PSYCHOLOGICAL SEX AND SOCIOMETRIC NOMINATION

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PSYCHOLOGICAL SEX AND SOCIOMETRIC NOMINATION

THESIS

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CHAPTER I

INTRODUCTION

Problem and Purpose

The area of research devoted to identifying the variables present in situations involving preferences for or rejections of persons has been of interest to psychologists for some time. Many studies in this area have employed the research technique of interpersonal prediction. Such researches, generally, have posed the theoretical question, "What variables are operant in sociometric situations?" These studies have attempted to secure an answer to this question by investigating the effects of such variables as chronological age, socio-economic status, and nearness of dwelling. In addition, the effects of psychometric abstracts such as intelligence, attitudes, and various personality constructs have been investigated. Richardson (5), in studying this problem, has completed a survey of such researches. Largely neglected in such studies has been the psychological sex, masculinity-femininity, of the nominating person and of the person nominated.

This concept, psychological sex, is used to refer to a heterogeneous collection of actions which differentiate
typically masculine behavior from typically feminine be-
behavior in a particular culture. The characteristics of the
psychological sex role, masculinity-femininity, may be
restrictively defined in terms of overt behavior only. It
may also be defined more broadly in terms of attitudes, in-
terests, needs, and other inferred constructs. This study
adheres to the latter definition and represents it by em-
ploying the masculinity-femininity scale of the Minnesota
Multiphasic Personality Inventory (MMPI).

The theoretical basis of this study is the psychosexual
role developmental process advanced by Freud (3), and
expanded by Erikson (2). It is the basic assumption of
this study that a relationship exists between the psycho-
logical sex role of the sociometric nominator and nominee.
Thus, if the possession of the characteristics culturally
defined as either masculine or feminine is influential in
determining sociometric nominations, one could anticipate
that the following relationships would exist:

Hypothesis 1: That Masculine Males (MM) would
choose MM

Hypothesis 2: That Feminine Males (FM) would
choose FM

Hypothesis 3: That Masculine Females (MF) would
choose MF

Hypothesis 4: That Feminine Females (FF) would
choose FF
Hypothesis 5: That MM would reject MF
Hypothesis 6: That FM would reject FF
Hypothesis 7: That MF would reject MM
Hypothesis 8: That FF would reject FM.

Definition of Terms

With the exceptions of the following terms, all words in this study are those as defined in the dictionaries of Warren (6), Harriman (4), and Drever (1). The following definitions are from the scoring instructions of the MMPI. They are:

1. A Masculine Male is a male achieving a "T" score from zero to and including fifty.

2. A Feminine Male is a male achieving a "T" score from fifty-one to and including one hundred.

3. A Masculine Female is a female achieving a "T" score from zero to and including fifty.

4. A Feminine Female is a female achieving a "T" score from fifty-one to and including one hundred.

Limitations of the Study

This study was limited to first semester freshmen in the Department of Education, North Texas State College, Denton, Texas, and generalizations to dissimilar samples may be unwarranted.
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5. Richardson, Helen M., "Studies of Mental Resemblance Between Husbands and Wives and Between Friends," Psychological Bulletin, XXXVI (1939), 104-120.

CHAPTER II

RELATED STUDIES

In reviewing the literature pertinent to this research, it was found that no study has a direct bearing on the present one. However, studies concerned with psychological sex and interpersonal relationships furnished research background from which the hypotheses of this study were formulated.

In presenting studies devoted to research into interpersonal relationships, attention is directed to a survey of this area by Richardson (6). Among these researches cited by Richardson were investigations establishing relationships between sociometric nomination and the following factors: propinquity, intellectual ability, socio-economic status, and biological sex. In addition, resemblances between friends were found in similarity of preferences, possession of like dispositions, degree of social maturity, courtesy and cleanliness.

Winslow and Frankel (9) asked subjects to rate personality characteristics as "preferred" if desired in a friend or as "disliked" if not preferred in a friend. Among the characteristics found to be "preferred" were "loyalty," "ability to confide in," and "frankness." Most "disliked" characteristics were "thinskinnedness," "hyper-sensitiveness," "garrulity," and "braggart regarding conquests of the opposite
sex." Less personal characteristics such as "religious preferences," "intelligence quotient," and "economic status" were found to be of little importance.

In studying interpersonal relationships, Bonney (1) was concerned with determining whether the same variables were present in mutual friends and non-mutual friends in the elementary and secondary school and at college. He used the sociometric nominating technique to locate friendships in the elementary school. In the secondary school and at college level he used observers for this purpose. In the elementary school he found that the intelligence variable was a more significant factor in subjects of mutual friendships than were various academic variables. Specifically, he found that in the fifth grade there was a small but reliable difference, favoring mutual friendship pairs, in a measure of socio-economic home backgrounds. The California Test of Personality did not differentiate the subjects of mutual friendships from the subjects of non-mutual friendships. In the secondary school, the Bell Adjustment Inventory did not distinguish between subjects of mutual friendships and their scores on health and home adjustments. However, correlations of .49 were obtained for subjects of mutual friendships and their scores on the Emotional and Social sub-tests of the Bell Adjustment Inventory.

Additionally, Bonney (2), in studying choices across biological sex cleavages, concludes:
... that the volume of accepting interpersonal attitudes which exist between and within biological sex groups in any particular classroom is much more likely to be due to such factors as level of socio-economic home backgrounds, the extent to which boys and girls have enjoyed pleasant associations in groups, the extent to which teachers and other adults have encouraged or minimized biological sex differences by direct and indirect teachings, rather than to constitutional differences or to so-called natural stages of biological sex development (2, pp. 100-102).

... as the data of this study show ... these attitudes are due far more to social and cultural factors than to constitutionally determined behavior patterns.

Thus, as Bonney points out, if the process of inter- and intra-sex biological choice is dependent upon the conditioned social and cultural responses of individuals, it may be further deduced that a representation of these factors may be achieved in terms of a score on a masculinity-femininity test.

Bonney's conclusion is further borne out by Lindsey and Urdan (5). Their subjects were women from a New England woman's college. They found that femininity among females was significant in the attainment of status among females. They concluded that "... over-all relationships between femininity and high social status produced a positive chi-square of 5.72 <.02 \( \alpha \) level of confidence." They further stated that "... even in an emancipated and relatively deviant college group, typical feminine norms and values, as measured by a personality questionnaire, seemed to play some positive role in interpersonal choice."
In his investigation of the psychological sex role of the average college girl, Rose (7) concluded that the average adult feminine role was lacking in definition. He bases his conclusions on an analysis of three recent periods of the American culture wherein the traditional role of the female was modified and its function was diminished as the result of the Industrial Revolution. He states that, "... changes in the economic basis of our social structure since the onset of the Industrial Revolution have produced a differential shift in the roles of men and women." (7, p. 70).

The second modification and diminution of the female role occurred as labor-saving devices were introduced into the home. This reduction in the time required to accomplish the household tasks permitted the female to devote more time to the political and social activities of her role and these activities were broadened and extended. With the advent of increased educational requirements, the public school assumed part of the responsibility for child rearing and further reduced role of the female.

Thus, according to Rose, there have been three major decrements in the role activities of the female without compensating increments. Confining his research to the areas of his analysis, Rose investigated: child-rearing practices, household duties, servant roles, civic responsibilities, and employment practices.
Of the three works cited regarding the experimental variable, the theoretical position of Freud (4) is the primary reference. This position has been expanded by Erikson (3). In regard to psychological sex, Freud bases his major theoretical structure on the importance of early childhood experiences. He postulates the necessity of well-defined psychological sex roles for the child to incorporate into his behavior as the basic structure for personality development. In addition he illustrates various pathological conditions that may be anticipated in adult behavior if well-defined psychological sex roles have not been available to the child.

Freud's emphasis on the sex role in psychological development is based on the physiological differentiation of the sexes and upon the resulting concomitant psychological states of being. Thus, Freud postulates the importance of the psychological sex role in the interpersonal relationship of one person with another.

Zilboorg (10), in dealing with the historical expression of sex roles, does not distinguish biological sex from psychological sex. He assumes that the possession of maleness or femaleness presupposes the acquisition of those psychological states that are characterized as masculine or feminine.

Even though Zilboorg does not make this distinction, his work illustrated the importance of sex roles in shaping all
historical cultures. He emphasizes the primitive biological role that has been observed in all primates, e.g., "... that man is regarded as a fertilizing organism and as the protector of the female and the young of the species" (10, p. 258). Thus, in making the assumption that biological sex automatically assures the requisite psychological sex, Zilboorg was unable to demonstrate that the increasing complexity of the socialization process with its increased demands for intellectual functions in roles has markedly modified all behavior patterns.

Schmidt (8) has divided his history of the sex role into three major epochs. The first epoch saw the male as the dominant person in the early hunting and pastoral cultures. As time progressed, the female invented the arts of agriculture and claimed the land and crops, thus relegating the male to a dependent status. The third epoch is the present one, in which the male has returned the female to her previous dependent status by virtue of his possession of superior physical strength.

In reviewing the studies devoted to research into interpersonal relationships, the primary purpose was to determine what variables were possessed in common by persons in sociometric nominating situations. In regard to the experimental variable, Freud and Erikson have demonstrated its importance as the basic structure of the individual personality. Additionally, Zilboorg and Schmidt
have illustrated the central effect that psychological sex roles have exerted on cultural histories. Thus, if the psychological sex role is primary to personality development, and its expression is decisive in cultural achievement, one may expect to find that the psychological sex role of individuals will be influential in the sociometric nomination situation.
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CHAPTER III

PROCEDURE

The subjects selected for this study were first-semester freshmen enrolled in education classes at North Texas State College, Denton, Texas. The sample was drawn immediately preceding the Christmas holiday period, in 1956, and encompassed four different classes. These responses were consolidated into one sample.

This sample was originally composed of 151 subjects. Fourteen of these subjects did not complete the sociometric questions on the test and were rejected from the sample. The remaining sample was composed of 137 subjects, 58 males and 79 females.

The measuring instrument employed in this study was the masculinity-femininity scale of the Minnesota Multiphasic Personality Inventory (MMPI). This scale was selected because of its high degree of validity and reliability, its empirical construction, and its wide use. The m-f items were extracted from the complete MMPI test and used in their original sequence. Two sociometric questions were constructed, assigned numbers 61 and 62, and appended to the end of this m-f test. The Appendix contains a specimen of this test.
This m-f scale was scored by hand. The instructions contained in the MMPI manual for hand scoring were followed in the scoring procedure. The method for determining the relative degree of masculinity-femininity of a subject in this study was that as set forth in this manual. Using this method of classification, the sample was dichotomized into four categories: 37 masculine males, 21 feminine males, 48 masculine females, and 31 feminine females.

The sociometric criteria, questions 61 and 62, were used to identify the nominees, that is, persons named as preferred for association or rejected for association. In those instances where the choice response was present but the rejection response was absent or invalid (some subjects did not perceive the negative character of question 62), the response was used in the analyses of the choices but was not used in the analyses of the rejections. Thus, the N's of the categories will vary from analysis to analysis.

In administering the m-f test, the subjects were not advised of the impending survey. Questions regarding the purpose of the survey, the content of the m-f test were not answered prior to the completion of the test by the subjects. This procedure was employed in an effort to minimize any psychological contamination that might have developed. The actual administration was accomplished by the regular instructor, who instructed the subjects to answer the questions
as either true or false and to place an appropriate name in the blanks that were provided in questions 61 and 62.

The statistical analysis of the data produced by this study was accomplished by examining the relationship between the masculinity-femininity scores of the nominator and the masculinity-femininity scores of the nominees, e.g. the m-f score of the chooser and the m-f score of the chosen, and the m-f score of the rejector and the m-f score of the rejectee. Because of the dichotomous nature of the population categories biserial correlation analysis was used. To test the statistical significance of the correlations obtained by this technique, the standard error of biserial correlation was used to: (a) examine the form of the sample used in this study (2, p. 172), and (b) examine the obtained correlations in relation to the null hypothesis (1, pp. 388-389).
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CHAPTER IV

ANALYSIS OF DATA

Prior to presenting the analysis of the data produced by this study, it is pertinent to indicate the statistical assumptions that will be placed on the biserial coefficients of correlation that were obtained. McNemar (1, p. 173) has stated:

"... one can usually justify the use of biserial correlation with obviously continuous variables by saying that the coefficients obtained represent what we would expect the product moment correlation to be if we had a measuring scale for the dichotomized trait.

Peatman (2, p. 259) also takes this position by saying that, "... the correlation coefficient obtained by the method of biserial correlation... is analogous in its implications about co-variability to product moment correlation."

Table I on the following page is a compilation of the results of the analysis of the first half of the study, e. g. the sociometric choice process. Table I may be read in the following manner: rows a, b, and c denote the category of the subjects making sociometric choices, in relation to biological sex. The columns are: 1) the biological sex of the subjects making choices, 2) the number of persons of a particular psychological sex chosen, 3) the total number of
subjects chosen, 4) the correlation between the m-f score of the chooser and the m-f score of the chosen, 5) the test of significance in the form of a critical ratio, and 6) the standard error of the obtained correlations.

| TABLE I |

BISERIAL CORRELATIONS BETWEEN THE PSYCHOLOGICAL SEX OF CHOOSER AND THE PSYCHOLOGICAL SEX OF CHOSEN

| Row | Category of Chooser | Mas. | Fem. | MM | FM | MF | FF | N | r | CR | Orob |
|-----|---------------------|------|------|----|----|----|----|----|---|----|-----|-----|
| (1) |                     | (2)  | (3)  | (4) | (5) | (6) |
| a   | Biological Males and Females | 81   | 56   | .. | .. | .. | .. | 137 | .22 | 2.20* | .10  |
| b   | Biological Males | 25   | 35   | .. | .. | .. | .. | 60  | .26 | 1.73 | .15  |
| 1   | Males | ..   | ..   | 15 | 28 | .. | .. | 43  | .46 | 2.87* | .16  |
| c   | Biological Males | 52   | 25   | .. | .. | .. | .. | 77  | .10 | .71  | .14  |
| 1   | Females | ..   | ..   | .. | .. | 53 | 20 | 73  | .08 | 1.00 | .16  |

* Probability at or greater than .05 level of significance

Row a presents the correlation between the m-f score of persons making choices and the m-f score of persons chosen. There were 137 choices, 81 masculine and 56 feminine. The correlation was .22, the CR 2.20 and a standard error of .10. The CR of 2.20 is beyond the level of significance established for this study.
In Row b the choices of the males are examined in relation to h 1, the m-f score of the person chosen regardless of biological sex, and h 2 to see if the choice was a MM or FM. A significant relationship was not found to exist between m-f scores of biological males, Row h 1, and the m-f score of the person chosen (r_{bi} = .26, CR = 1.73, se_{r} = .15). The significance of psychological sex in the choice process is more apparent, category h 2, when the m-f scores of biological males are compared with the m-f scores of males chosen as friends (r_{bi} = .46, CR = 2.87, with a standard error of .16).

Row g represents the choices of biological females. Part g 1 indicates whether a biological female chose a masculine or feminine person. In part g 2 the analysis is between the m-f score of the choosing female and the female chosen, that is, whether the female chosen was a MF or a FF. Neither analysis yielded a correlation significant at the level established for this study.

Table II is devoted to the analysis of the relation of the m-f score of the rejector to that of the rejectee. Table II is organized and may be read in the same manner as Table I. Row a indicates the relationship between the m-f score of all persons making rejections and the m-f score of all persons rejected. Statistical analysis produced a correlation of .29, a CR of 2.64, and a standard error of .11.
TABLE II

BISERIAL CORRELATIONS BETWEEN THE PSYCHOLOGICAL
SEX OF REJECTOR AND THE PSYCHOLOGICAL
SEX OF REJECTEE

| Row | Category of Rejec- | Mas. | Fem. | MM | FM | MF | FF | N | r | CR | 0 rbi |
|-----|-------------------|-----|-----|----|----|----|----|----|---|----|-----|-------|
|     | tor               |     |     |    |    |    |    |    |   |    |     |       |
| (1) |                   |     |     |    |    |    |    |    |   |    |     |       |
| a   | Biological        | 48  | 63  | .. | .. | .. | .. | 111| .29|2.64*| .11  |
|     | Males and Females|     |     |    |    |    |    |    |   |    |     |       |
| b   | Biological        | 19  | 24  | .. | .. | .. | .. | 43 | .50|3.33*| .15  |
|     | Males             |     |     |    |    |    |    |    |   |    |     |       |
|     |                   | ..  | ..  | 14 | 10 | 24 | .. | .49|   |    |     | .21   |
| c   | Biological        | 29  | 34  | .. | .. | .. | .. | 63 | .21|1.31 | .15  |
|     | Females           |     |     |    |    |    |    |    |   |    |     |       |
|     |                   | ..  | ..  | 17 | 29 | .. | .. | .21|   |    |     | .18   |

* Probability at or greater than .05 level of significance

The critical ratio obtained is beyond the level of significance maintained for this study. The rejections of all biological males is presented in Row b and is in two parts. In part b 1 the comparison is between the m-f scores of the rejecting males and the m-f scores of persons rejected. The second part, b 2, presents the relationship between the m-f scores of rejecting males and the m-f scores of rejected females. The analysis of part b 1 produced a correlation of .50 (CR = 3.33) indicating a significant relationship between the m-f score of rejecting males and the m-f score of persons rejected.
A similar relationship \((r_{p1} = .49, \text{ CR} = 2.34)\) was found in the analysis of the m-f scores of rejecting males to that of the rejected females. The standard errors are, respectively, \(.15\) and \(.21\).

The rejections of biological females are presented in two parts: \(g_1\) determines whether the biological females rejected, in general, a masculine or feminine person, and \(g_2\) shows the relationship of the m-f score of the rejecting females to the m-f scores of the rejected males, that is, a \(MM\) or a \(FM\). Neither of the above relationships yielded a correlational index with a critical ratio above the \(.05\) per cent level of significance.

In discussing the above relationships, the significance of psychological sex, masculinity-femininity, as one determinant of sociometric nomination, does not appear to be operating in a consistent manner for both biological sexes. According to the population studied, the choices and rejections of males appear to show significant relationships between their m-f scores and the m-f scores of persons they chose or rejected. Thus, males who are masculine chose males who are masculine and rejected females who are masculine. Similarly, males who are feminine chose males who are feminine and rejected females who are feminine.

This pattern, the selection of similar psychological and biological sexed persons as friends and the rejection of similar psychological but opposite biological sexed persons
as non-friends, does not obtain for the female. In reviewing the nominating behavior of the female it is apparent that the female rejection pattern shows a similar trend to that of the male, but the obtained correlations and critical ratios did not reach the required level of significance. Thus, it is the choosing behavior of the female that does not follow the pattern found to exist for the males. Apparently, the choosing behavior of females in this study is similar to that found by Rose (3), previously cited in Chapter II. He found that the female psychological sex role in our culture is not as circumscribed as is the psychological sex role of the male.
CHAPTER BIBLIOGRAPHY


CHAPTER V

SUMMARY

The purpose of this study was to investigate the relationship of the psychological sex role of a person making sociometric nominations to the psychological sex role of such persons nominated. It was hypothesized that similar psychological and biological sexed persons would choose each other as friends and that similar psychological but opposite biological sexed persons would reject each other as non-friends.

The measuring instrument was the masculinity-femininity scale of the MMPI. To this scale was appended a sociometric test consisting of one choice and one rejection question. The subjects used in this study were first semester freshmen and were drawn from elementary education classes at North Texas State College, Denton, Texas. This sample of 157 subjects was drawn in December, 1956. The statistical analysis employed the technique of biserial correlation. The use of this statistic was justified because of the dichotomous nature of the population categories. The correlations obtained were subjected to appropriate tests to determine their significance.
Conclusions

The analysis of the relationship of the psychological sex of the nominator to the psychological sex of the nominee produced correlations and significant ratios which permit the following conclusions:

1. Hypotheses 1 and 2 were substantiated.
2. Hypotheses 3 and 4 were not substantiated.
3. Hypotheses 5 and 6 were substantiated.
4. Hypotheses 7 and 8 were not substantiated.

The data issuing from this study partially support the basic assumption that a relationship exists between the psychological sex of a sociometric nominator and the psychological sex of the nominee, although this relationship does not, in each instance, conform to the relationship as hypothesized.

Recommendations

Deriving from the results of this study, it is recommended that the masculinity-femininity variable be used as the experimental variable in the following areas of research:

1. That the present study be repeated to determine the validity and reliability of the results obtained.
2. That experimental research be undertaken to determine the effect of similar or dissimilar psychological sex roles of patients and therapist.
3. That the masculinity-femininity continuum be explored by experimentally constructing small groups to determine the optimum psychological distance necessary to insure task-identification in productive groups and to insure group identification in non-task, non-productive groups.
APPENDIX

Masculinity-Femininity Test

True-False

1. __ I like mechanics magazines.
2. __ I think I would like the work of a librarian.
3. __ When I take a new job I like to be tipped off who to get next to.
4. __ I would like to be a singer.
5. __ I feel that it is certainly best to keep my mouth shut when I am in trouble.
6. __ When someone does me wrong I feel that I should pay them back, if I can, just for the principle of the thing.
7. __ I am very strongly attracted by members of my own sex.
8. __ I used to like "Drop the Handkerchief."
9. __ I have often wished I were a girl (or if you are a girl) I have never been sorry that I am a girl.
10. __ I enjoy reading love stories.
11. __ I like poetry.
12. __ My feelings are not easily hurt.
13. __ I sometimes tease animals.
14. __ I think I would like the kind of work a forest ranger does.
15. __ I would like to be a florist.
16. __ It takes a lot of argument to convince most people of the truth.
17. __ I would like to be a nurse.
18. I like to go to parties and other affairs where there is lots of loud fun.

19. I frequently find it necessary to stand up for what I think is right.


21. I enjoy a race or game better when I bet on it.

22. Most people are honest chiefly through fear of being caught.

23. My table manners are not quite as good at home as when I am out in company.

24. I like dramatics.

25. I like collecting flowers or growing house plants.

26. I have never indulged in any unusual sex practices.

27. At times my thoughts have raced ahead faster than I could speak them.

28. I like to cook.

29. I would like to be a soldier.

30. I used to keep a diary.

31. I am worried about sex matters.

32. I do not have a great fear of snakes.

33. My hands have not become clumsy or awkward.

34. I day-dream very little.

35. If I were a reporter I would like very much to report news of the theater.

36. I would like to be a journalist.

37. In walking I am very careful to step over sidewalk cracks.

38. I have never had any breaking out on my skin that has worried me.
39. __ I frequently find myself worrying about something.
40. __ I think I would like the work of a building contractor.
41. __ I like science.
42. __ I very much like hunting.
43. __ Some of my family have habits that bother and annoy me very much.
44. __ I should like to belong to several clubs or lodges.
45. __ I like to talk about sex.
46. __ I have been disappointed in love.
47. __ I believe there is a Devil and a Hell and an after-life.
48. __ I like to be with a crowd who play jokes on each other.
49. __ I was a slow learner in school.
50. __ If I were an artist I would like to draw flowers.
51. __ It does not bother me that I am not better looking.
52. __ I am entirely self-confident.
53. __ I have often felt that strangers were looking at me critically.
54. __ Most friends make friends because friends are useful to them.
55. __ Once in a while I feel hate toward members of my family whom I usually love.
56. __ If I were a reporter I would like very much to report sporting news.
57. __ I like Alice in Wonderland by Lewis Carroll.
58. __ I wish I were not bothered by thoughts about sex.
59. __ I think that I feel more intensely than most people do.
60. __ There was never a time in my life when I liked to play with dolls.
61. My best friend in this class is ____________________.

62. In this class I would not like to have lunch with ____________________.
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