these findings as indicating that death anxiety was closer to consciousness in the religious students. They explained that the religious person has been taught to speak of death, albeit in a positive manner, while the non religious person uses more suppression. Williams and Cole (1968) found that subjects who participated highly in religious activities were less anxious generally and showed less GSR reactivity to death related words than intermediate or low participation subjects.

Personality Correlates. A variety of personality variables have been seen to correlate with death anxiety. Rhudick and Dibner (1961) found correlations between high death concern, as measured by the TAT, and high scores on the MMPI

hypochondriasis, hysteria, dependancy, and impulsivity scales. However, Templer (1970) found a slight negative correlation between his objective measure of death anxiety and the MMPI hypochondriasis scale. Jeffers et al. (1961) found that fear of death in an elderly sample was related to feelings of rejection and depression and fewer number of Rorschach responses. Feifel (1955) found little relation between degree of mental disturbance and patients' fear of death. Lister (1967b) using an unpublished fear of death scale, found that college students who had attempted suicide to be less fearful than those who had only contemplated suicide and those who never considered suicide. In another study Lister (1967c) found inconsistency in attitudes toward death to be accompanied by a greater fear of death.

O'Connell (1968) found that appreciation of Gallows Humor was negatively correlated with the fear of death as measured by Kalish's (1963a) questionnaire method.

Crown, O'Donovan, and Thompson (1967) investigated the social desirability of attitudes toward death and found that it is "better" to have an unhealthy insensitivity to death than to have an unhealthy sensitivity.

Lister (1969) found no association between nightmare reports and the fear of death while Handal and Rychlak (1971) found a curvilinear relationship between scores on an unpublished fear of death scale and recall of unpleasant and death related dreams. This measure of death anxiety was also found

to correlate with Byrne's (1964) Repression-Sensitization Scale indicating that it is contaminated by defensiveness.

The often conflicting results obtained in studies relating the fear of death to other variables may, at least in part, be attributable to the variety of measures used. Lister (1967) in his review of experimental and correlational studies, pointed out the lack of concern practically all researchers have shown for the reliability or validity of their measures of death anxiety. In fact an up to date survey of the literature uncovered only one published objective measure which is adequately validated, Templer's (1970) Death Anxiety Scale (DAS). The DAS consists of 15 true-false items dealing with attitudes toward death and dying. It has been shown to have internal consistency (coefficient of consistency is .78), be free from the effects of response sets (not significantly correlated with the Couch and Keniston (1960) measure of acquiescence or with the Marlowe-Crowne (1960) Social Desirability Scale), and to be reliable (test-retest correlation coefficient of .83). The validity of the DAS was established by two procedures: (A) psychiatric patients clinically assessed as high death anxious were found to have significantly higher DAS scores than control patients and: (B) DAS scores of patients and normals correlated with another, partially validated, death anxiety questionnaire, and with frequency of emotional responses on a sequential word association task involving the word death. Templer found that the DAS is not a

measure of general anxiety since, although it is correlated with three accepted measures of general anxiety (Welsh (1956) Anxiety Scale $r=.39$, Welsh (1956) Anxiety Index $r=.18$, Taylor (1951) Manifest Anxiety Scale $r=.36$) its correlations are not nearly as high as the intercorrelations among these scales (Welsh Anxiety Scale with Welsh Anxiety Index, $r=.69$; Welsh Anxiety Scale with Manifest Anxiety Scale, $r=.78$; Welsh Anxiety Index with Manifest Anxiety Scale, $r=.60$). Modest positive correlations with scales of general anxiety would be expected of any measure of any type of anxiety since people who are generally anxious would also be anxious in specific areas. It is interesting that the correlation between DAS and Hs scale of the MMPI is $-.04$, indicating that the DAS does not measure preoccupation with body functions and well-being. In summary, the DAS appears to be an adequately validated and reliable, objective measure of the fear of death.

An overview of the literature also reveals a notable lack of research with reference to experiential factors such as illness, or loss of parents which might be expected to not only correlate with but figure in the genesis of the fear of death. One purpose of the present study then, is to assess the value of experiential factors, i.e. death related experiences, as predictors of the fear of death.

A variety of explanations have been offered for the origin of the fear of death. Chadwick (1929) related death anxiety to the infant's fear of separation from it's mother.

Harnick (1930) suggested that the fear of suffocation arising from difficulty in breathing during early infancy is a possible source of the fear of death. Becker and Bruner (1931) considered the fear of death as inborn. Anthony (1940) related fear of death to fear of aggression in others which in turn was related to a reaction to one's own aggressive impulses. Caprio (1950) traced neurotic death fears to early fears of the dark, intense emotional experiences at funerals, and the influence of adults with morbid superstitions about death.

The theoretical framework adopted for the present study is that of Psychoanalysis. For this reason the Psychoanalytic explanation of the fear of death will be described in detail and studies relevant to this conception will be intensively reviewed.

According to Psychoanalytic theory, death anxiety is an outgrowth of the Oedipal conflict, and more specifically, a conscious expression of castration anxiety (Freud 1915, 1923, 1926, 1931, 1933, and 1936). Freud conceived of the fear of death as a purely libidinal matter and at no time connected it with the death instinct (Alexander and Adlerstein, (1960). In 1926 he wrote, "I am therefore inclined to adhere to the view that the fear of death should be regarded as analogous to the fear of castration p.130...". The etiology of this relation can be briefly described as follows. At one stage in his psychosexual development the male child becomes

motivated to possess his mother sexually, but this cannot be allowed by the father, who threatens, literally or symbolically, to castrate his son if he should attempt to satisfy this desire. This threat may be real or imagined and may be reinforced by the sight of the female genitals. The means by which the child resolves the Oedipal conflict are the ego processes of identification, repression and displacement. Ideally the child is exposed to only that degree of threat which is sufficient to insure repression of sexual desire for his mother. However, children are actually exposed to varying degrees of threat and excessive threat produces excess anxiety which is repressed and displaced to the fear of death, a situation analogous to castration in that it represents an end to manhood. Johnson (1954) describes psychoanalytic case studies in which this type of displacement occurred. Huschka (1946) surveyed the prevalence of threats directed towards 142 problem children as a consequence of their masturbation and discovered that the parental reactions frequently strikingly corroborated the Freudian concept of "Castration Threat." Freudian theory, then provides the expectation that a measure of death anxiety will be highly correlated with measures of castration anxiety.

Castration anxiety is the fear of loss or damage to the penis. According to Freudian theory it is primarily an unconscious phenomenon, expressed on the conscious level only symbolically. One method used to assess the level of

castration anxiety is that used by Friedman (1952). He asked children, aged 5 to 16, to complete a set of fables whose focus of attention is a projecting body organ, e.g. a monkey's tail or an elephant's trunk. The author reports that sex differences and differential responses given by children in each stage of psychosexual development were as predicted. This method, while of value in developmental studies, appears particularly unsuited for use with adults. A review of the literature revealed three additional measures of castration anxiety which do seem appropriate for use with adult subjects. The studies in which these measures were developed are summarized below.

Hall and Van de Castle (1965) performed a content analysis on the reported dreams of 120 college students evenly divided as to sex. Significant sex differences, in the predicted direction, in the incidence of manifestations of castration anxiety (CA), castration wish (CW), and penis envy (PE) were found. Inter-rater reliability ranged from 87 to 96 per cent. Scoring criteria were selected because either they reflected concern over castration directly or they represented displacement from one part of the body, i.e., the genitals, to another part of the body, e.g., the hand, or they made use of commonly recognized symbols for the male genitals, e.g., guns, knives, and pens. It should be noted that attacks upon the whole body were categorically excluded from scoring, the damage or threat had to be to a specific

part of the body for it to be scored as castration anxiety. The significant sex differences were taken as evidence of the validity of dream content analysis as a measure of castration anxiety. A list of the Hall and Van de Castle scoring criteria appears in Appendix A.

Schwartz (1955) performed an experiment designed to devise an objective measure of castration anxiety as reflected in TAT protocols. A set of categories of relevant themes was constructed based on psychoanalytic writings. These categories contained items reflecting: (1) genital loss or injury; (2) damage or loss of other body parts; (3) damage or loss of extensions of the body image; (4) sexual inadequacy; (5) personal inadequacy; (6) general repetitive attempts at mastery; (7) intrapsychic threat; (8) extrapsychic threat; and (9) loss of cathected objects. A tenth category consisting of formal characteristic of stories was also included. The incidence of these themes was tabulated for each of three experimental groups. Prior to administration of the TAT Group I was shown a film designed to evoke castration anxiety (subincision rites of an Australian bushman tribe), Group II was shown a film designed to evoke anxiety over loss of love ("The Quiet One"), and Group III was shown a neutral film (Charlie Chaplin's "In the Park"). The total scores on the measure of castration anxiety and six of the nine category scores significantly differentiated groups in the predicted direction. A complete list of these categories appears in

Appendix B.

Schwartz (1956) subsequently conducted a study designed to test two Freudian hypotheses concerning castration anxiety, i.e.; (1) that male homosexuals have a higher level of castration anxiety than normals and; (2) that males are higher in castration anxiety than females.

TAT protocols of groups comparable in age, education, and socio-economic status were analyzed according to the scoring system developed in the previous study. Results were consistent with the hypotheses, i.e., three categories and the total score discriminated between sexes significantly and; three categories and the total score discriminated significantly between homosexuals and normals. The results of these two studies may be considered a confirmation of the experimental validation of this measure of castration anxiety.

As a global measure, the TAT has been criticized for its low reliability and lack of validating research, however, it has been shown to be a useful measure of some particular constructs, e.g., need affiliation, need achievement and need power (Lanyon and Goodstein, 1971; Adcock, 1965). The validation study and confirming study with Schwartz's scoring method suggest that it can be a valuable measure of castration anxiety.

The measure of castration anxiety which has been used most in research is the Blacky Pictures. Blum (1949) originally developed the Blacky Pictures as a modified projective technique to be used in the study of the psychosexual

development of children. The stimuli are designed to elicit responses relevant to 13 dimensions of psychoanalytic importance, one of which is castration anxiety. Responses are then classified as strong or weak. Since their creation, the pictures have been used in a considerable amount of research, most of it with college students. A revised scoring technique which places emphasis on the objective inquiry has been developed (Blum, 1962) following a factor-analytic study. There are a considerable number of studies reported in which this technique has been successfully used to demonstrate the validity of certain aspects of psychoanalytic theory. Examples are Blum and Kaufman's (1952) study in which a connection between the development of peptic ulcers and oral erotic conflicts was shown, Aronson's (1953) study which confirmed the predictions made from psychoanalytic theory about paranoia, and Seiden's (1966) study in which the onset of asthmatic symptoms in children was seen to occur at the stage in development corresponding to that in which conflict was assessed by the Blacky. It should be noted that in Blum's original study significant sex differences in the predicted direction were seen. In his review Sappenfield (1965) summarized the Blacky's validity as follows: "In general, then, there appears to be far more evidence for the Blacky's validity than for its lack of validity [p. 420]." The same author concludes that its reliability is sufficiently high for research purposes.

Sarnoff and Corwin (1959) assigned male subjects to a high or low castration anxiety group on the basis of which one of 3 possible summary statements for the Blacky castration anxiety card they picked. They were then given a five item test of death anxiety and four weeks later half of the subjects in each group were sexually aroused by having them view photographs of nude women and write down their reactions. The remaining subjects viewed photographs of clothed women and wrote down their reactions. Immediately following the picture viewing, subjects were again given the five item death anxiety questionnaire. Subjects in the high castration anxiety group showed significantly greater increase in death anxiety after sexual arousal than did subjects in the low castration anxiety group. An initially strong relationship was seen between fear of death and castration anxiety. It should be noted that Sarnoff and Corwin made no attempt to assess the validity or reliability of their measure of death anxiety.

Bromberg (1967), expanding the Sarnoff and Corwin technique, developed a scale to measure castration conflict (anxiety). This scale consists of seven items purporting to describe the situation illustrated in the castration anxiety card of the Blacky Pictures. A copy of the Castration Conflict (CC) Scale appears in Appendix C. This measure appears superior to Sarnoff and Corwin's method for the following reasons; (1) the CC scale contains more items and thus allows

for more variance; (2) the CC scale has been item analyzed; of the 9 original items, 2 were dropped because they failed to discriminate between high and low scorers; (3) a measure of the CC scale's reliability has been obtained (coefficient of internal consistency=.73) and; (4) the CC scale was shown not to be a measure of generalized anxiety and to be free of the influence of social desirability (i.e., the CC scale is not significantly correlated with Bendig's (1956) short form of the Taylor Manifest Anxiety Scale or with Edward's (1957) Social Desirability Scale).

The construct validity (Cronbach and Meehl, 1955) of each of these measures of castration anxiety has been established to the extent that they make discriminations conforming to those predicted by Freudian theory, e.g. males are higher in castration anxiety than females as assessed by dream analysis; homosexuals are higher in castration anxiety than normals as assessed by the TAT. However, their convergent validity (Campbell and Fisk, 1959), or the extent to which they are all measuring the same variable has not been established.

The present study was designed to; assess the value of experiential factors and castration anxiety as predictors of the fear of death and; to determine the convergent validity of three measures of castration anxiety. With these purposes in mind, three hypotheses were formulated: (1) that death related experiences are significantly positively

correlated with fear of death; (2) that fear of death is significantly positively correlated with castration anxiety and; (3) that three measures of castration anxiety are significantly positively intercorrelated.

METHOD

PART I

The first part of the present study was designed to obtain information relative to the first hypothesis, i.e., that death related experiences are significantly positively correlated with fear of death.

Subjects. Measures of death anxiety and death related experiences were given to two groups of undergraduate students. The first sample consisted of 242 subjects, 118 males and 124 females, enrolled in elementary psychology courses at the College of William and Mary. The second sample consisted of 102 students, 56 males and 46 females, enrolled in an introductory psychology course at Thomas Nelson Community College.

Materials. The measure of death anxiety used was Templer's (1970) Death Anxiety Scale (DAS). A copy of this scale appears in Appendix D. A twelve item Death Experience Questionnaire (DEQ) was constructed and used to measure death related experiences. The DEQ items were selected on a priori bases as being common death related experiences. The questionnaire was arranged so that subjects indicated whether or not they had had a particular experience, and on a six point Likert-type scale, to what extent that experience had influenced their present attitude toward death. The questionnaire also asked for the subjects' age at the time he had each experience. A copy of the DEQ appears in Appendix E.

Procedure. The DAS and DEQ, along with a cover sheet asking name, age, sex, college major, and year in school, were distributed during classes. Crumbaugh's (1968) Purpose In Life Scale and Tomkins' (1964) Polarity Scale, used in connection with another study, were also included in the questionnaire booklet. Subjects were allowed to take the questionnaire home and to complete it at their convenience, provided they returned it at the next class meeting. The questionnaire booklet was introduced as asking about attitudes toward life and death and contributing part of the material for the author's Master's thesis. Subjects were told that completing the questionnaire was completely voluntary and in no way affected their grades. Approximately two and one half months intervened between Part I and Part II.

PART II

The second part of the study was designed to investigate hypotheses two, that fear of death is significantly positively correlated with castration anxiety and three, that three measures of castration anxiety are significantly positively intercorrelated.

Subjects. Subjects for Part II were 40 males, aged 19-21, twenty of these scoring in the upper 20% of the DAS distribution for males obtained in Part I and twenty scoring in the lower 20%.

Materials. Materials used in Part II were: cards 2, 3BM, 4, 8BM, 13MF, 14, 18Bm, and 20 of the Thematic Apperception Test (TAT) used in Schwartz's (1955) method of assessing castration anxiety; card VI of the Blacky Pictures (Blum, 1949) and the Castration Conflict (CC) Scale used in Bromberg's (1967) method of assessing castration anxiety. Card X of the Blacky Pictures and a dummy scale describing this card and paralleling the CC scale were also used. Appendix F contains a copy of this dummy scale.

Procedure. Subjects whose DAS scores fell in the upper and lower 20% of the distribution for males obtained in Part I were contacted individually by phone and asked to meet briefly with the author so that Part II could be explained to them. During this interview, subjects were told that they were selected on the basis of their attitudes and past experiences as measured by the questionnaire they had completed earlier, that the author was interested in how attitudes and past experience are reflected in fantasy, and that they would be paid for participating in the second half of the study. Subjects were also told that participation would involve recording six of their dreams during a three week period and attending one "experimental session" during which they would write stories about a standard set of stimuli. They were also told that all materials would be number-coded and that their anonymity would be assured. As soon as a subject agreed

to participate, he was given a code number, instructions on how to record his dreams on dream report forms (see Appendix I), and an appointment was made for the "experimental session". The three week dream recording period began when a subject agreed to participate and the "experimental session" was held sometime during this period. Report forms and instructions were as suggested by Hall and Van de Castle (1966). To discourage "no report" responses subjects were asked to make up dreams if they had none to report. Made-up dreams were not scored.

The "experimental sessions" were conducted as follows. Three or four subjects were seated at writing tables arranged in a semicircle facing a projection screen. Each subject was provided with a booklet containing eight sheets of ruled paper and two questionnaire pages. At the beginning of each session these instructions were read:

"Before starting I'd like to emphasize that this research is important to me. I take it very seriously and I hope you will do the same. Please do not talk with one another during the session. If everyone is quiet we can move right along and finish in about one hour. Write your code number at the top of your first sheet of paper. These illustrations were taken from a test of imagination. I'm going to show you the pictures, one at a time, and your task will be to write as dramatic a story as you can for each. Tell what has led up to the event shown in the picture, describe what is happening at the moment, what the characters are thinking and feeling, and then give the outcome. I have written the words Past, Present, Feeling and Thinking and, Outcome on the chalk board as reminders. I'll show

the pictures for about half a minute and then turn on the lights. The lights must be out for the projector to work. You'll have the next five minutes to write your story. There will be a short rest between pictures. Be as imaginative and creative as you can."

The session then progressed as described in the instructions. The eight TAT cards used in Schwartz's (1955) castration anxiety assessment procedure were projected in the following order 2, 3BM, 4, 8BM, 13MF, 14, 18BM, and 20. Following the last TAT card, subjects were told, "the last two illustrations are cartoons. You won't have to write a story about these, just indicate the degree to which you agree or disagree with each of the statements describing the cartoons." Then, card X of the Blacky Pictures and a dummy questionnaire were presented. This procedure was used to introduce the cartoon and questionnaire format and to increase the credibility of the Blacky Castration Anxiety card which was presented last, along with Bromberg's (1967) CC Scale.

Following the "experimental session" the experimenter solicited any comments the subjects may have had concerning the procedure, and subjects were informed that they could obtain a complete explanation and results of the study at the end of the semester.

Scoring was not begun until all materials had been collected. Dream material was scored according to the method of Hall and Van de Castle (1966), TAT material was scored as described by Schwartz (1955), and the CC Scale was scored as

directed by Bromberg (1967). All scoring was done blind, i.e., the scorer did not know to which DAS group a subject belonged. One half of the Dream and TAT material for each group was scored a second time by an independent judge and measures of inter-rater reliability obtained.

RESULTS

PART I

There was no significant difference between the William and Mary and Thomas Nelson samples with reference to DAS scores ($t=0.20$ for totals, $t=1.00$ for males and, $t=1.07$ for females). There was a significant difference between samples with respect to the total number of death related experiences, with means of 4.54 for the William and Mary group and 5.92 for the Thomas Nelson group ($t=5.40$, $p<.01$). This difference was probably due to the difference in ages of the samples, with the William and Mary group having a mean age of 19.45 years while the Thomas Nelson group had a mean age of 23.27 years ($t=9.87$, $p<.01$). The Thomas Nelson Ss, with a higher average age and an age range of 17-46 years have had more opportunity to have death related experiences than have the William and Mary Ss whose ages range from 17 to 32 years.

There were significant sex differences with respect to both DAS and DEQ scores. Females, with a mean DAS score of 6.95 were significantly more death anxious than males whose mean was 5.73 ($t=4.07$, $p<.01$). This sex difference is consistent with Templer's (1971) findings in previous administrations of this scale. Males, with a mean DEQ score of 5.40, have had significantly more death related experiences than have females whose mean was 4.51, ($t=3.77$, $p<.01$).

Table 1 shows the number of subjects, mean, standard deviation, and range for the DAS and DEQ measures and the

TABLE 1

DESCRIPTIVE STATISTICS AND CORRELATIONS FOR THE
DEATH ANXIETY SCALE AND DEATH EXPERIENCE QUESTIONNAIRE FOR EACH SAMPLE

Sample	N	DAS		DEQ		Range	Mean	S.D.	Range	Mean	S.D.	Range	r
		Mean	S.D.	Mean	S.D.								
Total	344	6.33	2.83	2.32	2.32	0-14	4.96	2.32	0-11	4.96	2.32	0-11	-.096
Males	174	5.73	2.74	2.38	2.38	0-12	5.40	2.38	1-11	5.40	2.38	1-11	-.076
Females	170	6.95	2.80	1.98	1.98	0-14	4.51	1.98	0-10	4.51	1.98	0-10	-.032
W&M Total	242	6.35	2.63	1.93	1.93	0-13	4.56	1.93	0-10	4.56	1.93	0-10	-.099
Males	118	5.87	2.54	2.03	2.03	0-12	4.82	2.03	1-10	4.82	2.03	1-10	-.089
Females	124	6.81	2.64	1.79	1.79	0-13	4.31	1.79	0-9	4.31	1.79	0-9	-.065
TN Total	102	6.28	3.29	2.61	2.61	0-14	5.92	2.61	1-11	5.92	2.61	1-11	-.096
Males	56	5.43	3.14	2.62	2.62	0-12	6.62	2.62	2-11	6.62	2.62	2-11	-.004
Females	46	7.33	3.20	2.34	2.34	0-14	5.07	2.34	1-10	5.07	2.34	1-10	-.018

correlations between these scores for each sample. It is apparent that death anxiety and total number of death related experiences are not significantly correlated. It is interesting that all of the correlation coefficients are negative, indicating that what little relationship there is between these variables is inverse.

Table 2 shows, for each death experience, the percentage of the total sample, total males, and total females who indicated that they had had that experience.

Only two of the 12 experiences described in the DEQ were significantly correlated with death anxiety, and these were negative. It appears that having seen someone die (experience three) is associated with low death anxiety ($r_{pbi} = -.141$, $p < .05$) as is having someone make an attempt to seriously harm you (experience eight, $r_{pbi} = -.140$, $p < .05$). Appendix H shows the obtained point-biserial correlations between DAS scores and each DEQ question.

The pattern of negative correlation between experiences and fear of death is reversed when the DEQ questions are weighted by the degree of influence each experience had on the subjects' present attitudes toward death. Weighting ranged from one, representing no influence, to six, representing great influence. The correlation between DAS scores and weighted DEQ total scores was positive and not significant ($r = .112$). However, when correlations were computed between subjects' weightings on individual questions and DAS scores, seven of the

TABLE 2
 PER CENT OF SAMPLE GIVING
 AFFIRMATIVE RESPONSES FOR EACH QUESTION

QUESTION	TOTAL	MALES	FEMALES
1 Death of Parent(s)	13.08	13.22	12.92
2 Death of Other Close Person	66.57	68.39	64.71
* 3 Seeing Someone Die	25.29	33.33	17.06
4 Severe or Chronic Illness	19.19	21.26	17.06
5 Having Surgery	49.71	51.72	47.65
6 Illness of Emotionally Close Person	38.95	32.18	45.88
7 Serious Accident	31.10	40.23	21.76
* 8 Attempted Harm	19.19	32.76	5.29
9 Near-Fatal Accident of Close Person	30.23	36.21	24.12
10 Death of a Beloved Pet	74.42	72.41	76.47
11 Attending a Funeral	85.17	83.91	86.47
12 Witnessing a Near-Fatal Accident	42.44	53.45	31.18

*Questions significantly ($p < .05$) correlated with death anxiety

twelve experiences were seen to correlate significantly with death anxiety. Table 3 shows, for each DEQ question, the number of subjects who had that experience, their mean and standard deviation on the DAS, the mean and standard deviation of their weightings of that experience, and the correlation between their DAS scores and these weightings. It is apparent that, having experienced; (a) the death of an emotionally close person; (b) a severe or chronic illness; (c) a severe or chronic illness of an emotionally close person; (d) a near-fatal accident of an emotionally close person; (e) the death of a beloved pet; (f) attending a funeral; or (g) witnessing a fatal or near fatal accident; the more influential the experience the more the fear of death. In other words, having an influential death-related experience in one of these areas is related to high fear of death.

An item-total score analysis was conducted on the DEQ with the range of correlations obtained between individual questions and the total score being .28-.55. All questions significantly correlated with the total score. Appendix I shows the results of this item analysis. The majority of subjects failed to enter on the questionnaire the age at which they had experiences. For this reason no attempt was made to relate this age to experiences, influence, or fear of death.

TABLE 3

DESCRIPTIVE STATISTICS AND CORRELATIONS FOR THE
DEATH ANXIETY SCALE AND EACH WEIGHTED DEATH EXPERIENCE
QUESTIONNAIRE ITEM

Question	N	DAS		DEQ		r
		Mean	S.D.	Mean	S.D.	
1	45	6.07	2.60	4.47	1.78	.146
2	231	6.22	2.80	3.64	1.63	.208**
3	86	5.74	2.97	3.59	1.61	.200
4	66	6.36	2.61	3.01	1.85	.306*
5	169	6.33	2.80	2.13	1.45	.152
6	133	6.38	2.72	3.86	1.58	.227**
7	100	6.14	2.80	3.45	1.66	.180
8	66	5.64	3.12	3.47	1.68	-.014
9	104	6.35	3.04	3.65	1.72	.221*
10	261	6.14	2.94	2.95	1.74	.257**
11	293	6.40	2.82	3.42	1.64	.268**
12	147	4.95	3.58	3.33	1.60	.217*

*p < .05

**p < .01

PART II

Of the 40 subjects in Part II, two were dropped because their responses to one of the projective measures indicated that they were not taking the tests appropriately. These subjects were members of the new social movement called "Jesus Freaks". These "Freaks" are typically fanatical in their religious commitment and evangelism. The stories written by the two subjects about the eight TAT cards used in Schwartz's (1955) method of assessing castration anxiety indicated that they were not responding to the content of the cards, but were primarily interested in "witnessing" their faith and proselytizing. On the advice of a clinician experienced in TAT administration and interpretation, the data obtained from these subjects were not included in the analysis. Both subjects were from the low DAS group. Of the remaining 38 subjects, scorable, i.e., not made-up, dreams were obtained from only 27.

Because some of the DAS items, specifically items 4, 6, 9, and 11 involve harm to the body and, because some of the items in the scoring categories for both dreams (Hall and Van de Castle, 1966) and TAT stories (Schwartz, 1955) also involve body-harm, spurious correlations might be obtained between these measures of castration anxiety and fear of death. For this reason separate correlations were computed for the total DAS score, the DAS "body-harm" score obtained on the previously mentioned items, and the DAS "non-body-harm" score obtained

from all the other items. A similar breakdown was made for the TAT material, since some of the scoring categories allow for death themes and one category deals only with the formal aspects of stories. Separate correlations were computed for the total TAT score, the TAT score minus the number of death themes, and total score minus the formal aspects of stories. This last correlation was computed separately because this category seems to have less direct applicability to the theoretical concept of castration anxiety than the other nine categories.

Because only subjects whose scores fell in the top and bottom twenty percent of the distribution of DAS scores were used in Part II, biserial correlations between the dichotomized DAS total, non-harm, and body-harm scores and the three TAT scores were computed for the total group of 38 subjects. As Table 4 shows, none of these correlations is significant. Because the distribution of scores obtained in the content analysis of dreams was severely skewed, and because there was no reason to assume a normal distribution of these scores in the population, contingency coefficients were computed between dream scores and the three DAS scores. None of these is significant (DAS total, $CC=0$; DAS non-harm, $CC=0$; Das harm, $CC=.182$, $\chi^2=.964$).

A different pattern emerges, however, when the data are analyzed separately for the high and low DAS groups. Table 5 shows an intercorrelation matrix of all measures except

TABLE 4
 BISERIAL CORRELATIONS BETWEEN
 DAS AND MEASURES OF CASTRATION ANXIETY

DAS Score	Castration Anxiety Measure			TAT 1 - 9
	CC Scale	Total	Minus Death	
Total	-.212	.042	-.011	-.148
Harm	-.212	.042	-.011	-.148
Non-Harm	.087	.137	.093	-.024

TABLE 5
 INTERCORRELATION MATRIX FOR MEASURES OF
 DEATH ANXIETY AND CASTRATION ANXIETY¹

Measure	DAS Total	DAS Non-Harm	DAS Harm	CC Scale	TAT Total	TAT Minus Death	TAT 1 - 9
DAS Total		.731*	.517*	.547*	.555*	.464*	.427
DAS Non-Harm	.719**		-.026	.063	.114	.064	.086
DAS Harm	.040	-.666**		.706**	.653**	.585**	.569**
CC Scale	-.673**	-.323	-.258		.761**	.751**	.725**
TAT Total	-.611**	-.308	-.213	.723**		.969**	.973**
TAT Minus Death	-.531*	-.226	-.245	.705**	.969**		.977**
TAT 1 - 9	-.449	-.141	-.279	.661**	.929**	.960**	

¹high DAS group (N = 20) above diagonal

low DAS group (N = 18) below diagonal

*p < .05

**p < .01

dreams for each DAS group. Correlations for the high DAS group are above the diagonal while correlations for the low DAS group are below the diagonal. From Table 5 it can be seen that a significant positive relationship between DAS scores and the TAT and CC Scale measures of castration anxiety was obtained for the high DAS group. It should be noted that most of the weight of the correlation between total DAS and the measures of castration anxiety for this group is carried by the DAS body-harm items. Also, the correlation between TAT categories 1-9 (the TAT score minus the formal characteristics of stories) and DAS scores was not significant. The contingency coefficient computed between DAS total score and dreams for this group was significant ($CC=.549$, $\chi^2=6.47$, $p<.02$). The contingency coefficients computed for the two derived DAS scores, body-harm and non-body-harm, were not significant ($CC=.448$, $\chi^2=3.67$; and $CC=.277$, $\chi^2=1.25$; respectively).

From Table 5 it can also be seen that there is a significant relationship between the measures of castration anxiety and the DAS for the low DAS group. However, these correlations are all negative, indicating a relationship that is practically the opposite of that seen in the high DAS group. Note that the weight of the correlation between total DAS score and the castration anxiety measures is shared about equally by the harm and non-harm DAS items. Again, the correlation between categories 1-9 of the TAT measure and the

DAS is not significant. None of the contingency coefficients computed between dreams and the various DAS scores for this group were significant (DAS total $\underline{CC}=.378$, $\underline{\chi^2}=2.0$; DAS harm $\underline{CC}=.378$, $\underline{\chi^2}=2.0$; DAS non-harm $\underline{CC}=.122$, $\underline{\chi^2}=.184$).

Figure 1 is a scatter-plot of scores on the TAT and CC Scale measures of castration anxiety as a function of DAS scores. This figure accentuates the opposing nature of these relationships for the high and low DAS groups. Note that the center of the range of DAS scores is missing as it was not sampled in this study.

Table 6 shows the mean score and variance on the measures of death anxiety and castration anxiety for each DAS group and the combined DAS group. Note that the variance on measures of castration anxiety for the low DAS group is considerably less than the variance on the measures for the high DAS group.

Concerning the measures of castration anxiety, significant correlations were obtained between the CC scale, which is based on the Blacky Pictures, and the three TAT scores for the total sample (TAT total $r=.731$, $p<.01$; TAT minus death themes $r=.723$, $p<.01$; TAT 1-9 $r=.704$, $p<.01$). The contingency coefficients computed between dreams and the TAT scores were also significant (TAT total $\underline{CC}=.513$, $\underline{\chi^2}=9.63$, $p<.01$; TAT minus death themes $\underline{CC}=.430$, $\underline{\chi^2}=6.07$, $p<.05$; TAT categories 1-9 $\underline{CC}=.371$, $\underline{\chi^2}=4.34$, $p<.01$). The contingency coefficient computed between CC scale scores and dreams was

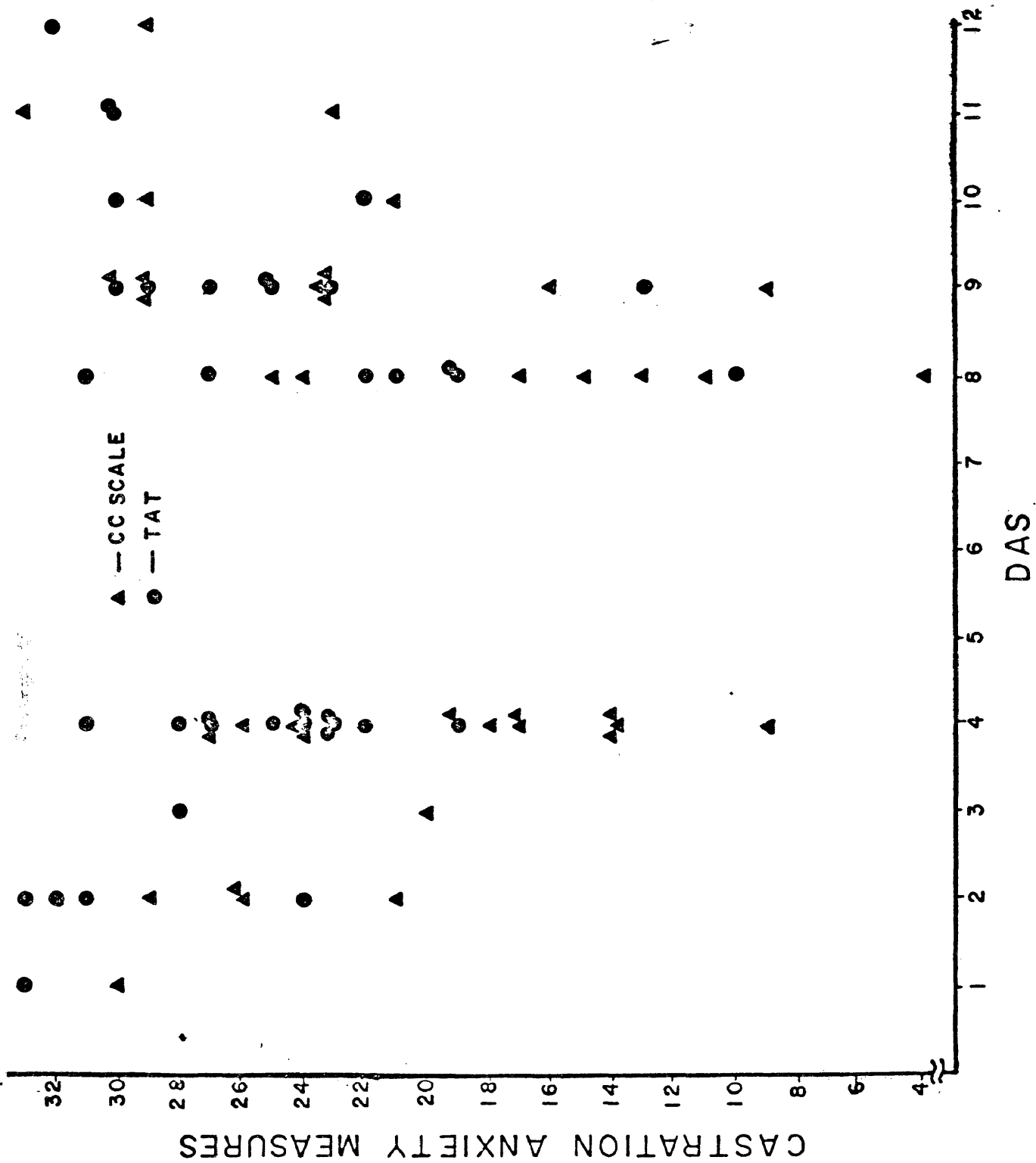


TABLE 6

MEANS AND VARIANCES ON MEASURES OF DEATH ANXIETY
AND CASTRATION ANXIETY FOR EACH DAS GROUP
AND FOR COMBINED DAS GROUPS

Measure	Statistic	DAS Group		
		High (N=20)	Low (N=18)	Combined (N=38)
DAS Total	Mean	9.10	3.33	6.37
	Variance	1.36	1.06	9.70
DAS Harm	Mean	2.35	0.72	1.58
	Variance	0.66	0.92	1.44
DAS Non-Harm	Mean	6.75	2.61	4.79
	Variance	1.04	1.90	5.80
TAT Total	Mean	21.30	20.83	21.08
	Variance	62.85	35.91	48.83
TAT Minus Death	Mean	19.40	19.50	19.45
	Variance	41.52	28.97	34.63
TAT 1 - 9	Mean	17.20	18.39	17.76
	Variance	29.33	21.43	25.27
CC Scale	Mean	24.70	26.50	25.55
	Variance	37.90	17.32	28.25

not significant ($\underline{CC}=.207$, $\underline{\chi^2}=1.22$).

Correlation coefficients and, where appropriate, contingency coefficients were also computed between measures of castration anxiety and total DEQ scores. None was significant. Appendix J shows these coefficients.

The inter-rater reliabilities for scoring dreams and TAT material were .992 and .928, respectively.

DISCUSSION

The present study was designed to gather information relative to three hypotheses. The results pertaining to each hypothesis will be discussed separately.

Hypothesis one, that death-related experiences are associated with higher fear of death, was not supported. Where results were significant a relation just opposite to that hypothesized was observed. The correlation between death anxiety and total number of death related experiences was negative and non-significant. When correlations between death anxiety and individual experiences were computed, all were negative and two were significant. These results indicate that having seen someone die (experience three) and having someone make an attempt to seriously harm you (experience eight) are associated with low death anxiety.

Because correlation does not imply causality, these results are open to two interpretations. The first is that the more experience one has with death the less he will fear death. This is consistent with the conception of fear of death as fear of the unknown. This interpretation is also consistent with a habituation or desensitization process. The second possible interpretation is that those who are high death anxious tend, in so far as possible, to avoid death related experiences. The two experiences which were significantly correlated with death anxiety, seeing someone die and

having someone attempt to seriously harm you, are, when compared with other DEQ items, easier to avoid. One can avoid seeing someone die, for example, by not visiting seriously ill patients or by not attending auto races. One can also, to some extent, avoid having someone attempt to seriously harm him by not entering military service or by avoiding riots and demonstrations. The question of which of these two possible interpretations is correct is certainly a topic for further research.

The negative relationship between death anxiety and death related experiences was not seen when correlations were computed between subjects' weightings of experiences, in terms of influence on present attitude toward death, and DAS scores. The correlation computed between the total score of the weighted DEQ items and the DAS was positive and not significant. All but one of the correlations computed between subjects' weightings on individual questions and DAS scores were positive and seven were significant. These results indicate that if one experiences; (a) the death of an emotionally close person; (b) a severe or chronic illness; (c) a severe or chronic illness of an emotionally close person; (d) a near-fatal accident of an emotionally close person; (e) the death of a beloved pet; (f) attending a funeral; or (g) witnessing a fatal or near-fatal accident; the more influence this experience had on one's attitude toward death, the higher his fear of death.

Again, these results are open to at least two interpretations. The first being that influential experiences with death contribute to heightening of the fear of death. Another interpretation is that death related experiences are less influential for low death anxious people than they are for high death anxious people. This second interpretation suggests a defensiveness on the part of the low death anxious subjects, i.e., that they deal with death related experiences in a superficial way and perhaps deny their importance or significance. A third possible interpretation of the results is that death related experiences, in fact, do not have much influence on the attitudes toward death of low death anxious subjects.

The difference in significance between unweighted and weighted DEQ-DAS correlations suggests that, in terms of relation to death anxiety, just having an experience is much less important than the impact or subjective interpretation of this experience.

Special note should be taken of the magnitude of correlations obtained with reference to hypothesis one. While several of these correlations are statistically significant, all are quite small. Thus, little of the variability in the correlated measures is accounted for by these relationships.

The Death Experience Questionnaire developed in this study seems to be a promising measure of death related experiences. The item-total score analysis indicates that all

items contribute significantly to the total score. Also, the obtained percentages of subjects responding to each question seems appropriate for the college-aged sample. That is, it seems reasonable that, for a distribution of subjects with an average age of 20.6 years and a standard deviation of 3.7 years, for example, only thirteen percent will have experienced the death of one or both parents while the majority of subjects (eighty-five percent) will have attended a funeral.

The significant sex differences seen in responses to the DEQ are quite consistent with the prescribed sex roles of our society and with the observed differences in fear of death. Since females fear death more, as obtained DAS scores and the previous findings of Templer and Ruff (1971) indicate, it may be expected that they will avoid death related experiences more than males. Also, it is more consistent with the masculine sex role to engage in activities which may lead to death related experiences, e.g., brawling or attending auto races.

Hypothesis two, that death anxiety is significantly positively correlated with castration anxiety was not supported. As Table 4 shows, the correlations computed between the DAS and the measures of castration anxiety for the total group were not significant. However, as Table 5 shows, when the data were analyzed separately for the high and low DAS groups, significant correlations were obtained. For the high DAS

group, a significant positive relationship was seen between the measure of death anxiety and the measures of castration anxiety. The results obtained for this group were as predicted and thus pose no problem in interpretation. However, similar correlations computed for the low DAS group indicate a significant inverse relationship between death anxiety and castration anxiety. The results of two recent studies suggest that these negative correlations may be explained in terms of defense mechanisms.

In a study published after the present study was underway, Templer (1971) found a significant positive correlation ($r=.51$, $p<.01$) between his DAS, the measure of death anxiety used in the present study, and Byrne's (1961) Repression-Sensitization Scale. This correlation with the R-S Scale suggests that persons scoring low on the DAS tend to react in a defensive manner (use repression) when faced with objectively presented emotionally arousing material. In the same study Templer also found a significant positive correlation between DAS scores and GSR responses to death related words, a measure which presumably is less affected by the subject's defenses than objective questionnaires.

Handal and Rychlak (1971) found a curvilinear relationship between scores on an unpublished death anxiety scale and recall of unpleasant and death related dreams. The measure of death anxiety used by Handal and Rychlak was also found to correlate significantly ($r=.51$, $p <.01$) with the

R-S Scale. The authors considered the recall of unpleasant and death related dreams to be a measure of death anxiety that is less contaminated by defensiveness than the objective measure and interpreted their results as indicating that low scores on their death anxiety scale are substantially determined by defensiveness. The authors suggested that their death anxiety scale might be both a measure of death anxiety (for those scoring high) and a measure of defensiveness (for those scoring low).

With reference to the present study, if low scores on the DAS are substantially determined by defensiveness in response to objectively stated emotionally arousing material, then the present results suggest that those who deny most on the questionnaire reveal a larger amount of castration anxiety on the more disguised projective measures. Granting this assumption, one might expect to see a direct relationship between death anxiety and castration anxiety, if defensiveness were controlled.

Differences between the low and high DAS groups were also found in their responses to the body-harm items on the DAS. In the correlations between DAS score and the CC Scale and TAT scores most of the weight of these correlations was carried by the harm items for the high DAS group while the weight was shared about equally by the harm and non-harm items for the low DAS group. Also, for high DAS subjects both harm and non-harm items correlate significantly with the total DAS score while

only non-harm items correlate significantly with the total DAS score for the low DAS group. The fact that body-harm items carry most of the weight of the correlations between DAS and the TAT and CC Scale measures suggest an artifactual relationship since all measures correlated are concerned with harm to the body. It should also be noted that the most unbiased correlations between the measures of death anxiety and castration anxiety, those between DAS non-harm items and TAT score minus death themes and CC Scale score, are small ($r=.064$ for the high DAS group and $r=-.226$ for the low DAS group) and not significant.

To the extent that DAS scores are influenced by defensiveness, the results obtained in Part I are subject to question. A relationship between DAS scores and defensiveness may explain the positive correlation seen between DAS scores and weightings of DEQ questions. This would suggest that low DAS subjects, having reacted defensively to the DAS items, would also react defensively to the DEQ questions by indicating that these experiences with death had less influence on their attitudes toward death than the same experiences had on the attitudes of high DAS subjects.

Hypothesis three, that the three measures of castration anxiety are significantly positively intercorrelated, was for the most part, supported. The significant correlation between the TAT scores and CC scale scores provides strong evidence for their convergent validity. With reference to TAT scores

and content analysis of dreams, some evidence for their validity is provided by their significant correlation. The correlation between CC scale scores and dream content analysis scores was not significant. It should be noted that comparatively few dreams were collected from each subject and that only 27 of the 38 subjects used in Part II returned dream reports. Ideally one collects large numbers from each subject when doing content analysis on them. Unfortunately, the limitation of time and resources prevented such large scale collection in the present study. Had large samples of dreams been collected from all subjects stronger relationships between the dream content measure and the other measures of castration anxiety might have been seen.

From this study it would appear that if one wishes to assess castration anxiety the CC scale is a convenient instrument to use while the TAT measure can achieve essentially the same results but with more effort.

In summary, hypothesis one, that death related experiences are associated with higher fear of death, was not supported. A relation just opposite to that hypothesized was observed. Hypothesis two, that fear of death is significantly positively correlated with castration anxiety, was not supported and the results were seen as consistent with a defense mechanism interpretation of DAS scores. Hypothesis three, that three measures of castration anxiety are significantly positively correlated, was, with the exception of the dream content analysis-CC

scale correlation, supported and these results were considered to contribute to the convergent validity of these measures. The Death Experience Questionnaire developed for use in this study was seen to be a promising measure of death related experiences.

APPENDIX A

HALL AND VAN DE CASTLE SCORING CATEGORIES FOR CASTRATION ANXIETY IN DREAMS

CA1 Injury or threat to the dreamer's body: note, in only one of the five CA1 conditions is emphasis placed on the dreamer's body as a whole

1. Actual or threatened loss of a part of the dreamer's body

Examples

"MY FINGER was CUT OFF"

"I got a HAIRCUT"

"The nurse said they were going to REMOVE MY TONSILS"

2. Actual or threatened injury to or pain in a part of the dreamer's body

Examples

"I CUT MY FOOT"

"He tried to PUNCH ME ON THE JAW"

"I had a HEADACHE"

3. Defect in a part of the dreamer's body

Examples

"MY LEGS BECAME PARALYZED"

"MY HAND was all CRIPPLED UP"

"I COULDN'T SEE out of one eye"

4. Some part of the dreamer's body is juvenile, infantile, or undersized

Examples

"The dentist said I still HAD BABY TEETH"

"In the mirror MY FACE LOOKED LIKE AN INFANT'S"

"I was amazed to see that I HAD NO PUBIC HAIR"

5. Actual or threatened cutting, clawing, biting, or stabbing of the dreamer's body as a whole

Examples

"He JABBED AT ME WITH A SWITCHBLADE"

"An eagle CAME AT ME WITH HIS CLAWS OPEN"

"The crocodiles TRIED TO BITE ME"

DO NOT SCORE AS CA1

1. No specific part of the dreamer's body is mentioned as being injured, threatened, defective, diseased, or infantile

Examples

"I was hurt in the accident"
 "I fell off this high cliff"
 "I was trapped in a burning building"
 "I ached all over"
 "I was paralyzed"
 "I had the measles"
 "I looked like a little child"

2. A blemish or swelling is mentioned on a part of the dreamer's body

Examples

"I had a pimple on my face"
 "I had a scar on my arm"
 "A ball hit me and my ankle swelled up"

- CA2 Actual or threatened injury, loss, defect, disease, or damage occurring to an animal or object belonging to the dreamer or that is in his possession in the dream

Examples

"My dog had its TAIL INJURED"
 "I LOST MY BOOKS"
 "MY RADIO WOULDN'T WORK"
 "I had a FLAT TIRE on my car"
 "The AIRPLANE I was in CRASHED".
 "The CHAIR I was sitting on HAD A BROKEN LEG"

DO NOT SCORE AS CA2

Nonspecific losses to the dreamer or damage, defect, or loss of objects in the dreamer's possession which are primarily symbolic of female genitals

Examples

"I was robbed during the night"
 "The stone fell out of my ring"
 "I lost my purse"
 "My suitcase was broken"
 "The box I was carrying split open"

CA3 The dreamer reports inability or difficulty using a gun, airplane, automobile, piece of machinery, or other symbolic phallic objects that are in his possession; difficulty in using a penis; or difficulty in placing an object in a receptacle

Examples

"I COULDN'T START THE CAR"
 "I COULDN'T SHOOT STRAIGHT WITH THE RIFLE"
 "When I came up to bat, I STRUCK OUT"
 "I WASN'T ABLE TO GET AN ERECTION"
 "I COULDN'T GET MY KEY IN THE LOCK"

DO NOT SCORE AS CA3

The dreamer's difficulty in using a phallic object is caused by an environmental event rather than his own inadequacy

Examples

"I couldn't steer straight because of the icy road"
 "I couldn't sink the putt because the wind blew my ball off course"

CA4 A male dreamer reports that he is a woman or changes into a woman during the dream; or that he has acquired female secondary sex characteristics, or that he is wearing women's clothes or accessories

Examples

"Suddenly at that point, I TURNED INTO A GIRL"
 "When I looked down, I saw that I HAD BREASTS"
 "For some reason, I WAS WEARING A DRESS AND HIGH HEELS"



APPENDIX B

SCHWARTZ CASTRATION ANXIETY MEASURE

The measure consists of 10 parts; the first 9 are essentially content-indicators of castration anxiety, and the last, #10, essentially a list of formal characteristics of stories assumed to be somehow indicators of castration anxiety.

Any thought or idea which is relevant to castration anxiety, as defined by the components of the measure, is scored in 1, and only 1 of the first 9 parts of the measure; it may, however, also be scored in part 10. To restate this, the first 9 parts of the measure are to be considered as mutually exclusive. This independence of parts of the measure is necessary for subsequent statistical manipulation of results, specifically for intercorrelation of the parts of the measure.

The parts of the scale are arranged hierarchically. In case of ambiguity, the material is scored under the lower-numbered category. (e.g., if there is question whether a given thought is to be scored under category 4 or category 7, it is, by definition, scored under category 4). Of course, every attempt is made in defining the constituents of the measure to minimize such ambiguity. However, a certain amount of rater judgment and clinical "feel" is still required.

1. Impotence, sterility: behavioral, or fear, anticipation or expectation of
2. Phallic inadequacy: penis too small, ejaculatic praecox, "inability to satisfy the sex partner": behavioral, or fear, anticipation, or expectation of
3. Lack of prowess in sexual activities, without further specification
4. Description of hero as having chronically unsatisfied sexual longings
5. Renunciation of sexuality, own sexual longings or urges
6. Withdrawal in the face of hetero-sexual stimulation, inability to carry through to logical conclusion in situation of sexual stimulation.
7. Inability of hero to marry, but only to assume casual sexual relationships.
8. Equation of sexuality with aggression: mention of rape or violent possession of woman as means of sexual gratification, intercourse-death sequence, damages or hurts sex partner, etc.
9. Repeated emphasis on fore-play, preliminary stages of love making, touching, petting, etc. Usually occurs with #6, inability to carry through to logical conclusion.
10. Description of women in stories as low immoral prostitutes, seducers, etc.

Only those overtly present elements of the stories which are defined by the measure are scored. These are scored either with a single tally mark (1), or a capital D (D) for spontaneous denial. In the compilation of results, the D's are counted simply as tallies.

The definition of "thought or idea", the basic unit of measure, depends again somewhat on rater judgment. Ordinarily, it consists of a phrase or sentence, and more rarely, may be a paragraph or even the whole of a story. Each relevant thought or idea is scored just once. However, repetitions of the same thought are scored as separate thoughts. The rationale for this is that repetitions indicate an area of tension and preoccupation. Again, this is an area of rater judgment as to whether, for example, several sentences are merely an elaboration of a single thought, or whether they are repetitions of the same thought, and as such, scored several times.

The elements of the measure are:

1. Genital injury or loss
2. Damage to or loss of other parts of the body
3. Damage to or loss of extensions of the body-image
4. Sexual inadequacy
5. Personal inadequacy
6. General repetitive attempts at mastery
7. Intra-psychic threat
8. Extra-psychic threat

9. Loss of cathected objects
10. Formal characteristics of stories

I. Genital injury or loss

1. Castration or gross loss of the genitalia
2. Total mutilative destruction of the body -- i.e., death where specified or clearly inferrable as mutilative: e.g., auto accident, bomb explosion, tortured to death, etc.
3. Injury or gross physical damage to the genitalia
4. Loss of the genitals through surgery
5. Partial loss of the genitals through surgery
6. Surgical operations upon the genitals, not involving loss or removal

Note: These are scored for any character of the story, except where there is clear specification of the hero, and the hero is doing these things to someone else. This latter possibility is scored under Part VI, repetitive attempts at mastery, when the hero is doing this to someone who has hurt or threatened him, or has the capacity to do so.

II. Damage to or loss of other parts of the body

1. Loss of, or injury to common symbolic equivalents of the genitalia:
 - a. nose
 - b. eyes
 - c. arms and/or fingers
 - d. genito-urinary apparatus and/or lower abdomen

- e. lungs
2. Surgical operations upon above (1)
 3. Loss of, operations upon, or damage to other parts of the body
 4. Loss of part, damage to, or operations upon body, without further specification
 5. Torture
 6. Ritual scarification, except where this can be subsumed under part I, above, as damage to the genitalia.
 7. Tatooing, where the story has the clear implication of this being a painful, damaging, or punitive measure, where the Tatooing has the clear implication of being valued for exhibitionistic purposes, this is scored under part VI, general repetitive attempts at mastery.
 8. Pain, hurt, or blood, any mention thereof or spontaneous denial or avoidance. This holds for any character of the story, except where hero inflicts or causes these to someone else. Rape, and rape-death sequences are specifically included here, again with the proviso that the hero does not do the raping.
 9. Beating or clear implication of injury to hero, where specified, or to other character of story, except where hero injures another.
 10. Illness, and death as consequences of illness of hero. When not of hero, this is either not scored, or

scored as loss of cathected objects, IX, when this is relevant, or, if the story so indicates, scored under VI, as aggression against authority figures.

Note: For #1-7, scored when occurring to hero, or, if no specification of hero, when occurring to any character of story except when done by hero. Possible exception is injury to father or father-surrogate figure. Here, general tone of story must decide rather whether scored here, under part VI, or not scored.

III. Damage to or loss of extensions of the body image.

1. Destruction of, loss of, or damage to non-bodily symbolic equivalents of the genitalia:
 - a. machinery, instruments
 - b. weapons, particularly guns
 - c. cameras or other optical instruments or equipment
2. Above, (1), but involving more general extensions of the body image:
 - a. automobiles
 - b. clothing
3. Destruction of, loss of, or damage to possessions. Possessions include animals and pets.

IV. Sexual inadequacy. Here, special care must be taken to score spontaneous denials.

11. Description of women as phallic -- either directly symbolic, i.e., witches, possessing arms, etc., or as dominating and capable of hurting hero.

Note: This is to be differentiated from part VIII, parental domination or prohibition, where, even if mother is specified as dominating or prohibiting, this is less specific.

V. Personal inadequacy

1. Physical inadequacy:

- a. lack of size or build
- b. lack of strength

These are scored in relation to sex and aggression, and/or where there is no specification of the area of life involved.

2. Mental inadequacy:

- a. stupidity, low I. Q.
- b. difficulty in learning, mastering, or understanding, where this involves sexual or aggressive content
- c. above, (b), with content not specified

3. Motivational inadequacy:

- a. insufficient motivation to carry through to accomplishment, where this involves areas of sexuality or aggression
- b. above, (a), but in unspecified areas

Hero does not know what to do, uncertain, can reach no resolution. Where reaches resolution, this is

not scored. Also, stories of wanting to better oneself, or one's lot in life, without any statement of accomplishment, i.e. merely wanting to do more, be better.

4. Description of hero as: meek, timid, shy, fearful, anxious, hesitant, weak, helpless, etc.
 - a. in sexual or aggressive areas
 - b. in general social intercourse or unspecified areas
5. Renunciation of pleasurable activities, specified or unspecified, and/or general asceticism
6. Renunciations of abilities, ambitions, or possessions
7. Passive reaction of hero to external or internal threat directed against him -- unable or unwilling to fight, defend self, or assert needs
8. Propitiating or submissive behaviour towards male or female authority figures who show, or are capable of showing, aggression toward hero:
 - a. following sexual or aggressive activity or fantasy
 - b. without specification of circumstance
9. Description of hero as being ill or dying, preventing precluding, or hindering activities. Where not hero, this is not scored hero.
10. Description of hero as ugly, crippled, or sick.
11. Inability of hero to remain faithful in marital relationships, or after extra-marital experiences.
12. Description of hero's reaction to loss or stress as

hysteria, lack of control, etc.

13. Drunkenness allowing the expression of aggressive or sexual urges.

Note: Drinking or drunkenness in response to loss of cathected objects, or grief, etc. is specifically excluded.

14. Inability of hero to provide for family, make a living, be a satisfactory husband, etc.

VI. General repetitive attempts at mastery

1. Preoccupation with common phallic symbols, or phallic activities: i.e., the rifle on card 8B.M., the revolver on card 3.
2. Curiosity about and/or preoccupation with anatomy; sexual curiosity or ambivalence about sex of figures or activity engaged in.
3. Exhibitionism of abilities, beauty, musculature, ornamentation, clothes, tattooing, etc.
4. Aggression, sadism or rebellion against authority figures, and/or against figures which have hurt or deprived the hero, or have the capacity to do so. This includes killing, beating, revenge, etc., and/or the "adventitious" death of such figures.

Note: This specifically excludes aggressive displays by the hero without the above qualification of circumstances.

5. Ambivalence in stories, where the alternatives, or one of the alternatives, is concerned with elements of this measure.

6. Emphasis on risk-taking, taking a chance, intentionally exposing one's self to situations of danger
7. Humorization: humorous descriptions, gags, comments to the examiner, etc., this is scored only when the story involves other elements of the scale, or in situations where stories concerned with sexuality (i.e., card 13MF) are ordinarily expected.

VII. Intra-psychic threat

1. Self-recrimination or self-accusation following sexual temptation or fantasy, or provocation to aggression.
2. Above, (1), following sexual or aggressive activity
3. Self-punishment following sexual temptation; i.e., penance
4. Above, (3), following sexual activity
5. Guilt, remorse or shame, without further specification.
6. Above, (5), following sexual or aggressive expression.
7. Above, (5), following sexual or aggressive longings, temptations, or fantasies.
8. Above, (5), precluding sexual or aggressive expression.
9. Fear or expectation or retaliation, punishment, parental or authority figure discovery, scorn or

- social ostracism, following sexual or aggressive activities, longings, temptations, or fantasies.
10. Syphilophobia, or fear or expectation of illness or disability:
 - a. in consequence of activity or fantasy
 - b. without specification of antecedents
 11. Fear or expectation of death: (or divine wrath or punishment, purgatory, hell, etc.)
 - a. in consequence of activity or fantasy
 - b. without specification of antecedents
 12. Suicidal thoughts, attempted or successful suicide, unless clearly narcissistic or clearly escape from unbearable circumstances or grief. Note: this is scored only as a function of guilt or remorse following sexual or aggressive activity or fantasy.
 13. Drinking or drunkenness as a sequel of sexual or aggressive misbehavior.

VIII. Extra-psychic threat

1. Parental punishment, nature specified or unspecified, unless this may be subsumed under one of the prior parts of the measure.
 - a. for behavior
 - b. for fantasy, longings, or temptation
 - c. without specification
2. Authority figure-parental surrogate punishment (as above)

3. Violence or threat directed against hero from other external personal sources:
 - a. when juxtaposed with any sexual or aggressive element (the subject need not specify causality)
 - b. without mention of sexual or aggressive antecedents
4. Death or destruction of hero, when "adventitious."
5. Impersonal threat: war, pestilence, accident, flood, earthquake, etc. (deprivation of necessities of life and famine are specifically excluded)
6. Parental or parent-surrogate or authority figure prohibition, domination, or opposition to desires of hero re: sex, aggression, adventures, freedom, fuller life, escape, etc.
7. Societal scorn, ostracism, etc.
8. Pregnancy as consequence of illicit love; also, conception of pregnancy as difficult, dangerous, etc; also, conception of child or woman as somehow injured or damaged. This is essentially a conception of pregnancy as punishment for forbidden sexuality. Included here also is being forced to marry as consequence of sexual activity.
9. For female characters in stories, becoming a prostitute in consequence of sexual misbehaviour: this is not scored if there is clear specification that the woman becomes a prostitute for gain of

any sort or for survival. The element of misbehaviour must be present. For male characters, becoming a bum, drifter, hobo, or criminal or losing class status, is scored analogously.

IX. Loss of cathected objects. Note: This is scored where these are objects loved by the hero, not objects upon whose love the hero is dependent. Unless this latter is specified clearly, this is scored, however.

1. Male parent or parent surrogate:
 - a. through hero's actions
 - b. adventitiously
2. Female parent or parent surrogate
 - a. through hero's actions
 - b. adventitiously
3. Love object, female, not parent; i.e., girl friend, wife, mistress, etc.
 - a. through hero's actions
 - b. adventitiously
4. Some sex love object, i.e., sibling

X. Formal characteristics

1. Erasures or erasure equivalents (line drawn through words, phrases, or sentences), provided these involve a significant number of words. (i.e., arbitrarily, 6 or more words), unless the words erased or with a line drawn through are significantly related to items of the measures.

2. Misspellings of significant words, unless occurring in the context of very frequent misspellings in the composition.
3. "Bad" endings to stories, (failure, debility, punishment, suicide, death, depression, loss, ruin, etc.)
4. Discontinuity of story or sentence. This includes starting one story, stopping it and beginning another.

APPENDIX C

CASTRATION CONFLICT (CC) SCALE

Instructions: Following are 7 statements relating to illustration # 10. Under each statement is a scale on which you are to indicate the extent of your agreement or disagreement with it, as you feel it applies to the illustration. Each scale consists of 7 choices ranging from "Agree Strongly" to "Disagree Strongly". Please circle whichever choice best describes your feelings about the statement above it.

1. A major theme of the illustration is that the black dog does not know if he is going to be the next to get his tail cut off and is wondering or worrying about it.

Agree Strongly	Agree	Agree Slightly	Undecided	Disagree Slightly	Disagree	Disagree Strongly
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2. A major theme of the illustration is that the black dog feels sorry and sympathetic about what is happening to the white dog.

Agree Strongly	Agree	Agree Slightly	Undecided	Disagree Slightly	Disagree	Disagree Strongly
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3. The black dog is not terrified that he is going to be hurt.

Agree Strongly	Agree	Agree Slightly	Undecided	Disagree Slightly	Disagree	Disagree Strongly
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4. The black dog is thinking desperately about a way to save his own tail.

Agree Strongly	Agree	Agree Slightly	Undecided	Disagree Slightly	Disagree	Disagree Strongly
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5. The black dog would prefer to have his own tail cut off right away than go through the suspense of wondering if it will happen to him.

Agree Strongly	Agree	Agree Slightly	Undecided	Disagree Slightly	Disagree	Disagree Strongly
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6. The member of the family who arranged for the white dog's tail to be cut off is most likely one of the parents.

Agree Strongly	Agree	Agree Slightly	Undecided	Disagree Slightly	Disagree	Disagree Strongly
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7. The black dog would rather go through the suspense of wondering if his own tail will be cut off than have it cut off right away, because he is too frightened to have it cut off right away.

Agree Strongly	Agree	Agree Slightly	Undecided	Disagree Slightly	Disagree	Disagree Strongly
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APPENDIX D

DEATH ANXIETY SCALE

Read each of the following statements and decide whether it is true as applied to you or false as applied to you. If you decide a statement is true as applied to you, circle the T to the left of that statement number. If you decide a statement is false as applied to you, circle the F to the left of that statement number.

- T F 1. I am very much afraid to die.
- T F 2. The thought of death seldom enters my mind.
- T F 3. It doesn't make me nervous when people talk about death.
- T F 4. I dread to think about having to have an operation.
- T F 5. I am not at all afraid to die.
- T F 6. I am not particularly afraid of getting cancer.
- T F 7. The thought of death never bothers me.
- T F 8. I am often distressed by the way time flies so very rapidly.
- T F 9. I fear dying a painful death.
- T F 10. The subject of life after death bothers me greatly.
- T F 11. I am really scared of having a heart attack.
- T F 12. I often think about how short life really is.
- T F 13. I shudder when I hear people talk about World War III.

T F 14. The sight of a dead body is horrifying to me.

T F 15. I feel that the future holds nothing for me to fear.

APPENDIX E

DEATH EXPERIENCE QUESTIONNAIRE

Presumably everyone has had thoughts and feelings about his own death and death in general. The combination of these thoughts and feelings can be said to produce an attitude toward death. In this questionnaire we want you to indicate, by drawing an X through the appropriate number, to what extent each of the following experiences has influenced your present attitude toward death. If you have not had a particular experience, cross through the 0. If you have had a particular experience but it had no influence on your present attitude toward death, cross through the 1. The other numbers indicate varying degrees of influence. In the margin to the left of each statement write your approximate age at the time you had that experience.

1. The death of one or both of your parents

0	1	2	3	4	5	6
No	No	Little		Moderate		Great
Experience	Influence	Influence		Influence		Influence

2. The death of someone, other than your parents, to whom you felt very close

0	1	2	3	4	5	6
No	No	Little		Moderate		Great
Experience	Influence	Influence		Influence		Influence

3. Seeing someone die

0	1	2	3	4	5	6
No	No	Little		Moderate		Great
Experience	Influence	Influence		Influence		Influence

4. Having a severe or chronic illness (for example; asthma, rhumatic fever, kidney disease)

0	1	2	3	4	5	6
No	No	Little		Moderate		Great
Experience	Influence	Influence		Influence		Influence

5. Having surgery

0	1	2	3	4	5	6
No	No	Little		Moderate		Great
Experience	Influence	Influence		Influence		Influence

6. The severe or protracted illness of someone with whom you had a close emotional relationship

0	1	2	3	4	5	6
No	No	Little		Moderate		Great
Experience	Influence	Influence		Influence		Influence

_____ 7. Having a serious accident

0	1	2	3	4	5	6
No Experience	No Influence	Little Influence		Moderate Influence		Great Influence

_____ 8. Having someone make an attempt to seriously harm you (as in civil disturbances, military combat, etc.)

0	1	2	3	4	5	6
No Experience	No Influence	Little Influence		Moderate Influence		Great Influence

_____ 9. The near-fatal accident of someone with whom you were emotionally close

0	1	2	3	4	5	6
No Experience	No Influence	Little Influence		Moderate Influence		Great Influence

_____ 10. The death of a beloved pet

0	1	2	3	4	5	6
No Experience	No Influence	Little Influence		Moderate Influence		Great Influence

_____ 11. Attending a funeral

0	1	2	3	4	5	6
No Experience	No Influence	Little Influence		Moderate Influence		Great Influence

_____ 12. Witnessing a fatal or near fatal accident

0	1	2	3	4	5	6
No Experience	No Influence	Little Influence		Moderate Influence		Great Influence

APPENDIX F

DUMMY QUESTIONNAIRE DESCRIBING
CARD X OF THE BLACKY PICTURES

Instructions: Following are 7 statements relating to illustration # 9. Under each statement is a scale on which you are to indicate the extent of your agreement or disagreement with it, as you feel it applies to the illustration. Each scale consists of 7 choices ranging from "Agree Strongly" to "Disagree Strongly". Please circle whichever choice best describes your feelings about the statement above it.

1. A major theme of the illustration is that the puppy would like very much to grow up and be a skillful hunting dog.

Agree Strongly	Agree	Agree Slightly	Undecided	Disagree Slightly	Disagree	Disagree Strongly
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2. A major theme of the illustration is that the puppy likes to feel important.

Agree Strongly	Agree	Agree Slightly	Undecided	Disagree Slightly	Disagree	Disagree Strongly
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3. The puppy fancies himself a strong and forceful character.

Agree Strongly	Agree	Agree Slightly	Undecided	Disagree Slightly	Disagree	Disagree Strongly
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4. The puppy is dreaming that he has done something wrong and expects to be punished.

Agree Strongly	Agree	Agree Slightly	Undecided	Disagree Slightly	Disagree	Disagree Strongly
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5. The puppy would like to be a champion but realizes that this is an unrealistic goal.

Agree Strongly	Agree	Agree Slightly	Undecided	Disagree Slightly	Disagree	Disagree Strongly
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6. The puppy is dreaming of his father, whom he admires very much.

Agree Strongly	Agree	Agree Slightly	Undecided	Disagree Slightly	Disagree	Disagree Strongly
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7. The puppy would rather dream of being a champion than work at making himself one.

Agree Strongly	Agree	Agree Slightly	Undecided	Disagree Slightly	Disagree	Disagree Strongly
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APPENDIX H

POINT-BISERIAL CORRELATIONS BETWEEN DEATH ANXIETY
SCALE TOTAL SCORE AND EACH DEATH EXPERIENCE
QUESTIONNAIRE ITEM

Question	r _{Pbi}
1	-.036
2	-.041
3	-.141*
4	.005
5	-.024
6	-.003
7	-.045
8	-.140*
9	-.005
10	-.033
11	.057
12	-.071

*p < .05

APPENDIX I
CORRELATION OF DEQ ITEMS WITH
DEQ TOTAL SCORE

Question	r
1	.280**
2	.473**
3	.549**
4	.375**
5	.394**
6	.411**
7	.540**
8	.541**
9	.447**
10	.312**
11	.352**
12	.488**

**p < .01

APPENDIX J

CORRELATION AND CONTINGENCY COEFFICIENTS
FOR COMPARISONS OF DEQ TOTAL SCORE
AND MEASURES OF CASTRATION ANXIETY

CA Measure	Statistic
CC Scale	r= .009
TAT Total	r=-.140
TAT Minus Death	r=-.142
TAT 1 - 9	r=-.147
Dreams	<u>CC</u> = 0

APPENDIX K

INDIVIDUAL DATA FOR SUBJECTS IN
PART I: DAS AND UNWEIGHTED DEQ SCORES

TOTAL DAS SCORE AND RESPONSE TO EACH DEQ QUESTION FOR EACH SUBJECT

DEQ QUESTION NUMBER

S	DAS	1	2	3	4	5	6	7	8	9	10	11	12
1	6.	0.	1.	0.	0.	0.	0.	0.	0.	0.	0.	1.	0.
2	4.	0.	0.	0.	0.	0.	0.	0.	1.	1.	1.	1.	1.
3	7.	0.	0.	0.	0.	0.	1.	0.	0.	0.	1.	1.	1.
4	4.	0.	1.	0.	0.	0.	1.	0.	0.	0.	1.	1.	1.
5	4.	0.	0.	1.	0.	0.	0.	0.	0.	0.	0.	1.	0.
6	3.	0.	1.	1.	0.	1.	1.	0.	0.	0.	1.	0.	0.
7	5.	0.	1.	0.	0.	1.	0.	1.	0.	0.	1.	1.	0.
8	4.	0.	0.	0.	1.	0.	0.	0.	1.	0.	1.	1.	1.
9	6.	0.	1.	0.	0.	1.	0.	1.	0.	0.	1.	1.	0.
10	8.	0.	0.	0.	0.	1.	0.	0.	1.	0.	0.	0.	0.
11	5.	0.	1.	0.	0.	0.	0.	0.	1.	0.	1.	1.	1.
12	5.	1.	1.	0.	0.	1.	1.	0.	1.	1.	1.	1.	1.
13	10.	1.	1.	0.	0.	0.	0.	0.	0.	0.	1.	1.	0.
14	2.	0.	0.	0.	0.	0.	0.	0.	0.	1.	1.	1.	1.
15	9.	0.	1.	1.	0.	0.	0.	1.	1.	1.	1.	1.	1.
16	5.	1.	1.	0.	0.	0.	0.	1.	1.	0.	1.	1.	0.
17	4.	0.	1.	0.	0.	1.	0.	0.	0.	0.	1.	1.	0.
18	7.	0.	1.	0.	0.	0.	0.	0.	0.	0.	1.	1.	1.
19	11.	0.	1.	0.	0.	0.	0.	1.	0.	1.	1.	1.	0.
20	5.	0.	1.	0.	0.	1.	1.	0.	0.	0.	1.	1.	0.
21	4.	0.	1.	0.	0.	1.	0.	0.	0.	1.	1.	0.	0.
22	5.	0.	1.	0.	0.	1.	1.	1.	0.	0.	1.	1.	0.
23	6.	0.	0.	0.	0.	0.	0.	1.	0.	0.	0.	0.	1.
24	2.	0.	0.	0.	0.	1.	0.	1.	1.	0.	1.	1.	1.
25	4.	0.	0.	0.	0.	1.	1.	0.	0.	0.	1.	0.	0.
26	7.	1.	1.	0.	0.	0.	1.	1.	1.	1.	0.	1.	1.
27	7.	0.	1.	0.	0.	1.	0.	0.	0.	1.	1.	1.	0.
28	6.	1.	0.	0.	0.	0.	0.	1.	0.	1.	1.	1.	1.
29	2.	1.	1.	1.	0.	1.	1.	0.	0.	1.	1.	1.	1.
30	4.	0.	1.	0.	1.	1.	1.	0.	1.	0.	1.	1.	0.
31	5.	0.	1.	0.	1.	1.	0.	0.	0.	0.	1.	1.	1.
32	6.	0.	1.	1.	0.	0.	0.	0.	0.	0.	1.	1.	0.
33	5.	0.	0.	0.	1.	1.	0.	0.	0.	0.	1.	1.	1.
34	7.	0.	0.	0.	1.	1.	0.	1.	0.	1.	1.	1.	1.
35	7.	0.	1.	0.	1.	0.	1.	0.	0.	1.	1.	1.	0.
36	4.	0.	1.	1.	0.	1.	1.	1.	1.	1.	1.	1.	1.
37	9.	0.	1.	0.	1.	1.	0.	1.	0.	0.	1.	1.	1.
38	4.	0.	1.	0.	0.	0.	0.	0.	0.	0.	1.	1.	0.
39	2.	0.	0.	0.	0.	1.	0.	1.	0.	0.	1.	0.	1.
40	6.	0.	1.	0.	1.	0.	1.	0.	0.	1.	1.	1.	0.

TOTAL DAS SCORE AND RESPONSE TO EACH DEQ QUESTION FOR EACH SUBJECT

DEQ QUESTION NUMBER

S	DAS	1	2	3	4	5	6	7	8	9	10	11	12
41	5.	0.	1.	1.	0.	0.	1.	0.	1.	1.	1.	1.	1.
42	6.	0.	1.	1.	0.	1.	0.	1.	1.	1.	1.	0.	1.
43	4.	0.	1.	0.	0.	0.	0.	0.	0.	0.	1.	1.	0.
44	5.	0.	1.	0.	0.	0.	1.	0.	0.	0.	1.	1.	0.
45	5.	0.	0.	0.	0.	0.	0.	0.	1.	1.	1.	1.	1.
46	12.	0.	1.	0.	0.	1.	0.	0.	0.	1.	1.	1.	0.
47	5.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	1.	0.
48	8.	0.	0.	0.	1.	1.	0.	0.	0.	0.	1.	0.	0.
49	4.	0.	1.	0.	0.	0.	0.	0.	0.	0.	1.	1.	1.
50	7.	1.	1.	0.	0.	0.	1.	1.	0.	0.	1.	1.	1.
51	3.	1.	0.	0.	1.	1.	0.	0.	0.	1.	1.	1.	0.
52	10.	0.	1.	0.	0.	1.	0.	0.	0.	0.	0.	1.	0.
53	6.	1.	1.	0.	0.	1.	1.	0.	0.	0.	0.	1.	0.
54	5.	0.	1.	1.	1.	1.	1.	1.	1.	0.	1.	1.	1.
55	9.	0.	1.	0.	0.	1.	1.	0.	0.	0.	1.	1.	1.
56	4.	0.	0.	0.	0.	0.	0.	0.	1.	0.	0.	0.	1.
57	9.	1.	1.	0.	1.	1.	0.	1.	0.	0.	0.	1.	0.
58	4.	0.	1.	0.	0.	1.	1.	0.	1.	0.	1.	1.	0.
59	6.	0.	1.	0.	1.	1.	0.	1.	0.	0.	1.	1.	1.
60	8.	0.	1.	0.	0.	1.	0.	0.	0.	0.	0.	1.	0.
61	6.	0.	1.	1.	0.	0.	0.	0.	0.	1.	1.	1.	1.
62	9.	0.	1.	0.	0.	0.	0.	0.	0.	1.	0.	1.	1.
63	9.	0.	0.	0.	0.	0.	0.	0.	0.	1.	1.	1.	1.
64	6.	0.	0.	1.	0.	0.	0.	0.	0.	1.	1.	1.	1.
65	11.	0.	1.	0.	0.	0.	1.	0.	0.	0.	0.	1.	0.
66	7.	0.	0.	0.	0.	1.	0.	1.	0.	0.	0.	1.	0.
67	6.	0.	1.	0.	0.	1.	0.	0.	0.	0.	0.	1.	0.
68	6.	1.	1.	0.	0.	0.	0.	1.	1.	0.	1.	1.	1.
69	8.	0.	1.	0.	0.	1.	1.	0.	0.	0.	1.	1.	1.
70	12.	0.	1.	0.	0.	1.	0.	0.	1.	1.	1.	1.	0.
71	5.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	1.	1.
72	12.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	1.	0.
73	3.	0.	1.	0.	0.	1.	0.	1.	0.	0.	1.	1.	0.
74	5.	0.	1.	0.	0.	0.	1.	0.	0.	0.	1.	1.	0.
75	4.	0.	0.	0.	0.	0.	0.	0.	0.	0.	1.	1.	0.
76	1.	0.	1.	0.	0.	0.	0.	0.	0.	1.	1.	1.	0.
77	4.	0.	1.	0.	0.	0.	1.	0.	0.	1.	1.	1.	0.
78	8.	0.	1.	0.	0.	0.	0.	0.	0.	0.	1.	1.	0.
79	4.	0.	0.	0.	0.	0.	1.	0.	0.	0.	1.	1.	0.
80	5.	0.	0.	1.	0.	0.	0.	0.	0.	0.	1.	1.	1.

TOTAL DAS SCORE AND RESPONSE TO EACH DEQ QUESTION FOR EACH SUBJECT

DEQ QUESTION NUMBER

S DAS 1 2 3 4 5 6 7 8 9 10 11 12

81	5.	0.	0.	1.	0.	0.	0.	1.	1.	1.	0.	0.
82	10.	0.	1.	0.	0.	1.	0.	0.	1.	1.	1.	1.
83	5.	0.	1.	1.	0.	0.	0.	0.	0.	0.	0.	0.
84	0.	0.	1.	1.	0.	0.	1.	1.	1.	1.	1.	1.
85	9.	0.	0.	0.	1.	0.	0.	0.	0.	0.	0.	0.
86	8.	0.	1.	0.	1.	1.	0.	0.	0.	0.	0.	1.
87	8.	0.	1.	0.	1.	1.	0.	0.	1.	1.	1.	1.
88	10.	0.	0.	0.	0.	1.	0.	0.	0.	0.	0.	0.
89	8.	0.	0.	0.	1.	0.	0.	0.	0.	1.	1.	1.
90	2.	0.	1.	0.	0.	1.	0.	0.	1.	0.	0.	1.
91	3.	0.	0.	0.	1.	0.	0.	0.	1.	1.	1.	0.
92	7.	0.	0.	0.	1.	0.	0.	0.	1.	1.	1.	0.
93	0.	0.	1.	0.	1.	1.	1.	0.	0.	1.	1.	1.
94	9.	0.	0.	0.	0.	0.	0.	0.	0.	0.	1.	0.
95	7.	0.	0.	0.	1.	1.	0.	0.	1.	1.	1.	0.
96	7.	0.	0.	1.	0.	0.	0.	1.	1.	1.	1.	1.
97	4.	0.	0.	0.	1.	0.	0.	1.	0.	0.	0.	0.
98	5.	0.	0.	0.	1.	0.	0.	0.	1.	1.	1.	0.
99	9.	0.	0.	0.	0.	0.	0.	0.	1.	1.	1.	1.
100	8.	0.	0.	0.	1.	0.	1.	1.	1.	1.	1.	1.
101	8.	0.	0.	0.	0.	0.	0.	0.	1.	1.	1.	0.
102	2.	0.	0.	0.	1.	0.	1.	0.	0.	0.	0.	1.
103	4.	0.	0.	0.	0.	1.	0.	0.	1.	1.	0.	0.
104	3.	0.	0.	0.	1.	0.	0.	0.	1.	1.	1.	1.
105	8.	0.	0.	0.	1.	1.	0.	1.	1.	1.	1.	1.
106	8.	0.	0.	0.	0.	0.	1.	0.	0.	0.	1.	1.
107	4.	0.	1.	0.	1.	1.	1.	1.	1.	1.	1.	1.
108	9.	0.	1.	0.	1.	1.	1.	0.	1.	1.	1.	0.
109	5.	0.	0.	0.	1.	0.	0.	0.	0.	0.	1.	0.
110	1.	0.	1.	0.	0.	1.	0.	0.	1.	1.	1.	1.
111	6.	0.	1.	0.	1.	0.	0.	0.	1.	1.	1.	1.
112	6.	0.	0.	0.	1.	0.	0.	0.	1.	1.	1.	0.
113	3.	0.	0.	0.	0.	0.	0.	1.	0.	1.	1.	1.
114	5.	0.	1.	0.	1.	1.	0.	0.	0.	1.	1.	0.
115	5.	0.	0.	0.	1.	0.	0.	0.	0.	0.	1.	0.
116	5.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.
117	6.	0.	0.	0.	1.	0.	1.	0.	0.	1.	1.	1.
118	9.	0.	1.	0.	0.	0.	0.	0.	1.	1.	1.	1.
119	3.	0.	0.	0.	1.	0.	0.	0.	1.	0.	0.	0.
120	13.	0.	0.	0.	1.	0.	0.	1.	1.	1.	1.	1.

TOTAL DAS SCORE AND RESPONSE TO EACH DEQ QUESTION FOR EACH SUBJECT

DEQ QUESTION NUMBER

S	DAS	1	2	3	4	5	6	7	8	9	10	11	12
121	4.	0.	0.	0.	0.	1.	0.	0.	0.	1.	0.	1.	0.
122	12.	0.	1.	0.	0.	0.	1.	1.	0.	1.	1.	1.	0.
123	4.	0.	1.	0.	0.	1.	0.	1.	0.	1.	1.	1.	1.
124	9.	0.	1.	0.	0.	0.	0.	0.	0.	0.	0.	1.	0.
125	5.	0.	1.	0.	0.	1.	0.	0.	0.	0.	1.	1.	0.
126	9.	0.	1.	0.	0.	0.	0.	0.	0.	0.	1.	1.	0.
127	5.	0.	0.	0.	0.	0.	0.	0.	0.	1.	0.	1.	0.
128	6.	0.	0.	0.	1.	1.	1.	1.	0.	0.	1.	1.	1.
129	12.	0.	1.	0.	0.	0.	1.	0.	0.	0.	1.	1.	0.
130	5.	1.	1.	1.	0.	0.	1.	0.	0.	0.	1.	1.	0.
131	10.	0.	0.	0.	0.	0.	0.	0.	0.	0.	1.	1.	0.
132	9.	0.	0.	0.	0.	0.	1.	0.	0.	0.	1.	0.	0.
133	9.	0.	0.	0.	0.	0.	1.	0.	0.	0.	1.	0.	0.
134	11.	0.	1.	0.	0.	0.	0.	0.	0.	0.	1.	1.	0.
135	4.	0.	1.	1.	0.	1.	1.	0.	0.	0.	1.	1.	1.
136	6.	0.	1.	0.	0.	0.	1.	0.	0.	0.	1.	1.	1.
137	3.	0.	1.	1.	0.	1.	1.	0.	0.	0.	1.	1.	1.
138	5.	0.	1.	1.	0.	1.	1.	1.	0.	0.	1.	1.	0.
139	10.	0.	0.	0.	0.	0.	0.	0.	0.	0.	1.	1.	0.
140	3.	1.	1.	0.	0.	0.	1.	0.	0.	0.	1.	1.	0.
141	8.	0.	1.	0.	1.	0.	0.	0.	0.	1.	1.	1.	0.
142	4.	0.	1.	0.	0.	0.	0.	0.	0.	0.	1.	1.	1.
143	7.	0.	1.	0.	0.	0.	0.	0.	0.	0.	0.	1.	0.
144	5.	0.	1.	1.	0.	0.	1.	0.	0.	0.	1.	1.	1.
145	11.	0.	1.	0.	0.	0.	1.	0.	0.	0.	1.	1.	0.
146	8.	0.	0.	0.	0.	1.	1.	0.	0.	0.	0.	1.	0.
147	8.	0.	1.	0.	0.	0.	0.	0.	0.	0.	1.	1.	0.
148	2.	0.	1.	0.	0.	1.	0.	0.	0.	0.	1.	1.	0.
149	5.	0.	0.	0.	0.	1.	1.	0.	0.	0.	0.	1.	0.
150	6.	0.	1.	0.	1.	1.	1.	1.	0.	0.	0.	1.	0.
151	6.	0.	1.	0.	0.	0.	0.	0.	0.	0.	1.	1.	0.
152	7.	0.	1.	0.	0.	0.	0.	0.	0.	0.	1.	1.	1.
153	4.	0.	1.	0.	0.	0.	0.	0.	0.	0.	1.	1.	1.
154	6.	0.	1.	1.	0.	1.	1.	1.	0.	0.	0.	1.	0.
155	9.	1.	0.	0.	0.	0.	1.	0.	0.	0.	1.	1.	0.
156	5.	1.	1.	0.	0.	1.	1.	1.	1.	1.	1.	1.	0.
157	6.	0.	0.	0.	0.	1.	0.	0.	0.	1.	1.	1.	1.
158	6.	1.	0.	1.	0.	1.	1.	0.	0.	0.	1.	1.	0.
159	5.	0.	1.	0.	1.	1.	1.	0.	0.	1.	1.	1.	0.
160	6.	0.	1.	0.	0.	0.	0.	0.	0.	1.	1.	0.	1.

TOTAL DAS SCORE AND RESPONSE TO EACH DEQ QUESTION FOR EACH SUBJECT

DEQ QUESTION NUMBER

S DAS 1 2 3 4 5 6 7 8 9 10 11 12

161	12.	0.	1.	0.	0.	1.	0.	0.	1.	1.	1.	1.
162	6.	0.	1.	0.	1.	1.	0.	0.	0.	1.	1.	0.
163	6.	0.	0.	0.	1.	0.	0.	0.	1.	0.	1.	0.
164	7.	1.	1.	0.	1.	1.	0.	0.	0.	1.	1.	0.
165	7.	0.	1.	0.	0.	0.	0.	1.	0.	1.	1.	0.
166	9.	0.	0.	0.	1.	0.	0.	0.	1.	1.	1.	0.
167	9.	0.	0.	0.	0.	0.	0.	0.	1.	0.	0.	0.
168	7.	0.	1.	1.	1.	1.	0.	0.	1.	1.	1.	1.
169	8.	0.	0.	1.	0.	1.	0.	0.	1.	0.	0.	1.
170	8.	0.	1.	0.	0.	0.	0.	0.	1.	1.	1.	1.
171	6.	0.	1.	0.	1.	0.	0.	0.	1.	1.	1.	1.
172	7.	0.	1.	0.	1.	1.	0.	1.	0.	1.	1.	0.
173	4.	0.	1.	0.	1.	1.	0.	0.	0.	1.	1.	1.
174	1.	0.	0.	1.	1.	0.	0.	0.	1.	1.	1.	0.
175	7.	0.	1.	0.	1.	0.	0.	1.	1.	1.	1.	0.
176	6.	0.	1.	0.	1.	0.	0.	0.	1.	0.	0.	0.
177	6.	0.	1.	1.	0.	1.	1.	0.	1.	1.	1.	0.
178	9.	0.	0.	0.	1.	1.	1.	0.	1.	1.	1.	1.
179	11.	0.	1.	0.	1.	1.	0.	0.	1.	1.	1.	0.
180	10.	0.	0.	0.	0.	0.	0.	1.	1.	1.	1.	1.
181	6.	0.	1.	0.	0.	0.	0.	0.	0.	1.	1.	0.
182	6.	0.	1.	0.	0.	1.	0.	0.	0.	1.	1.	0.
183	6.	0.	0.	0.	0.	0.	0.	0.	1.	1.	1.	1.
184	10.	0.	0.	0.	1.	0.	0.	0.	1.	1.	1.	0.
185	8.	0.	1.	0.	1.	0.	0.	1.	1.	1.	1.	1.
186	8.	0.	1.	0.	0.	0.	0.	0.	1.	1.	1.	0.
187	7.	0.	1.	0.	0.	0.	0.	0.	1.	1.	1.	0.
188	9.	0.	0.	0.	1.	0.	0.	0.	1.	1.	1.	0.
189	4.	0.	0.	0.	0.	0.	0.	1.	1.	0.	0.	0.
190	7.	0.	1.	0.	1.	1.	0.	1.	0.	1.	1.	0.
191	3.	1.	1.	0.	1.	0.	0.	0.	1.	1.	1.	0.
192	1.	0.	0.	0.	0.	0.	0.	0.	1.	0.	0.	0.
193	11.	0.	1.	0.	1.	0.	0.	0.	1.	1.	1.	0.
194	5.	1.	1.	0.	1.	0.	1.	0.	1.	1.	1.	1.
195	9.	1.	0.	1.	1.	0.	0.	0.	0.	1.	1.	0.
196	8.	0.	0.	0.	0.	0.	0.	0.	1.	0.	0.	0.
197	3.	0.	1.	0.	1.	1.	0.	0.	1.	1.	1.	0.
198	1.	0.	0.	0.	0.	0.	0.	0.	1.	0.	0.	1.
199	6.	0.	1.	0.	0.	0.	0.	0.	1.	1.	1.	0.
200	12.	0.	1.	0.	1.	0.	1.	0.	1.	1.	1.	1.

TOTAL DAS SCORE AND RESPONSE TO EACH DEQ QUESTION FOR EACH SUBJECT

DEQ QUESTION NUMBER

S DAS 1 2 3 4 5 6 7 8 9 10 11 12

201	4	1	1	0	1	0	0	0	0	0	1	0	0
202	4	0	0	0	0	0	0	0	0	0	1	0	0
203	3	0	0	0	1	0	0	0	0	0	1	0	1
204	7	0	0	0	0	1	0	0	0	0	1	0	0
205	4	1	1	0	1	0	0	1	0	1	1	0	0
206	10	0	0	0	1	0	0	0	0	1	1	0	0
207	5	1	1	0	1	0	0	0	0	1	1	0	0
208	5	0	0	0	0	1	0	0	0	1	1	1	1
209	11	0	0	0	1	0	0	0	0	0	1	1	1
210	9	0	1	0	1	1	0	1	0	0	1	1	1
211	7	0	0	0	1	0	0	1	0	0	1	0	0
212	7	0	0	0	1	0	0	0	0	0	0	0	0
213	8	0	1	0	1	0	0	0	0	1	1	0	0
214	4	0	0	0	0	0	0	0	0	1	1	1	1
215	6	0	1	0	1	1	0	1	0	1	1	1	1
216	8	0	0	0	0	0	0	0	0	1	1	0	0
217	6	0	0	0	0	0	0	0	0	1	0	0	0
218	8	0	1	0	1	1	0	0	0	1	1	0	0
219	8	0	1	0	0	0	0	0	0	0	1	0	0
220	7	0	1	0	1	0	0	0	0	1	0	0	0
221	7	0	0	0	0	0	0	1	0	1	1	0	0
222	10	0	1	1	0	0	0	0	0	1	1	1	1
223	9	0	1	0	0	0	0	0	0	1	1	1	1
224	10	1	1	1	1	0	0	0	0	1	1	0	0
225	8	0	0	0	1	0	0	1	0	1	0	0	0
226	10	0	1	0	0	0	0	0	0	1	1	1	1
227	8	0	0	0	1	0	0	0	0	1	1	0	0
228	5	0	1	0	0	0	0	0	0	0	1	0	0
229	6	1	1	0	0	0	0	0	0	1	1	0	0
230	4	0	1	0	1	0	0	0	0	0	1	0	0
231	3	0	1	1	1	0	0	0	0	0	1	0	0
232	9	0	0	0	0	0	0	1	0	1	0	1	1
233	6	0	0	0	0	0	0	0	0	0	0	0	0
234	3	0	1	0	1	0	0	0	0	1	0	0	0
235	2	0	1	0	1	0	0	0	0	1	1	0	0
236	4	0	1	0	1	1	0	0	0	1	1	0	0
237	8	0	0	0	0	0	0	0	0	1	1	0	0
238	8	0	0	0	1	0	0	0	1	1	1	0	0
239	9	0	0	0	1	0	0	0	1	1	1	1	1
240	9	0	0	1	0	0	0	0	0	1	1	0	0

TOTAL DAS SCORE AND RESPONSE TO EACH DEQ QUESTION FOR EACH SUBJECT

DEQ QUESTION NUMBER

S	DAS	1	2	3	4	5	6	7	8	9	10	11	12
241	6.	0.	1.	1.	0.	0.	0.	0.	0.	0.	1.	1.	0.
242	12.	0.	0.	1.	0.	1.	0.	1.	0.	0.	1.	1.	1.
243	3.	0.	0.	0.	1.	1.	0.	0.	0.	0.	1.	1.	0.
244	6.	0.	1.	1.	1.	1.	1.	1.	1.	1.	1.	1.	1.
245	8.	1.	1.	1.	1.	1.	0.	1.	0.	1.	1.	1.	1.
246	6.	1.	1.	0.	0.	0.	0.	1.	0.	0.	1.	1.	1.
247	4.	0.	0.	1.	0.	1.	0.	0.	0.	0.	0.	1.	0.
248	2.	0.	1.	1.	0.	1.	0.	1.	1.	1.	1.	1.	0.
249	4.	1.	0.	0.	0.	0.	0.	0.	0.	0.	1.	1.	0.
250	0.	0.	0.	0.	0.	0.	0.	0.	1.	1.	1.	0.	0.
251	6.	0.	1.	1.	0.	0.	1.	1.	1.	1.	1.	1.	1.
252	7.	0.	1.	0.	1.	0.	0.	1.	0.	0.	1.	1.	1.
253	7.	0.	0.	0.	0.	0.	0.	1.	0.	0.	1.	1.	1.
254	3.	0.	1.	0.	0.	1.	1.	0.	0.	0.	1.	1.	0.
255	1.	0.	1.	1.	0.	0.	1.	0.	1.	1.	1.	1.	1.
256	8.	1.	1.	1.	1.	1.	1.	1.	1.	1.	0.	1.	1.
257	6.	0.	1.	1.	1.	1.	0.	0.	1.	1.	1.	1.	1.
258	8.	0.	1.	0.	1.	1.	0.	1.	0.	1.	1.	1.	0.
259	4.	0.	1.	1.	1.	1.	0.	1.	1.	1.	1.	1.	1.
260	3.	0.	1.	1.	1.	1.	1.	1.	1.	1.	1.	1.	1.
261	1.	1.	1.	1.	1.	1.	0.	1.	1.	0.	1.	1.	0.
262	7.	0.	1.	1.	1.	1.	0.	1.	1.	0.	0.	0.	1.
263	4.	0.	0.	0.	0.	0.	0.	1.	0.	0.	1.	0.	1.
264	5.	1.	1.	0.	0.	1.	0.	0.	0.	0.	0.	1.	0.
265	10.	0.	1.	1.	1.	0.	1.	1.	0.	1.	0.	1.	1.
266	2.	0.	1.	1.	0.	1.	1.	1.	1.	1.	1.	1.	1.
267	5.	0.	1.	1.	0.	0.	1.	1.	1.	1.	1.	1.	1.
268	2.	0.	1.	1.	0.	1.	0.	0.	1.	0.	1.	1.	1.
269	8.	0.	1.	0.	0.	0.	0.	1.	0.	1.	1.	1.	1.
270	8.	1.	1.	1.	1.	1.	1.	1.	0.	1.	1.	1.	1.
271	8.	0.	0.	0.	0.	1.	0.	1.	1.	0.	1.	1.	0.
272	5.	0.	1.	0.	0.	0.	1.	1.	0.	1.	1.	1.	0.
273	3.	0.	1.	0.	0.	0.	1.	0.	0.	0.	1.	1.	0.
274	9.	0.	1.	0.	1.	1.	0.	0.	0.	0.	0.	1.	1.
275	9.	0.	1.	0.	0.	0.	0.	0.	0.	0.	1.	0.	0.
276	0.	0.	1.	1.	0.	0.	0.	1.	1.	0.	1.	1.	1.
277	9.	0.	1.	1.	0.	1.	0.	1.	1.	1.	1.	1.	1.
278	5.	1.	1.	1.	0.	0.	1.	1.	1.	0.	1.	1.	1.
279	9.	0.	1.	0.	0.	1.	0.	0.	1.	1.	0.	0.	1.
280	2.	0.	1.	1.	0.	1.	0.	1.	1.	0.	0.	1.	1.

TOTAL DAS SCORE AND RESPONSE TO EACH DEQ QUESTION FOR EACH SUBJECT

DEQ QUESTION NUMBER

S DAS 1 2 3 4 5 6 7 8 9 10 11 12

281	9.	0.	1.	0.	0.	0.	0.	1.	1.	1.	1.	0.
282	12.	0.	0.	0.	1.	0.	1.	1.	1.	1.	1.	0.
283	6.	1.	1.	1.	1.	1.	1.	1.	1.	1.	1.	0.
284	5.	0.	4.	0.	0.	0.	0.	0.	0.	4.	0.	0.
285	4.	0.	1.	1.	1.	0.	0.	0.	0.	1.	1.	1.
286	12.	0.	0.	1.	0.	0.	1.	0.	1.	0.	1.	1.
287	4.	1.	0.	1.	0.	0.	0.	0.	1.	1.	1.	1.
288	4.	0.	1.	1.	0.	1.	0.	1.	1.	1.	1.	1.
289	0.	1.	1.	0.	1.	1.	0.	0.	0.	1.	1.	0.
290	5.	0.	0.	1.	0.	1.	0.	1.	1.	0.	1.	1.
291	7.	0.	1.	1.	1.	1.	1.	1.	1.	1.	1.	1.
292	5.	1.	1.	1.	1.	1.	1.	0.	1.	1.	1.	1.
293	0.	0.	1.	0.	0.	1.	0.	1.	0.	1.	1.	0.
294	3.	0.	1.	0.	0.	1.	1.	0.	1.	1.	1.	0.
295	3.	0.	0.	0.	0.	1.	1.	1.	0.	0.	1.	1.
296	6.	0.	0.	0.	0.	0.	0.	0.	1.	1.	1.	0.
297	10.	0.	1.	0.	1.	0.	0.	1.	1.	1.	1.	0.
298	12.	0.	1.	1.	0.	0.	1.	1.	1.	1.	1.	1.
299	5.	0.	0.	0.	0.	0.	0.	0.	1.	1.	1.	0.
300	12.	0.	0.	0.	0.	0.	0.	1.	0.	1.	1.	0.
301	8.	0.	1.	0.	0.	1.	0.	0.	1.	1.	1.	0.
302	10.	0.	1.	1.	1.	1.	0.	0.	0.	1.	1.	1.
303	8.	0.	1.	1.	1.	0.	0.	0.	1.	1.	1.	0.
304	9.	0.	1.	0.	1.	0.	0.	0.	1.	1.	1.	0.
305	3.	0.	1.	0.	1.	0.	0.	1.	1.	1.	1.	1.
306	7.	0.	0.	1.	0.	1.	1.	0.	1.	1.	1.	1.
307	2.	0.	1.	0.	1.	0.	0.	1.	1.	1.	1.	0.
308	6.	0.	1.	0.	1.	1.	1.	1.	1.	1.	1.	1.
309	8.	0.	1.	0.	1.	0.	1.	0.	0.	1.	1.	0.
310	1.	0.	0.	0.	0.	1.	0.	1.	1.	1.	1.	1.
311	10.	0.	1.	0.	1.	1.	1.	0.	1.	1.	1.	0.
312	12.	0.	1.	0.	1.	0.	0.	0.	1.	1.	1.	0.
313	10.	0.	1.	0.	1.	0.	0.	0.	1.	1.	1.	1.
314	8.	0.	1.	0.	1.	0.	1.	1.	1.	1.	1.	0.
315	5.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.
316	1.	0.	1.	0.	1.	1.	0.	1.	1.	1.	1.	1.
317	2.	1.	0.	0.	0.	0.	0.	0.	0.	0.	1.	0.
318	5.	0.	1.	1.	1.	1.	0.	0.	1.	1.	1.	1.
319	8.	1.	1.	1.	1.	1.	0.	0.	1.	1.	1.	0.
320	14.	0.	0.	0.	1.	0.	0.	0.	0.	0.	1.	0.

TOTAL DAS SCORE AND RESPONSE TO EACH DEQ QUESTION FOR EACH SUBJECT

DEQ QUESTION NUMBER

S	DAS	1	2	3	4	5	6	7	8	9	10	11	12
321	8.	0.	0.	0.	0.	1.	0.	1.	0.	0.	1.	1.	0.
322	4.	0.	0.	0.	0.	0.	1.	0.	0.	0.	0.	1.	0.
323	11.	0.	1.	0.	0.	0.	0.	0.	0.	0.	1.	1.	0.
324	6.	1.	0.	0.	0.	1.	0.	0.	0.	0.	1.	1.	0.
325	11.	1.	0.	1.	0.	1.	0.	0.	1.	0.	0.	1.	1.
326	3.	0.	1.	1.	0.	0.	1.	0.	0.	1.	1.	1.	1.
327	9.	0.	1.	1.	1.	1.	1.	1.	0.	1.	1.	1.	1.
328	4.	0.	1.	0.	0.	0.	0.	0.	0.	0.	1.	1.	0.
329	10.	1.	1.	0.	0.	0.	0.	0.	0.	1.	1.	1.	0.
330	5.	0.	1.	0.	0.	0.	0.	0.	0.	0.	1.	0.	0.
331	6.	0.	1.	0.	0.	1.	1.	0.	0.	0.	1.	1.	0.
332	10.	1.	0.	0.	0.	0.	0.	0.	0.	0.	1.	1.	0.
333	9.	1.	1.	0.	1.	0.	0.	0.	0.	0.	1.	1.	0.
334	6.	0.	0.	0.	0.	0.	1.	0.	0.	0.	1.	1.	0.
335	5.	0.	1.	0.	1.	1.	0.	0.	0.	1.	1.	1.	1.
336	11.	0.	1.	0.	0.	1.	1.	1.	0.	0.	1.	1.	0.
337	10.	1.	1.	1.	0.	1.	1.	0.	0.	1.	1.	1.	1.
338	7.	0.	1.	0.	1.	1.	1.	1.	0.	1.	1.	1.	1.
339	7.	0.	0.	0.	0.	0.	0.	0.	0.	0.	1.	0.	0.
340	10.	0.	1.	0.	1.	0.	0.	0.	0.	0.	0.	1.	0.
341	10.	0.	0.	0.	0.	1.	0.	0.	0.	0.	1.	0.	0.
342	7.	0.	1.	1.	0.	0.	0.	0.	0.	0.	0.	1.	1.
343	11.	0.	1.	0.	0.	0.	1.	1.	0.	1.	1.	1.	1.
344	3.	0.	1.	0.	0.	1.	0.	0.	0.	0.	1.	1.	0.

APPENDIX L

INDIVIDUAL DATA FOR SUBJECTS IN
PART I: DAS AND WEIGHTED DEQ SCORES

TOTAL DAS SCORE AND WEIGHTED DEQ RESPONSES FOR EACH SUBJECT

DEQ QUESTION NUMBER

S	DAS	1	2	3	4	5	6	7	8	9	10	11	12
1	6	0	1	0	0	0	0	0	0	0	0	1	0
2	4	0	0	0	0	0	0	0	3	2	2	2	2
3	7	0	0	0	0	0	2	0	0	0	5	2	2
4	4	0	3	0	0	0	2	0	0	0	1	2	4
5	4	0	0	2	0	0	0	0	0	0	0	4	0
6	3	0	1	2	0	1	1	0	0	0	2	0	0
7	5	0	2	0	0	1	0	2	0	0	1	2	0
8	4	0	0	0	2	0	0	0	6	0	4	4	4
9	6	0	1	0	0	1	0	1	0	0	1	2	0
10	8	0	0	0	0	1	0	0	4	0	0	0	0
11	5	0	2	0	0	0	0	0	3	0	4	3	3
12	5	1	5	0	0	1	4	0	2	1	2	3	2
13	10	6	4	0	0	0	0	0	0	0	6	4	0
14	2	0	0	0	0	0	0	0	0	1	2	2	2
15	9	0	2	6	0	0	0	4	2	6	1	5	6
16	5	4	5	0	0	0	0	3	2	0	2	4	0
17	4	0	3	0	0	1	0	0	0	0	2	1	0
18	7	0	5	0	0	0	0	0	0	0	0	3	4
19	11	0	4	0	0	0	0	4	0	4	4	4	0
20	5	0	3	0	0	2	4	0	0	0	2	4	0
21	4	0	1	0	0	3	0	0	0	4	1	0	0
22	5	0	4	0	0	1	2	0	0	0	1	3	0
23	6	0	0	0	0	0	0	4	0	0	0	0	0
24	2	0	0	0	0	2	0	6	1	0	0	2	2
25	4	0	0	0	0	1	0	0	0	0	4	0	0
26	7	1	1	0	0	0	1	1	1	1	0	5	1
27	7	0	4	0	0	1	0	0	0	3	4	5	0
28	6	6	0	0	0	0	4	2	0	5	4	2	3
29	2	4	5	4	0	1	5	0	3	3	1	2	1
30	4	0	5	0	4	1	3	0	4	0	5	3	0
31	5	0	2	0	1	1	0	0	0	0	1	2	1
32	6	0	2	4	0	0	0	0	0	0	4	3	0
33	5	0	0	0	1	1	0	0	0	0	1	1	1
34	7	0	0	0	5	1	0	3	0	4	2	3	4
35	7	0	1	0	4	0	4	0	0	4	1	4	2
36	4	0	2	4	0	1	4	2	2	4	5	4	2
37	9	0	4	0	5	2	0	3	0	0	5	4	4
38	4	0	6	0	0	0	0	0	0	0	1	6	0
39	2	0	0	0	0	2	0	2	0	0	2	0	2
40	6	0	5	0	3	0	2	0	0	4	1	4	0

TOTAL DAS SCORE AND WEIGHTED DEQ RESPONSES FOR EACH SUBJECT

DEQ QUESTION NUMBER

S DAS 1 2 3 4 5 6 7 8 9 10 11 12

41	5.	0.	4.	0.	0.	2.	0.	4.	5.	3.	2.	4.
42	6.	0.	4.	0.	1.	0.	1.	4.	6.	4.	0.	4.
43	4.	0.	0.	0.	0.	0.	0.	0.	0.	4.	2.	0.
44	5.	0.	0.	0.	0.	3.	0.	0.	0.	2.	4.	0.
45	5.	0.	0.	0.	0.	0.	0.	1.	4.	1.	5.	2.
46	12.	0.	0.	1.	0.	0.	0.	0.	1.	1.	6.	0.
47	5.	0.	0.	0.	0.	0.	0.	0.	0.	0.	1.	0.
48	8.	0.	0.	1.	3.	0.	0.	0.	0.	2.	0.	0.
49	4.	0.	0.	0.	0.	0.	0.	0.	0.	3.	4.	4.
50	7.	4.	0.	0.	0.	2.	5.	0.	0.	3.	3.	4.
51	3.	6.	0.	1.	1.	0.	0.	0.	1.	1.	6.	0.
52	10.	0.	0.	0.	3.	0.	0.	0.	0.	0.	3.	0.
53	6.	6.	0.	0.	4.	0.	0.	0.	0.	0.	2.	0.
54	5.	0.	4.	3.	4.	5.	4.	5.	0.	6.	1.	4.
55	9.	0.	0.	0.	1.	4.	0.	0.	0.	2.	4.	2.
56	4.	0.	0.	0.	0.	0.	0.	4.	0.	0.	0.	2.
57	9.	6.	0.	5.	4.	0.	0.	0.	0.	0.	4.	0.
58	4.	0.	0.	0.	1.	4.	2.	0.	0.	3.	6.	0.
59	6.	0.	0.	1.	1.	1.	2.	0.	0.	4.	5.	1.
60	8.	0.	0.	0.	3.	0.	0.	0.	0.	0.	5.	0.
61	6.	0.	2.	0.	0.	0.	0.	0.	4.	1.	2.	5.
62	9.	0.	0.	0.	0.	4.	0.	0.	5.	0.	6.	4.
63	9.	0.	0.	0.	0.	0.	0.	0.	2.	2.	3.	1.
64	6.	0.	4.	0.	0.	0.	0.	0.	6.	4.	1.	5.
65	11.	0.	0.	0.	0.	2.	0.	0.	0.	0.	2.	0.
66	7.	0.	0.	0.	6.	0.	6.	0.	0.	0.	2.	0.
67	6.	0.	0.	0.	1.	0.	0.	0.	0.	0.	4.	0.
68	6.	1.	0.	0.	0.	0.	0.	5.	0.	6.	6.	4.
69	8.	0.	0.	0.	1.	3.	0.	0.	0.	1.	5.	4.
70	12.	0.	0.	0.	4.	6.	0.	3.	2.	2.	4.	0.
71	5.	0.	0.	0.	0.	0.	0.	0.	0.	0.	1.	2.
72	12.	0.	0.	0.	0.	0.	0.	0.	0.	0.	6.	0.
73	3.	0.	0.	0.	1.	2.	0.	2.	0.	1.	2.	0.
74	5.	0.	0.	0.	0.	3.	0.	0.	0.	2.	2.	0.
75	4.	0.	0.	0.	0.	0.	0.	0.	0.	4.	1.	0.
76	1.	0.	0.	0.	0.	0.	0.	0.	2.	1.	1.	0.
77	4.	0.	0.	0.	0.	2.	0.	0.	4.	1.	2.	0.
78	8.	0.	0.	0.	0.	6.	0.	0.	0.	5.	5.	0.
79	4.	0.	0.	0.	0.	0.	0.	0.	0.	2.	2.	0.
80	5.	0.	4.	0.	0.	0.	0.	0.	0.	2.	0.	4.

TOTAL DAS SCORE AND WEIGHTED DEQ RESPONSES FOR EACH SUBJECT

DEQ QUESTION NUMBER

S	DAS	1	2	3	4	5	6	7	8	9	10	11	12
81	5	0	0	1	0	0	0	0	1	2	1	0	0
82	10	0	5	6	0	0	2	0	0	5	4	5	6
83	5	0	2	2	0	0	0	0	0	0	2	0	0
84	0	0	6	6	1	0	0	0	6	6	1	6	6
85	9	0	0	0	0	1	5	0	0	0	0	0	0
86	8	0	0	4	0	3	5	0	0	0	0	3	5
87	8	0	5	5	0	4	5	0	0	0	5	4	4
88	10	0	4	0	0	0	6	0	0	0	0	0	0
89	8	0	0	0	0	1	0	0	0	0	0	1	1
90	2	0	4	5	0	0	0	0	0	0	3	0	6
91	3	0	2	0	0	2	0	4	0	0	2	4	0
92	7	0	0	0	2	2	0	0	2	0	1	2	0
93	0	0	4	6	0	5	1	4	5	0	0	6	6
94	9	0	0	0	1	0	0	0	0	0	0	1	0
95	7	0	5	1	0	1	3	2	0	0	1	4	0
96	7	0	0	1	0	1	0	0	0	2	2	2	4
97	4	0	2	0	2	1	0	0	4	0	0	0	0
98	5	0	6	0	0	1	0	0	0	0	1	4	0
99	0	0	0	0	0	0	0	0	0	0	1	2	2
100	8	0	3	0	0	3	0	5	3	1	3	1	3
101	8	0	5	0	0	0	0	0	0	0	4	6	0
102	2	0	0	0	0	2	0	0	3	0	0	0	2
103	4	0	0	0	0	0	1	0	0	0	2	0	0
104	3	0	0	0	6	6	3	0	0	0	2	2	3
105	8	0	0	0	0	4	0	0	0	3	2	4	4
106	8	0	2	0	0	0	0	4	0	0	0	4	4
107	4	0	4	4	0	1	6	0	6	6	2	4	4
108	9	0	4	5	0	3	5	4	0	0	2	4	0
109	5	0	0	0	0	1	0	0	0	0	0	4	0
110	1	0	2	1	0	0	3	1	0	0	1	2	2
111	6	0	3	0	0	1	0	0	0	0	4	5	4
112	6	0	4	0	0	2	0	0	0	0	2	4	0
113	3	0	0	2	0	0	0	2	0	1	0	1	1
114	5	0	5	0	0	1	3	0	0	0	0	1	0
115	5	0	0	0	0	2	0	0	0	0	0	3	0
116	5	0	2	0	0	0	0	0	0	0	0	0	0
117	6	0	3	0	0	2	0	5	0	0	0	2	3
118	9	0	2	2	0	0	4	0	0	3	1	4	3
119	3	0	5	0	0	1	0	0	0	5	5	0	0
120	13	0	0	0	0	6	0	0	0	6	6	0	6

TOTAL DAS SCORE AND WEIGHTED DEQ RESPONSES FOR EACH SUBJECT

DEQ QUESTION NUMBER

S	DAS	1	2	3	4	5	6	7	8	9	10	11	12
121	4.	0.	0.	0.	0.	1.	0.	0.	0.	6.	0.	4.	0.
122	12.	0.	4.	0.	0.	0.	5.	4.	0.	6.	2.	6.	0.
123	4.	0.	4.	0.	0.	2.	0.	4.	0.	6.	4.	4.	6.
124	9.	0.	4.	0.	0.	0.	0.	0.	0.	0.	0.	6.	0.
125	5.	0.	4.	0.	0.	1.	0.	0.	0.	0.	6.	4.	0.
126	9.	0.	1.	0.	0.	0.	0.	0.	0.	2.	6.	4.	0.
127	5.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	1.	0.
128	6.	0.	0.	0.	4.	2.	4.	2.	0.	0.	4.	1.	4.
129	12.	0.	5.	0.	0.	0.	5.	0.	0.	0.	2.	4.	0.
130	5.	6.	4.	4.	0.	0.	5.	0.	0.	0.	2.	4.	0.
131	10.	0.	0.	0.	0.	0.	0.	0.	0.	0.	3.	4.	0.
132	9.	0.	0.	0.	0.	0.	2.	0.	0.	0.	2.	0.	0.
133	9.	0.	0.	0.	0.	0.	6.	0.	0.	0.	4.	0.	5.
134	11.	0.	6.	0.	0.	0.	0.	0.	0.	0.	6.	6.	0.
135	4.	0.	6.	6.	0.	1.	3.	0.	0.	0.	4.	4.	3.
136	6.	0.	1.	0.	0.	0.	4.	0.	0.	0.	1.	2.	5.
137	3.	0.	6.	6.	0.	1.	6.	0.	0.	0.	6.	6.	6.
138	5.	0.	5.	6.	0.	2.	4.	4.	0.	0.	6.	3.	0.
139	10.	0.	0.	0.	0.	0.	0.	0.	0.	0.	3.	4.	0.
140	3.	6.	4.	0.	0.	0.	6.	0.	0.	0.	2.	6.	0.
141	8.	0.	4.	0.	1.	0.	0.	0.	0.	2.	1.	4.	0.
142	4.	0.	1.	0.	0.	0.	0.	0.	0.	0.	1.	1.	1.
143	7.	0.	6.	0.	0.	0.	0.	0.	0.	0.	2.	5.	0.
144	5.	0.	6.	2.	0.	0.	4.	0.	0.	0.	1.	6.	4.
145	11.	0.	5.	0.	0.	0.	4.	0.	0.	0.	0.	4.	0.
146	8.	0.	0.	0.	0.	2.	4.	0.	0.	0.	0.	2.	0.
147	8.	0.	5.	0.	0.	0.	0.	0.	0.	0.	3.	3.	0.
148	2.	0.	1.	0.	0.	1.	0.	0.	0.	0.	1.	2.	0.
149	5.	0.	0.	0.	0.	1.	2.	0.	0.	0.	0.	4.	0.
150	6.	0.	3.	0.	1.	1.	4.	1.	0.	0.	0.	5.	0.
151	6.	0.	6.	0.	0.	0.	0.	0.	0.	0.	6.	6.	0.
152	7.	0.	2.	0.	0.	0.	0.	0.	0.	0.	2.	6.	4.
153	4.	0.	4.	0.	0.	0.	0.	0.	0.	0.	1.	2.	0.
154	6.	0.	3.	4.	0.	1.	3.	1.	0.	0.	0.	3.	0.
155	9.	5.	0.	0.	0.	0.	5.	0.	0.	0.	3.	5.	0.
156	5.	6.	5.	0.	0.	2.	6.	5.	6.	5.	5.	5.	0.
157	6.	0.	0.	0.	0.	1.	0.	0.	0.	5.	3.	4.	5.
158	6.	6.	0.	6.	0.	2.	5.	0.	0.	0.	2.	6.	0.
159	5.	0.	1.	0.	6.	1.	4.	0.	0.	2.	4.	4.	0.
160	6.	0.	4.	0.	0.	0.	0.	0.	0.	6.	4.	0.	4.

TOTAL DAS SCORE AND WEIGHTED DEQ RESPONSES FOR EACH SUBJECT

DEQ QUESTION NUMBER

S	DAS	1	2	3	4	5	6	7	8	9	10	11	12
161	12.	0.	4.	0.	0.	0.	4.	0.	0.	6.	4.	4.	4.
162	6.	0.	6.	0.	0.	2.	5.	0.	0.	0.	5.	5.	0.
163	6.	0.	0.	0.	0.	1.	0.	0.	0.	0.	2.	1.	0.
164	7.	5.	6.	0.	0.	0.	6.	6.	0.	0.	0.	5.	0.
165	7.	0.	6.	0.	0.	0.	0.	0.	0.	5.	0.	6.	0.
166	9.	0.	0.	0.	0.	2.	0.	0.	0.	0.	4.	2.	0.
167	9.	0.	0.	0.	0.	0.	0.	0.	0.	0.	4.	0.	0.
168	7.	0.	2.	2.	0.	0.	3.	4.	0.	0.	1.	4.	4.
169	8.	0.	0.	4.	0.	0.	0.	4.	0.	0.	2.	0.	4.
170	8.	0.	3.	0.	0.	1.	6.	0.	0.	0.	1.	5.	4.
171	6.	0.	6.	0.	0.	0.	6.	0.	0.	0.	6.	4.	6.
172	7.	0.	4.	0.	0.	0.	4.	3.	0.	0.	0.	4.	0.
173	4.	0.	4.	0.	5.	1.	0.	3.	0.	0.	0.	1.	2.
174	1.	0.	0.	0.	1.	1.	0.	0.	0.	0.	6.	6.	0.
175	7.	0.	4.	0.	0.	3.	0.	0.	0.	6.	6.	4.	0.
176	6.	0.	5.	0.	1.	1.	0.	0.	0.	0.	1.	0.	0.
177	6.	0.	6.	6.	0.	0.	0.	6.	4.	0.	1.	4.	0.
178	9.	0.	0.	0.	0.	0.	1.	2.	4.	0.	4.	4.	4.
179	11.	0.	4.	0.	5.	2.	0.	5.	0.	0.	2.	4.	0.
180	10.	0.	0.	0.	0.	0.	0.	0.	0.	2.	2.	2.	2.
181	6.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	3.	0.
182	6.	0.	5.	0.	0.	0.	0.	5.	0.	0.	5.	6.	5.
183	6.	0.	2.	0.	0.	0.	0.	0.	0.	0.	1.	2.	0.
184	10.	0.	0.	0.	0.	0.	4.	0.	0.	0.	6.	4.	0.
185	8.	0.	3.	0.	0.	0.	5.	0.	0.	3.	5.	3.	2.
186	8.	0.	5.	0.	0.	0.	0.	0.	0.	0.	1.	4.	0.
187	7.	0.	4.	0.	0.	0.	5.	0.	0.	0.	6.	4.	0.
188	9.	0.	0.	0.	0.	1.	0.	0.	0.	0.	6.	2.	0.
189	4.	0.	0.	0.	0.	0.	7.	0.	0.	5.	5.	0.	0.
190	7.	0.	2.	0.	0.	1.	0.	1.	0.	4.	0.	6.	0.
191	3.	6.	4.	0.	0.	0.	6.	0.	0.	0.	3.	5.	0.
192	1.	0.	0.	0.	0.	0.	0.	0.	0.	0.	2.	0.	0.
193	11.	0.	4.	0.	2.	5.	0.	0.	0.	0.	3.	3.	0.
194	5.	6.	5.	0.	0.	4.	0.	6.	0.	0.	4.	5.	6.
195	9.	6.	0.	2.	0.	0.	6.	0.	0.	0.	0.	4.	0.
196	8.	0.	0.	0.	0.	0.	0.	0.	0.	0.	4.	0.	0.
197	3.	0.	4.	0.	0.	2.	3.	2.	0.	0.	2.	3.	0.
198	1.	0.	0.	0.	0.	0.	0.	0.	0.	0.	1.	0.	1.
199	6.	0.	4.	0.	0.	0.	0.	0.	0.	0.	2.	4.	0.
200	12.	0.	6.	0.	0.	4.	6.	0.	6.	0.	6.	6.	6.

TOTAL DAS SCORE AND WEIGHTED DEQ RESPONSES FOR EACH SUBJECT

DEQ QUESTION NUMBER

S	DAS	1	2	3	4	5	6	7	8	9	10	11	12
201	4	4	6	0	4	3	4	0	0	0	0	6	0
202	4	0	2	0	0	1	0	0	0	0	1	2	0
203	3	0	0	0	0	2	2	0	0	0	0	1	4
204	7	0	0	0	0	0	0	6	0	0	0	3	0
205	4	6	5	0	1	0	6	0	0	2	4	4	0
206	10	0	0	0	0	0	4	0	0	0	1	4	0
207	5	6	5	0	5	3	6	0	0	0	5	4	0
208	5	0	0	0	0	1	0	2	0	0	2	3	4
209	11	0	0	0	0	0	6	0	0	0	0	4	4
210	9	0	1	0	0	2	2	1	0	1	0	1	2
211	7	0	0	0	0	1	4	0	0	6	0	4	0
212	7	0	0	0	0	1	2	0	0	0	0	0	0
213	8	0	6	0	2	1	6	0	0	0	3	5	0
214	4	0	0	0	0	0	0	0	0	0	2	6	6
215	6	0	4	0	5	3	5	4	0	6	1	4	4
216	8	0	0	0	0	0	0	0	0	0	1	6	0
217	6	0	2	0	0	0	0	0	0	0	2	0	0
218	8	0	5	0	0	0	3	5	0	0	0	2	0
219	8	0	4	0	0	0	0	0	0	0	0	4	0
220	7	0	1	0	0	0	2	0	0	0	4	0	0
221	7	0	0	0	0	1	0	0	0	5	5	5	0
222	10	0	5	4	4	0	0	0	0	0	4	4	4
223	9	0	5	0	0	0	0	0	0	0	4	4	4
224	10	6	4	6	4	4	3	0	0	0	5	5	0
225	8	0	0	0	2	0	2	0	0	3	3	0	0
226	10	0	1	0	0	2	0	0	0	0	4	2	2
227	8	0	0	0	0	0	2	0	0	0	0	4	0
228	5	0	6	0	0	0	0	0	0	0	0	2	0
229	6	4	4	0	0	0	4	0	0	0	4	4	0
230	4	0	2	0	0	4	4	0	0	0	0	4	0
231	3	0	3	3	0	0	3	0	0	0	0	3	0
232	9	0	0	0	0	0	0	0	0	6	5	0	3
233	6	0	0	0	0	0	0	0	0	0	0	0	0
234	3	0	4	0	0	2	5	0	0	0	4	0	0
235	2	0	4	0	0	1	2	0	0	0	6	2	0
236	4	0	5	0	6	5	4	0	0	0	4	4	0
237	8	0	2	0	0	1	0	0	0	0	0	2	0
238	8	0	0	0	0	0	6	0	4	4	2	4	0
239	9	0	0	0	0	4	0	0	0	0	5	6	5
240	9	0	0	6	0	2	0	0	0	0	3	6	0

TOTAL DAS SCORE AND WEIGHTED DEQ RESPONSES FOR EACH SUBJECT

DEQ QUESTION NUMBER

S	DAS	1	2	3	4	5	6	7	8	9	10	11	12
241	6.	0.	5.	5.	0.	0.	0.	0.	0.	0.	4.	6.	0.
242	12.	0.	0.	6.	0.	2.	0.	6.	0.	0.	5.	6.	6.
243	3.	0.	0.	0.	1.	0.	0.	0.	0.	0.	1.	1.	0.
244	6.	0.	4.	1.	1.	1.	2.	1.	2.	2.	1.	2.	2.
245	8.	4.	2.	4.	6.	6.	0.	6.	0.	6.	4.	2.	6.
246	6.	2.	2.	0.	0.	0.	0.	2.	0.	0.	2.	4.	2.
247	4.	0.	0.	1.	0.	1.	0.	0.	0.	0.	0.	1.	0.
248	2.	0.	6.	4.	0.	2.	0.	4.	2.	4.	6.	4.	0.
249	4.	1.	0.	0.	0.	0.	0.	0.	0.	0.	4.	1.	0.
250	0.	0.	0.	0.	0.	0.	0.	0.	4.	4.	4.	0.	4.
251	6.	0.	4.	4.	0.	0.	2.	1.	1.	2.	1.	1.	1.
252	7.	0.	3.	0.	4.	0.	0.	4.	0.	0.	5.	2.	5.
253	7.	0.	0.	0.	0.	0.	0.	6.	0.	0.	1.	2.	6.
254	3.	0.	2.	0.	0.	1.	4.	0.	0.	0.	2.	1.	0.
255	1.	0.	2.	2.	0.	0.	2.	0.	2.	3.	3.	4.	3.
256	8.	6.	6.	6.	6.	6.	6.	6.	6.	6.	0.	6.	6.
257	6.	0.	4.	4.	6.	3.	0.	0.	6.	1.	2.	6.	3.
258	8.	0.	4.	0.	4.	4.	0.	2.	0.	3.	2.	4.	0.
259	4.	0.	4.	4.	2.	2.	0.	2.	4.	4.	4.	4.	3.
260	3.	0.	2.	2.	2.	2.	3.	2.	2.	2.	2.	1.	2.
261	1.	6.	4.	2.	2.	1.	0.	4.	4.	0.	2.	6.	0.
262	7.	0.	6.	6.	2.	4.	0.	4.	6.	0.	0.	0.	4.
263	4.	0.	0.	0.	0.	0.	0.	2.	0.	0.	3.	0.	2.
264	5.	4.	1.	0.	0.	4.	0.	0.	0.	0.	0.	2.	0.
265	10.	0.	5.	4.	3.	0.	4.	4.	2.	4.	0.	4.	5.
266	2.	0.	2.	6.	0.	2.	2.	6.	4.	1.	6.	2.	6.
267	5.	0.	1.	2.	0.	0.	1.	1.	4.	1.	2.	2.	1.
268	2.	0.	2.	2.	0.	6.	0.	0.	0.	0.	2.	1.	2.
269	8.	0.	4.	0.	0.	0.	0.	2.	0.	4.	4.	4.	6.
270	8.	4.	4.	4.	6.	6.	6.	4.	0.	6.	2.	2.	1.
271	8.	0.	0.	0.	0.	1.	0.	2.	2.	0.	0.	1.	0.
272	5.	0.	5.	0.	0.	0.	5.	2.	0.	3.	2.	5.	0.
273	3.	0.	1.	0.	0.	0.	4.	0.	0.	0.	1.	1.	1.
274	9.	0.	3.	0.	2.	2.	0.	0.	0.	0.	0.	4.	2.
275	9.	0.	4.	0.	0.	0.	0.	0.	0.	0.	6.	0.	0.
276	0.	0.	2.	2.	0.	0.	0.	2.	6.	0.	1.	2.	2.
277	9.	0.	4.	4.	0.	2.	0.	4.	6.	4.	4.	4.	5.
278	5.	4.	1.	4.	0.	0.	6.	2.	6.	0.	2.	2.	2.
279	9.	0.	1.	0.	0.	1.	0.	0.	1.	4.	0.	0.	4.
280	2.	0.	2.	4.	0.	1.	0.	1.	3.	0.	0.	2.	1.

TOTAL DAS SCORE AND WEIGHTED DEQ RESPONSES FOR EACH SUBJECT

DEQ QUESTION NUMBER

S	DAS	1	2	3	4	5	6	7	8	9	10	11	12
281	9.	0.	4.	0.	0.	0.	0.	0.	4.	6.	4.	2.	0.
282	12.	0.	0.	0.	0.	1.	0.	1.	6.	0.	3.	1.	0.
283	6.	6.	4.	1.	0.	1.	6.	1.	1.	1.	1.	6.	0.
284	5.	0.	4.	0.	0.	0.	0.	0.	0.	0.	0.	6.	0.
285	4.	0.	2.	1.	1.	2.	1.	0.	0.	0.	0.	2.	1.
286	12.	0.	0.	4.	0.	0.	0.	0.	4.	0.	6.	0.	5.
287	4.	2.	0.	2.	1.	0.	0.	0.	0.	0.	2.	2.	1.
288	4.	0.	3.	2.	0.	0.	3.	4.	0.	2.	1.	2.	2.
289	0.	4.	3.	3.	0.	4.	0.	5.	0.	0.	0.	3.	0.
290	5.	0.	0.	1.	1.	0.	0.	4.	0.	2.	5.	0.	1.
291	7.	0.	6.	4.	0.	2.	4.	4.	6.	5.	2.	2.	4.
292	5.	4.	2.	2.	2.	1.	2.	6.	3.	0.	1.	1.	3.
293	0.	0.	2.	0.	0.	0.	0.	2.	0.	2.	0.	2.	0.
294	3.	0.	1.	1.	0.	0.	0.	1.	1.	0.	1.	1.	0.
295	3.	0.	0.	0.	0.	0.	0.	3.	3.	2.	0.	0.	3.
296	6.	0.	0.	0.	0.	0.	0.	0.	0.	0.	2.	4.	0.
297	10.	0.	2.	0.	0.	1.	0.	0.	0.	4.	2.	4.	0.
298	12.	0.	6.	4.	0.	4.	0.	0.	1.	1.	2.	6.	2.
299	5.	0.	0.	0.	0.	0.	0.	0.	0.	0.	4.	1.	0.
300	12.	0.	0.	0.	0.	0.	0.	0.	0.	4.	0.	2.	0.
301	8.	0.	6.	0.	0.	0.	6.	6.	0.	0.	2.	6.	0.
302	10.	0.	6.	4.	0.	4.	4.	6.	0.	0.	0.	6.	5.
303	8.	0.	6.	2.	2.	1.	0.	0.	0.	0.	2.	6.	0.
304	9.	0.	3.	0.	0.	2.	0.	0.	0.	0.	6.	4.	0.
305	3.	0.	1.	0.	0.	1.	0.	0.	0.	1.	4.	1.	2.
306	7.	0.	0.	4.	0.	4.	0.	6.	5.	0.	2.	1.	4.
307	2.	0.	2.	0.	0.	4.	2.	0.	0.	4.	2.	3.	0.
308	6.	0.	4.	0.	0.	2.	2.	2.	4.	2.	6.	4.	6.
309	8.	0.	3.	0.	1.	1.	0.	0.	2.	0.	0.	4.	0.
310	1.	0.	0.	0.	0.	0.	3.	0.	0.	2.	2.	2.	2.
311	10.	0.	6.	0.	0.	5.	3.	5.	0.	0.	5.	6.	0.
312	12.	0.	6.	0.	0.	2.	0.	0.	0.	0.	6.	5.	0.
313	10.	0.	2.	0.	0.	4.	0.	0.	0.	0.	4.	4.	4.
314	8.	0.	6.	0.	6.	2.	0.	4.	0.	6.	6.	5.	0.
315	5.	0.	0.	6.	0.	0.	0.	0.	0.	0.	0.	0.	0.
316	1.	0.	2.	1.	0.	1.	1.	1.	0.	4.	4.	1.	1.
317	2.	1.	0.	0.	0.	0.	0.	0.	0.	0.	0.	1.	0.
318	5.	0.	1.	1.	2.	3.	6.	0.	0.	0.	4.	2.	1.
319	8.	6.	6.	6.	4.	4.	6.	0.	0.	0.	4.	4.	0.
320	14.	0.	0.	0.	4.	4.	2.	0.	0.	0.	0.	4.	0.

TOTAL DAS SCORE AND WEIGHTED DEQ RESPONSES FOR EACH SUBJECT

S	DAS	DEQ QUESTION NUMBER											
		1	2	3	4	5	6	7	8	9	10	11	12
321	8.	0.	0.	0.	0.	4.	0.	4.	0.	0.	6.	4.	0.
322	4.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	2.	0.
323	11.	0.	4.	0.	0.	0.	0.	0.	0.	0.	1.	4.	0.
324	6.	1.	0.	0.	0.	1.	0.	0.	0.	0.	1.	1.	0.
325	11.	2.	0.	2.	0.	6.	0.	0.	2.	0.	0.	2.	1.
326	3.	0.	5.	4.	0.	0.	0.	0.	0.	5.	3.	2.	4.
327	9.	0.	4.	2.	5.	4.	0.	4.	0.	4.	3.	5.	4.
328	4.	0.	4.	0.	0.	0.	0.	0.	0.	0.	4.	6.	0.
329	10.	6.	4.	0.	0.	0.	0.	0.	0.	4.	1.	6.	0.
330	5.	0.	5.	0.	0.	0.	0.	0.	0.	0.	5.	0.	0.
331	6.	0.	4.	0.	0.	2.	0.	0.	0.	0.	6.	2.	0.
332	10.	5.	0.	0.	0.	0.	0.	0.	0.	0.	2.	2.	0.
333	9.	4.	2.	0.	2.	0.	0.	0.	0.	0.	1.	4.	0.
334	6.	0.	0.	0.	0.	0.	0.	0.	0.	0.	3.	1.	0.
335	5.	0.	2.	0.	1.	1.	0.	0.	0.	2.	1.	1.	2.
336	11.	0.	6.	0.	0.	1.	0.	1.	0.	0.	5.	5.	0.
337	10.	6.	6.	6.	0.	4.	0.	0.	0.	6.	4.	4.	4.
338	7.	0.	5.	0.	6.	5.	0.	2.	0.	5.	6.	3.	4.
339	7.	0.	0.	0.	0.	0.	0.	0.	0.	0.	3.	0.	0.
340	10.	0.	6.	0.	6.	0.	0.	0.	0.	0.	0.	1.	0.
341	10.	0.	0.	1.	0.	1.	0.	0.	0.	0.	2.	0.	0.
342	7.	0.	1.	0.	0.	0.	0.	0.	0.	0.	0.	1.	1.
343	11.	0.	6.	0.	0.	0.	0.	6.	0.	6.	4.	6.	4.
344	3.	0.	4.	0.	0.	2.	0.	0.	0.	0.	4.	4.	0.

APPENDIX M

INDIVIDUAL DATA FOR SUBJECTS IN
PART II

Subject Code Number	Measure							Dreams
	DAS Total	DAS Body Harm	DAS Non Harm	CC Scale	TAT Total	TAT Minus Death	TAT 1-9	
1002	4	3	1	28	27	27	26	0
1005	4	4	0	27	24	22	21	0
1006	3	1	2	28	20	19	17	
1010	8	6	2	22	17	17	14	
1013	8	6	2	31	24	21	20	2
1015	9	6	3	30	23	22	19	
1017	4	3	1	25	14	14	13	1
1019	11	8	3	31	33	27	24	0
1024	2	2	0	33	26	23	21	0
1025	4	4	0	27	17	17	17	
1036	2	0	2	24	21	20	20	0
1037	9	7	2	29	23	23	18	0
1038	4	4	0	24	17	17	17	2
1039	2	2	0	32	26	26	24	
1048	10	8	2	22	21	21	19	0
1052	10	8	2	31	29	25	21	0
1055	9	5	4	27	30	24	22	0
1058	4	3	1	24	18	17	16	0
1060	8	6	2	21	15	14	15	0
1062	9	6	3	26	29	27	23	0
1063	9	7	2	25	23	23	20	2
1065	11	8	3	31	23	20	18	0
1069	8	6	2	19	11	11	9	2
1072	12	8	4	32	29	23	20	0
1075	4	4	0	23	9	9	9	0
1077	4	1	3	23	14	13	11	1
1078	8	6	2	19	4	4	4	2
1079	4	2	2	23	19	17	17	5
1086	9	8	1	13	9	9	9	
1090	2	1	1	31	29	23	22	0
1094	9	7	2	25	16	16	15	3
1097	4	4	0	22	26	25	21	
1101	8	7	1	10	13	12	11	
1102	4	4	0	31	24	23	23	0
1107	4	4	0	19	14	12	14	
1108	9	7	2	23	29	24	23	0
1110	1	1	0	33	30	27	22	
1114	8	5	3	27	25	25	20	

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