THE FEARS OF 200
HIGH SCHOOL PUPILS

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CHAPTER I

Introduction

Fear, an emotion that is both beneficial and harmful
in its effects, pursues mankind from the beginning of life
until its close. Fear begins with the infant's advent from
a secure shelter into a new environment. Later fears may
be protective and valuable, alerting one to dangers. Other
fears may be destructive. "Fear is destructive because its
modes of expression are not useful in learning or in ad-
justment" (14, p.101). Williams (71, p.167) saw fear as a
stimulus to foresight and prudence, as the foundation of
respect for others, and one without which there can be no
successful social order. What may provoke fear in one
person may leave another untouched. All fears are not,
however, beneficent; and they may inhibit effective action
as in a temporary, extreme physical or mental fright or
longer-lasting anxiety. The basis of any fear may be
rational or irrational. When a real bodily danger looms,
as in the case of a head-on car collision, a rational fear
is present. Irrational fears represent the great body of
fears for which there are no important and apparent reasons
or those which seem out of proportion to the incidents
causing them. Many children report fears of lions, wolves,

kidnappers, or spooks even though there are no such creatures about (28, p.212). The better the natures and sources of these fears are understood, and the better known the ways by which they are overcome or guided into useful channels, the better adjusted, happier, and more productive man's life will be. If baseless or useless fears can be prevented, much waste effort, worry, and unhappiness can be avoided.

Many attempts have been made to classify fears. Some classifications include: (a) fears resulting from unpleasant experiences, or conflict fears; (b) conditioned fears in which the original fear stimulus may be overcome if accompanied by or followed by an object greatly beloved or desired; (c) imitative fears, including socially inherited or group pattern fears, e.g., morbid fears and phobias, including symbolic fears in which the individual continues to react to only one phase of the fear-producing situation long after the original experience is apparently forgotten, e.g., a cat meows suddenly in a dark room in which there is a child who is afraid of the dark. Thereafter, the child may fear cats after he is apparently freed from his fear of the dark.

Worry, anxiety, fear, phobia, and terror are closely related words with different connotations. "Worry" represents undue and prolonged solicitude over a real or imagined situation. It is disturbing because "it represents

a contemplative relationship and an anticipation of what cannot be acted upon because it is expected rather than present. When something can be done because the storm is right at hand rather than about to come, the consequences as a rule are much less emotionally unwholesome" (24, p.221). Another harm in worry is that it may become a substitute for action which might or would lead to a solution of the conflict. Worry very easily becomes habitual, and brings about a more or less chronic state of indecision and unhappiness. The exhaustion caused by worry may lead (a) to inaction, (b) to ill-considered or inappropriate action, or (c) to a well-considered action that will end the particular worry, and the irritation and annoyance that one has allowed himself to develop such a condition, as well.

Anxiety is a reaction to an undefined or vaguely known danger in contrast to fear -- where the danger is usually specific. Anxiety is usually longer-lasting than fear. Fear situations which continue from hour to hour or day to day are usually converted into anxiety because fear is too exhausting to be continued very long at a time. Brown (9, p.13) considered anxiety psychologically just as disabling as the more extreme forms of fear.

To a psychiatrist, normal fear is the protective reaction to an immediate and specific danger. Fear arises when the individual knows enough to recognize the potential

danger in a stimulus, but has not advanced to the point
of sufficient comprehension to control the situation
(32, p.143).

Abnormal fears are those which are baseless and
badly out of proportion. "The abnormal phenomena differ
from the normal in degree and not in kind" (9, p.9).
Normally, dishes are washed after a meal and are com-
pletely sterilized only when the dishes have been used by
a patient suffering from a contagious disease. If the
housewife insisted on boiling or sterilizing all the
dishes after every normal meal, her fear of germs would
appear to be abnormal.

Phobias are similar to fears in that their sources
are often namable by the individual, but the effect is
markedly out of proportion, e.g., the majority (16, p.10)
of children are at some time apprehensive about being
alone in the dark at bed-time (fear), but some are so
apprehensive as to unable to fall asleep under such con-
ditions (phobia).

Terror is the strongest of the feelings, the extremity
of emotional reaction. It arises as the result of a real
or imagined overwhelming danger to health, life, financial,
or social position or similar life values in the face of
which one feels helpless to do anything at all adequate to
overcome the danger.

The high school adolescents of today have lived through one world war period, even though, in most cases, they were only vaguely affected by it in comparison with the children of European and Asiatic nations. The American adolescent is now under the threat of having to take an active part in another world war. What fears were and are being engendered by these wars can only be estimated. Pratt (58, p.189) reported, in a study made of the fears of children in kindergarten through the eighth grade, that only three per cent of the boys and girls had fears relating to war. It is probable that more fears and more realistic fears have been and are being stimulated by the radio -- with its mystery and horror tales, by the movies, and by television programs. Jersild (29, pp.277-8), however, holds there is no proof that the children of today have more fears than the generation that preceded them had. The question is currently unanswered -- if not unanswerable.

Society uses fears as incentives to many virtues. Anxiety involving fear of punishment and loss of social approval is the whip forcing many persons into conformity with the social order. In other persons, on the contrary, these threats and punishments bring about revolt and non-conformity. The support may lie mostly in the fear of the consequences of being caught in wrongdoing rather than in a positive bent for good.

The purpose of this study was to discover what high school pupils, according to their admissions and ratings, fear and to make some comparisons between their fears and some of the acknowledged fears of college students.

This study is based on the fear ratings secured from two hundred pupils in the Corvallis, Oregon, High School, during the school year 1949-1950. No attempt was made to discover the backgrounds or the causes of these fears because another study (43, p.308) had shown that very few students taking part in a similar study had any ideas about the origins of their fears and most of those who "thought" they did had only vague assurance about the accuracy of the origins which they listed.

For this study, a list of stimulus words or phrases was used which included the 347 stimulus words from Means' list (43, pp.295-300) plus seventeen more terms suggested by Oregon State College students and found in a study made by Brady (8, pp.116-120). This rating scale was presented to several classes in the high school, The pupils were asked to rate these stimulus words or phrases on a scale of five through zero according to the degree of fear that the word itself aroused in them. A rating of five indicated extreme fear. Zero indicated no fear. In addition, "D" was provided to care for those items which were disliked or which aroused feelings of disgust but did not arouse fear. Whenever a pupil

requested a definition of a term, it was given. The names of the pupils were not required on the rating scale, but the pupils were asked to state their class levels, as freshman, sophomore, etc; their sex, and their chronological ages.

Without doubt many ratings which were most vague as to the degrees of intensity of the fears were given, but the pupils' general attitudes of cooperation indicated their earnest attempts to give true evaluations. The ratings were made during regular class periods and ample time for the rating was allowed. Afterward, papers in which a page had been accidentally omitted or in which an excessive number of zeroes or "no fear" ratings were registered were discarded. One ninth-grade boy marked all zeros and made this written comment: "I'm not afraid of anything because whatever happens to me, I know God wants it that way." Another wrote, "If I have a gun in my hand, I'm not afraid of a lot of these." The pupils exercised sufficient consideration to make this study as valid as this type of rating can be at their age levels. Ninety boys and one hundred-ten girls rated the total of two hundred schedules.

CHAPTER II

A Background Study of Fear

CHILDREN'S FEARS

Authorities agree on the presence of anxieties and fears in early childhood. English and Pearson (19, p.119) think of childhood as the time of life when the human being is haunted by numerous fears. The young child is small, weak, and helpless in a world full of objects and situations that can really do him harm.

The toddler period lasts two or three years psychologically. It is a time of peculiar stress and strain -- so much all at once that is new. Overstreet (53, p.24) considered it one of the most vulnerable periods of life and one of the most promising. "In all too many lives, it is a period when deep hostilities are felt that cannot be consciously lived with because they threaten the very relationship upon which a child must depend. Fear, guilt, and hostility are internalized and begin their destructive business of breeding new fear, guilt, and hostility."

During the long infancy period, children develop three principal fears -- fears of being deserted, of not being loved, and of being punished by horrible mutilations (20, p.90).

Despert (16, p.10) agreed with English and Pearson (20, p.335) that acute anxiety is early manifested and is fairly frequent in the preschool-age group.

Cole (14, p.65) wrote of children's fears as being relatively simple in comparison with those of adults but not thought of as simple or unimportant by the child. Overstreet (51, p.14) called attention to the "importance of childhood's lengthened shadow. All our lives, that is, we act out the pattern of human relations that we learned in the home." "Fears wane and even seem to disappear, but a large proportion of childhood fears persist in one form or another into adult years" (29, p.273).

Various factors affect the child's susceptibility to fear. English (33, p.225) found that all children do not react in the same way to a stimulus, and that the same child may respond differently according to internal conditions. He also pointed out that a stimulus which appears strange or unexpected to the child is usually more potent than one that has been anticipated.

Another factor which may affect children's fear reactions is that of age or level of development. Jersild (29, p.262) wrote: "The fears that arise at various stages of development depend, not upon specific past experiences, not upon 'growth' alone, but upon all the complex factors involved in experience and growth." He (2, p.275) pointed out, in addition, that there are

differences in the extent to which children are frightened or startled although the nature of these differences has not been well explored. Anything that lowers the child's confidence in himself is likely to increase his tendency to be afraid.

A surprisingly large number of fears develop in infants and young children in the preschool years. These children are very impressionable to suggestions and are continually meeting new social experiences. The increasing number of fears is partly due to the increasing amount of supervision and training children receive during these years. Parents may unwittingly condition the children to fears by the use of threats and punishments. An intense fear of one situation or object may spread to other situations, as an intense fear of the dark may quickly become fear of other objects (64, p.22).

How fears develop in the child has been variously explained. Miller (45, p.220) stated that "Fear is generally conceded to be present at birth, though specific fears which develop at a later period are variously interpreted as innate though subject to maturation, or as acquired through life experiences". He (45, p.221) wrote that Freud believed 'a close connection is made between a child's fear and his security in the protection that is given him through care by his mother. Thus, the child's recollection of his first separation, that is the separation

from his mother, the actual separation at birth, brings
about later fears. Every recurrent fear situation,
according to Freud, is related in some way to this initial
experience, so that loss of security is the basis of fear'.
It is, however, an experience through which everyone has
gone.

In opposition to this idea, Stekel (45, p.221) be-
lieved fear to be a fear of the unknown, symbolized by
death, and that all fear is ultimately a fear of death.
To Levy (42, p.228), fears are caused by neglect and re-
jection or by over-solicitude.

Valentine (68, pp. 417-418) conducted a series of
experiments and observations with his own children and,
among other conclusions, decided that innate fear
tendencies were present when the child showed fear of some
strange furry animal and that a fear of the uncanny could
not be explained by unpleasant past experiences.

Other research workers such as Gesell, Jersild,
Holmes, Valentine, and English agree that only indis-
criminate fear reactions are present from the first day
of life. These are later subjected to the process of
conditioning. The conditioned fear reactions in civilized
man are formed under the pressure of the strain and stress
of individual and social competition (Kramer 38, p.29).

What objects do children fear? Jones (32, p.137)
answered by writing this: "The only general statement which
seems to cover all the cases of fear which we have observed
in children is that children t end to be afraid of things
that require them to make a sudden and unexpected adjust-
ment." By experimenting with a frog and a snake, he
illustrated that children were not afraid as long as the
animals did not move, but their movements frightened the
children.

Jersild and Holmes (30, p.107-132) made a study of
the fears that older persons remembered from childhood.
The group was rather select in that the majority of those
reporting were college or graduate students. All turned
in written reports of the fears they recalled from child-
hood. Fear of animals led the results as the largest
single group of fears, followed by fear of the dark and
the imagined creatures or dangers it might contain. Fears
of bodily harm also ranked high. Fear of events associated
with the dark ranked first as the first remembered fears
and, also, as the most intense fears. Fear of animals
ranked second in both instances. Of the 1,017 childhood
fears listed, thirty-four per cent were fears that still
persisted when the subjects wrote their reports. Fear of
animals outnumbered all other stimuli.

Williams (71, pp. 90-103) listed several common fears or phobias and their possible origins. Fear of the dark is perhaps the commonest of all fears. Another very common fear is that of water. Fear of choking is one of the most frequent. Fear of stifling ranks high. Fear of burglars proves fear to be the fruit of imagination. Fear of tuberculosis and of venereal diseases may be classified under community phobias. When the mental clearness is interfered with in bodily conditions created by infectious diseases, a fear of insanity is a common reaction.

English and Pearson (20, p.90) give an interpretation of fear of the dark as signifying that the relationship between child and mother has not been good enough to enable him to retain a mental picture of her kindness, goodness, and protection as he goes into the dark room. It involves a comparative helplessness also, and may well involve some fear of the unknown.

From an early study, Watson (33, p.225) concluded that there were only two basic stimulus-situations which produced fear reactions. These were loud (harsh) noises and loss of support.

Valentine (68, pp.417-418) found that loud noises, usually but not invariably, caused fear reactions in young children. Fear of the dark was evidenced at twenty-five months. One child never showed much fear, while two were

very much afraid of the dark at five years. A very sudden appearance of fear of dog seemed inexplicable to him. Cole (14, p.65) concluded that children appear to be more afraid of violence of all kinds whether from persons, natural phenomena, or accidents. In a study of seventy preschool children, Hagman (25, p.128) found the four leading fears to be those of live animals, people, machines, and sounds.

"Children, like adults, fear grief when a loved person is lost to them either through death or continued absence (19, p.87). The child suffering actual separation from a loved person, or fearing such a separation, suffers from a feeling of deprivation -- a combination of two of the most important fears of childhood -- desertion and a loss of love."

The present social order has placed a premium upon courage and non-exhibition of fear. For this reason, Jersild (29, p.264) feels that a child may be driven to the point that one of his fears is that of showing fear.

Pratt (58, pp.179-194) made a study of the fears of five-hundred-seventy pupils, two-hundred-sixty-seven boys and three-hundred-three girls, in kindergarten and through the eight grades. Seventy-five per cent of the fears of the five lower grades were of animals. The boys feared the wild animals more, while the girls feared insects and spiders. In kindergarten and through the first four

grades, more children were afraid of guns, bombs, cars, airplanes, trains, ghosts, spooks, witches, storms, thunder, lightning, dark, night, high places, and falling. In the upper grades, there were more fears of water and drowning. Boys had more fears of school work, school subjects, school tests, and passing than did the girls who had more fear of ghosts, spooks, and dragons. The girls had more fears of illness and disease, dark and night than the boys did. The most common fears were: bears, snakes, bulls, dogs, lions, tigers, fire, wolves, elephants, and horses. The rural children had more fear of animals and used descriptive and modifying words for their fears of domesticated animals. There were relatively few grade-to-grade differences and few sex differences in the fears having the highest frequencies.

Fears showing a lack of courage may be due to the existence of an organic burden in childhood. When compelled to face still greater difficulties, greater feelings of inferiority arise. A hated child, growing up without warmth and love and often an illegitimate child, develops a defensive attitude in which feelings of inferiority and incapacity play a large part. In all of these is the fear that the future may bring additional similar experiences and embarrassments. (Adler 1, pp.5-7).

A study made of the backgrounds of withdrawing

children was reported by Ridenour (59, pp.132-143). Thirty withdrawing children and thirty children well-adjusted socially and showing few and mild withdrawing tendencies were used for the study. There was approximately an equal number of broken homes in each group. In the withdrawing group were to be found more homes broken by divorce, desertion, or separation. Thirty-nine parents in twenty-four homes of this group were adjudged non-social, neurotic, psychotic, and immoral. From this, it was concluded that these personality traits of the parents were related to the children's problems of withdrawing.

A study was made of children's fears, dreams, wishes, daydreams, likes, dislikes, and pleasant and unpleasant memories. Four hundred children aged five to twelve were interviewed. In their general findings the authors reported that "one of the most outstanding findings of the study was the apparently irrational character of children's fears. The child's fears go far afield from the actual dangers which threaten him in daily life. Many children had actually suffered accidents and physical injuries but only a few of their fears dealt with such prosaic matters. Fears of animals, of the dark, of supernatural creatures, of criminals, robbers, and bad characters were reported decidedly more frequently than the child's contacts with

actual events would seem to justify. The private school
school children, tended, on the whole, to exhibit more
fears that had a rational basis than did the public school
children. The effect of moving pictures, of deliberate
attempts by older persons to frighten the child, the effect
of radio stories, of sensational newspaper accounts, and
of tales that passed from mouth to mouth, as contrasted
with first hand experience with terrifying conditions,
appeared to be the chief factor in determining the content
of the fears of the public school children (31, p.169).

ADOLESCENTS' FEARS

Adolescence is a period in life which is beset with
developments of such rapidity, variety, and force that
some call it 'a second birth'. This rapid body growth,
enormous appetite, sexual maturity with accompanying
physical and emotional changes, and other rapidly moving
development may well be a period of self-doubt, uncertainty
about one's place in the world, and a source of fears to
the emerging adolescent. He craves independence of many
kinds and, at the same time, fears it. Blos (6, p.238)
saw the adolescent "as torn between his desire for adult
freedom and his desire for childish protection. He longs
for the security of the very authority which he is so
vehemently fighting. This growing up involves meeting new

social conditions in which he fears he will appear at a disadvantage."

Hall (26, pp.370-1) expressed the educational value of fear and described the development of adolescents' fears. "Fear, or anticipatory pain, is probably the greatest educator in both the animal and the human world, even science being developed in large measure for pre-vision or to eliminate shock which is so disintegrating to the system. Those who fear aright survive.

"At adolescence the fear system is modernized and otherwise profoundly reconstructed, and becomes reasonable. Fear of being lost passes over to fear of losing the points of the compass; fear of great animals, real or imaginary, diminishes, and that of bugs, spiders, snakes, and creepy things is augmented with the new dermal sensations for minimal contact; fear and desire for pro-tection is less effective in evoking love either for God or man. Dread of diseases, which is often intense and secret, is greatly increased and may become a causative factor, so that if the mind can cure the diseases it makes in adolescence it does much. In general, physical fears decline and social fears increase as do those in the moral and religious realm. The new feeling for personality seems at first to make God and ghosts seem more real. There are far more fears that others will suffer. Objects of fear are seen much farther off, and

protective activities have a wider range. Many fears are
toned down into respect, reverence, and awe, and an in-
creasing proportion of dreads are psychic (mental) rather
than of physical suffering. Every new desire means a
new fear of failure to attain it. Childish fears are
among the very oldest elements of the mind, and the fact
that they do not fit present conditions but do fit a past
environment so well is the basis of some of the strongest
arguments for psychogenesis. The plasticity of the
psychophysic organism in youth makes it often peculiarly
convulsible. Children fear strangers, but adolescents
blush in their presence.".....

As headmaster in a boys' school, Morton (47, pp.105-
110) saw boyhood up and beyond puberty as peculiarly
haunted by fears. The boy fears the strange and un-
familiar because he does not understand it. He has many
inferiority-fear sentiments. "A child refuses to wear
his heart on his sleeve for jackdaws and school masters
to peck at. He will suffer in silence, and even lie to
those he loves best rather than reveal the great reproach,
the reproach of fear."

The parallel fears of adolescents regarding their
desire for independence versus the status quo are expressed
by Gardner (22, p.532): "There are always many, many fears
that contemplated independence brings to the mind of the

adolescent boy or girl, and these we are very likely to overlook, for we note only the brave -- perhaps even fool-hardy attempts on his part to throw off parental controls. But I assure you that adolescents have the parallel or concomitant fear of losing or giving up the parents and all the materials and spiritual gifts they can bestow. They fear also the possibility of making wrong decisions, choosing the wrong type of friend, or perhaps selecting the wrong occupation on the basis of some temporary whim. This conflict makes for the typical state of adolescence, which is best described as a state of continued indecision and fluctuation of needs and desires. It is, in short, the characteristic indecision we see in our boys and girls."

Cole (14, pp.64-5) gave fear of social situations, disease, and accidental violence as the three major fears of adolescents. A study of ninety "fear items", presented to adolescents, showed that there were numerous rapid changes in the things feared even in the year between the ninth and the tenth grades. The highest ratings as objects or situations feared by this group were fire, examinations, murder, accidents, poison, hold-ups, helplessness, collision, tuberculosis, money, sins, disease, operation, germs, crimes, injury, suffocating, cheating appearance, lightning, burglars, and vocation. No item on the list was marked by more than fifty-two per cent and only four

by more than fifty per cent of these young people. When
this list was given to college seniors, only nine fear-
objects were marked by as many as twenty-five per cent or
more and only four by fifty per cent or more. The nine
items marked by twenty-five per cent or more were: money,
ability, appearance, cash, examinations, clothes, self-
consciousness, work, and family. Most of the fears of the
ninth and the tenth grade pupils had disappeared as serious
fears except for money, examinations, appearance, and
work which were common to the two lists and for accidents
which was marked by twenty per cent of the college seniors.
At adolescence, fear is more often a general attitude of
insecurity. "This may appear in all of its phases, mild
insecurity, grief, depression, and worry" (73, p.53).

Fears may wane, be modified, or be carried over into
adult years. Jersild (29, p.273) classified waning fears
as "those referring to relatively concrete situations,
specific objects, and fears arising from a harrowing ex-
perience which does not happen to recur or to be re-inforced
by other experiences". Modified fears are those in which
at least a part of the situation is changed, for example,
one may cease to fear all snakes and come to fear certain
kinds only or to fear unspoken critical judgments more than
open ridicule -- either generally or from selected persons
or groups. Fears that may and often do carry over into

later years are: "(a) fear of animals; (b) fear of bodily
harm through dangers such as fire, illness, drowning, and
the like; and (c) dangers associated with the supernatural,
the dark, and being alone. Many such continuing fears
undoubtedly are reflections of anxiety or areas of con-
flict or insecurity in a person's life" (29, p.273).

Symonds (66, p.92) made a distinction between the
fears of early adolescence or those of "a carefree period
characterized by more violent expression and a minimum
atmosphere of guilt, and adolescents over fifteen years
of age who face sharper conflicts with family, social
standards, and the expectations of society". Maturation
also affects fears. Overstreet (54, p.15) did not name
the tests but stated that tests showed that the most
common fear of nine- and ten-year old children is that
the father will lose his job. Later, adolescents them-
selves have widespread fears that they, in turn, will not
have jobs when they are ready for them or, if they do,
that they will lose their jobs by reason of a depression
or other factors beyond their control. This is in addition
to their doubts of their own abilities to hold the kinds
of jobs which would indicate their individual success.
With increased maturation comes greater ability to recog-
nize the dangers in a new situation. The young people
are aware that they may not know the best way in which to

meet the dangers or perplexities which are new to them, and they are likely to be startled and to respond with unadjusted fear behavior (33, pp.225-6). Bontonier (7, pp.341-349) reported an unusual study of fear and anxiety in forty-seven blind adolescents between ten and twenty-one years of age. Forty-one of the forty-seven blind adolescents admitted more fear by night than by day. Apparently, the night seems more hazardous than the day to the blind too. Perhaps the silence and the solitude gave them a greater fear of colliding with objects or of falling; perhaps it was only the general novelty of the situation.

Ninety-seven pupils in the seventh and eighth grades were obtained in approximately equal numbers from three sources -- (a) mentally normal pupils from the public school, (b) mentally retarded institutionalized children, and (c) two groups of institutionalized children -- one group of fifteen girls not delinquent and the other group of twenty-one delinquent girls. These pupils were asked to draw what they felt to be the most important events in their lives. Fears were not mentioned. Twenty-five per cent drew fear experiences. The mentally retarded had the fewest fears. In all of these groups, fear of falling led, followed by fear of sickness and operations, and, third, spankings. The author concluded that the fears of this

age level are concrete rather than imaginary and found it significant that twenty-five per cent of the drawings signified fear experiences (18, pp.364-8).

While juveniles suicides in the United States are not negligible in either number or individual importance, no study of these cases has been made which is known to this writer. The wish never to have been born, however, occurred in about thirty per cent of a widely scattered sampling of boys and girls (10, pp.547-549). "This wish was found most frequently among children with high scores of poor adjustment on a test of neurotic traits and also among those rated by their teachers as poorly adjusted socially, emotionally, and on conventional moral traits. It was also found where homes lacked harmony and intimacy between parents and children." Without much doubt, this wish had occurred to others among these children but they had forgotten it as a very fleeting and temporary wish or did not care to admit having had it.

To Chadwick (11, p.332) "the roots of the fear of death lie in the child's fear of separation from its mother and in the fear of helplessness resulting. In its more superficial form it is connected with conscious guilt by way of religious and educational teachings." Kingman (36, p.34) listed the fear of death as the one universal fear at the roots of all fears. "Fear of death

is based to some extent on a dread of loneliness"
(20, p.426).

In no other society than the European-North American
must youth serve so long an apprenticeship before he
arrives at the adulthood status. He is encouraged to "be
a man" and at the same time admonished to remember that
"he's only a boy". "This status deprivation results in
the production of a state of frustration and an aggravation
of transitional anxiety" (4, p.28). This extended period
of partial emancipation may engender fears that put too
strong a burden on adolescent shoulders. "Being supported
tends to keep the adolescent child in his parents' house --
a child whose opinions don't count, whose judgments are
overridden, who is expected to seek and follow advice --
and he is no longer a child. But neither is he grown up
enough to understand. To him, his inability to earn a
living and to accept responsibility are a reflection, a
sign of inadequacy. He is a failure. If the pressures
become too great, the adolescent boy, unable to stand the
humiliation and the sense of guilt arising from the unbear-
able realization that he is a burden upon his parents,
runs away from home" (4, pp.17-18).

Adolescents often fail to understand the emotional
conflicts, the anxieties, and the fears aroused by their
own maturing sexual development. Innumerable questions

concerning themselves and the opposite sex demand under-
standing and sympathetic answers if conscious or un-
conscious fears are to be allayed. "In short, adolescence
seems to be the stage where the unification of all the
diffuse, pleasurable bodily expression has to take place
if the individual is thereafter to have a normal sexual
adjustment" (22, p.537).

Of the sex guidance available today, Frank (21, p.72)
has this to say: "It is ironic to recall that when boys
and girls are most eager to make an approach to each
other, to discover what a man and woman mean to each
other, we can only offer them sex education, i.e.,
teaching about procreation which is the last thing they
are really concerned about. They want to know not about
babies, but what you can do with sex, what you can give
and receive from each other, what love means. Instead of
giving them our best knowledge and wisest courses and
helping them to direct these interests, the cautious
parent may instead concentrate upon terrorizing them with
the dangers of venereal disease."

The older adolescents fear choosing any vocation,
choosing the wrong vocation, or not getting a job. In
peacetime, the older workers need jobs first, and there
is a lessening demand for the employment of the younger
or very young worker which existed during World Wars I

and II. "It is a significant fact that for most youth to-
day creative labor must be had in factory, shop, or office
instead of in communal family relations. But when youths
turn from home and school to find part time or full time
employment, they are faced by the ominous fact that our
economy, in peacetime, cannot make full use of their pro-
ductive energy.....So long as full employment is denied
older workers, youth will stand at the threshold of
occupational life, baffled and frustrated" (4, p.24).
Ausubel (4, p.70) pointed out "that another primary source
of anxiety or fear during adolescence can be the existence
of a baffling number of vocations with their changing
requirements and rewards about which the adolescent can
have little first-hand information".

Other adolescent fears are stimulated by "the
essential lack of respect and dignity parents show
adolescents -- even worse, the scorn, ridicule, con-
descending attitude that greet physical awkwardness,
faltering clumsy efforts of heterosexual expression"
(4, p.69).

In times of war, adolescent labor is utilized, usually
overpaid and underworked, and brings with the actual em-
ployment other conflicts and fears than those of peacetime.
In times of war, adolescents have "maturity thrust upon
them" (15, p.198). The results are that adolescents are

caught unprepared for the sudden shift in tempo...The introverted or protected individual suffers greatly by being thrown headlong into a group where introspection and shyness are given little respect...Some adolescents feel crushed and humiliated if rejected for military service. Others become apprehensive over the interruption of their educational or vocational training (15, pp.198-9). Girls suffer from loss of male companionship. Too often they become concerned that their sweethearts will not return, and rush into marriage. Davis (15, p.215) pointed out other conflicts which arise because the older workers resent the younger whether or not they "get too big for their breeches". It is part of the age-old conflict between youth and age -- with probable fault on both sides. In war-times, sex delinquency grows among the younger girls and boys. Self-appraisal, appraisal of reality, and expectation from life are twisted out of all focus, and family life disintegrates to the point of non-existence.

In war-times, family life is frequently disrupted. In many instances, the father is away in the military services or employed on huge projects without available -- let alone suitable -- family housing, or the family moves to a town near a military post or war project where the housing and the community life are most unsuitable for young people of any ages. Frequently tempted by ultra-high

wages, the mother gains employment -- to the neglect of
the home and the young people or children.

ADULT FEARS

Various views are held about adult fears. Many authors
agree that adults' fears are outgrowths of conditions of
infancy or childhood. "Our adult fears are mostly a report
on what we went through emotionally during the first
months or years of life -- even the first hours...Most of
our fears are not a slam at present situations but at
situations we have met before. We subconsciously remember
much that we consciously forget" (50, p.22).

From a study made by Jersild and Holmes (29, p.317)
in which adults were asked to recall their childhood fears
and list those still prevailing in themselves, the authors
concluded "that at least one-third of the fears arising
during childhood continued into adult years and that a
large number of fears that first appeared during childhood
still affected these individuals in their later years".

The largest single class of fears described or still
in effect was fear of animals. This category represented
25.2 per cent of all of the fears described by these
subjects as still persisting.

Another author believed adult fears to be of a more
practical nature in contrast with the simple fears of

children and the social fears of adolescents. These
practical fears included situations that might cause
them to lose their jobs or their health, or bring
injury to their families or friends (14, p.65).

"One of the most powerful determinants of un-
conscious fear is the expectation of punishment. In
normal adults a distinction is made between things which
society really does punish and acts for which one expects
punishment only because of a childhood apprehension. For
many people sex is still a kind of evil doing, hence
punishable.

"A man married to a woman who unconsciously represents
to him a new edition of the mother who successfully in-
hibited his sexual activities during boyhood, could not
possibly overcome this fear sufficiently to permit his
body to act out his instinctive desires.

"One is unconsciously dominated by childhood attitudes
throughout life. In a normal person, the unfortunate
misunderstandings of childhood are corrected by later
experience but it implies no weakness of intelligence that
some persons cannot overcome them. Accordingly, with or
without the presence of conscious fears and quite inde-
pendent of them, there exists in the unconscious minds of
many people a compelling fear of punishment which is
excited to great activity at the very moment when the ego

believes itself threatened with an alluring temptation of a nature once associated with punitive pain, and the prohibition of this pleasure is, at the same time, a punishment in itself" (9, p.342).

That fear may be the urge behind anxious or avid acquisition of property was discussed by Hall (26, p.281). "Probably the most general and most urgent motive prompting the acquisition of property in its many forms is fear. Fear is the dread of pain or of the possibilities of pain. The fear of poverty arises in anticipation of the pain that it may cause. The fear is as deep seated as the sufferings thereby has been great."

By far the greatest percentage of suicides is found among adults. The causes of suicide are many. Williams (71, p.260) classifies them under two large headings:

"(1) Disappointment, which may be from within or without; and

(2) Frustration, which is a personal equation.

"They feared (71, p.260) to admit defeat. Whenever our program is blocked or impeded, there results the conscious or unconscious desire to have the responsible one or ones removed, whether by death or otherwise." If they cannot be removed, these persons are tempted to, and often do, remove themselves by suicide where less forceful or more fearful people do this by running away physically or mentally (by isolation).

In 1929, in a small Alabama college for white women
only, Means (43, pp.291-311) made a study of the fears of
one thousand college women -- setting up a fear schedule
by means of which to attempt to discover what these college
women feared and the origins of their fears; and en-
deavoring to determine what correlation there might be
between fear and intelligence.

Some of her general findings were: (1) these students
stated the origin of their fears to be from (a) personal
experiences, (b) experiences of friends and relatives,
(c) having heard or read about situations involving these
fear stimuli, or (d) from dreams. The fears of these
young women which were of known origins to them had greater
intensity than their other fears. (2) Only thirty-eight
per cent knew the origins of their fears. (3) In general,
the freshmen had more fears and were more fearful in
degrees of marking their fear stimuli. (4) Seniors were
more fearful on thirty-four items. (5) Each woman
averaged twenty-eight admitted fears, but the validity of
the schedule was not felt to have been well established.
(6) Intelligence was a factor not only in the acquisition
of fears but in their retention and elimination. (7)
After the sophomore year, there was an average decline
of approximately twenty in the number of their fears. (8)
There was little shifting in the type of things feared

during four years of college. She suggested that the more mature seniors with their widening experience have less inclination to admit fear and a greater ability to distinguish between fears and aversions.

In 1947-1948, Brady (8, pp.1-120) studied the fear reactions of one hundred thirty-seven Oregon State College students. A fear schedule of three hundred sixty stimulus terms, including Means' Schedule minus items considered to be in doubtful taste and with the addition of eighteen items suggested by the Oregon State College students was made up. This schedule was rated by both veterans and non-veterans and men and women. The twenty stimulus items receiving the highest average "most feared" scores among this group were: death by burning, snakes, atom bombs, explosions, auto accidents, death of loved ones, painful death, alligators, death by drowning, death by murder, death by suffocation, war, being blind, reckless driving, deep water, operations, failing school subjects, fast driving, mad dogs, and tigers (8, p.95). The group of stimulus items with the greatest intensity, as shown by the "5's" received, was lead by: atom bombs, death of loved ones, death by burning, war, being blind, and death by murder (8, p.101). The whole group of stimuli referring to death from various causes ranked very high.

ABNORMAL FEARS

A clarification of terms is necessary to the under-
standing of abnormal fears. Brown (9, pp.6-7) explained
"that until recent times everyone considered mental ab-
normality uncommon and terrible. This is the case today
with many laymen. When it was not considered terrible,
it was considered comic or amusing.

"Even today in popular thinking there are three
distinct 'types' of humans, the unfortunate insane and
delinquent, the geniuses, and the normals who make up
the 'rest of us'. Furthermore, in popular thinking there
is no continuity between these groupings and no border-
line cases. An individual is either definitely 'normal'
or definitely a 'genius' or definitely 'insane'. While
normal behavior is the result of normal causes, the
process of becoming insane or becoming a genius was con-
sidered the result of special causes." Kraine (37, p.9)
defined "abnormal psychological phenomena as simply
exaggerations (i.e., overdevelopments or underdevelop-
ments) or disguised (i.e., perverted) developments of
the normal psychological phenomena". Cole stated (14, p.
214): "When individuals are confronted with a situation
to which they cannot adjust, when they suffer from tension
and frustration, they show emotional reactions, some of
which may be outside the bounds of normality."

What is an emotion? "An emotion has been described as a 'stirred up state of the entire organism'. It is something that is experienced in no one single part of the body but throughout one's entire being" (14, p.81).

Kraines (54) defined and illustrated tension as: "The word 'tension' is used as a generic term to describe all those symptoms which are the result of the various body organs being bombarded by emotional stimuli which call for action -- action which is not released. Tension comes from the Latin 'tenere' meaning to pull or stretch and that which is stretched is ready to spring or snap back as soon as it is released." The author compared tensions to a rubber band which can easily to stretched to the breaking point, or, when bound around too large a package, the elasticity is ruined from the constant strain resulting in deterioration of resiliency. Man's body is amazingly resilient or adaptable, automatically preparing to meet every situation. The inhibitions of the impulses and desires demanded by civilization, and society's attitude handicap the body and mind keeping them 'stretched' and under tension."

Anxiety, a lesser form of fear, has been variously defined and sub-divided. "A salient characteristic of human maladjustment is anxiety, a fearful anticipatory

response to situations that normally are not regarded as
dangerous" (63, p.379). As an anticipatory fear, anxiety
arises only when the individual's concept formation is
sufficiently developed to enable him to project into the
future anticipation of those fears which at first could
be aroused only by direct stimulation (64, p.287).
Anxiety may result also from social, economic, and other
kinds of realistic problems which come to the physically
inferior child (64, p.370). Lawton (41, p.158) wrote:
"Anxiety is a neurotic fear characterized by a great sense
of inadequacy and a feeling that nothing in life is worth
while, as well as by intense irritability." In addition
to these two symptoms, others can be added, such as: fear
of impending danger, feeling of cardiac distress, dis-
turbance in respiration, excessive sweating, trembling and
shaking, peculiar disturbances of sensation, and occasional
dizziness (61, p.247). "The anxiety state is a disorder
in which the patient has all the physiological symptoms
of fear without conscious knowledge of what causes the
sensation.....The term anxiety is used by psychiatrists
to describe the feeling of apprehension based on an
internal danger" (24, p.159).

A study (39, p.180) of the emotional factors involved
in stammering as found in college juniors revealed con-
flicts dating back to pre-school age. These students

revealed the presence of infantile strivings, effectually
tabooed and repressed. All showed intense emotional
attitudes toward their parents. A chronic fear was
developed by one student as his mother had threatened to
mutilate him to cure him of enuresis. One felt rejected
by his father and mother over the birth of a baby brother
and developed a habit of masturbation. Another felt his
death wishes for his parents were caused by a fear of the
threat of castration when he was a child. All of them
had developed traumatic inhibitions with references to
the process of elimination. They all gave histories of
active or passive homosexuality. Groves (24, p.170)
considered stammering and stuttering to be symptoms of
emotional conflict. Since individuals do not habitually
stammer or stutter, these forms may be considered abnormal.

In a general hospital, one-hundred-fifty patients with
depressive reactions were investigated. A preponderance
of reactive depression was found, with a larger number of
women than men being affected. The study concluded that
the environment, the severity of the physical sickness,
and deep-seated personality factors rather than the age
of the patient or the organic disease were the determining
dynamic feature. Concern over physical illness or dis-
ability, marital or family difficulties, and inadequate
work or school adjustment were the commonest factors

behind these depressive reactions (60, pp.607-616).

Psychosis and psychoneurosis are two other terms used in the study of fears. "Psychotic, in general, refers to those individuals who are partly "insane". In psychosis, we have a major mental disorder where much of the personality is affected and the individual is institutionalized. A psychotic individual is usually so obviously mentally ill that he cannot escape detection, but the neurotic and disordered characters are generally considered 'nervous' and 'bad' but not sick" (9, p.301). Brown (9, p.351) further defines psychoneurosis as the milder abnormalities of the emotional and motor processes which only partially incapacitate individuals and in which the basic symptoms are somehow connected with anxiety. "Psychoneurotics are individuals who because of their conscious or unconscious conflicts are prevented from arriving at the accomplishment of a productive sort which would normally be expected of them in consideration of their abilities and culture. They deviate in their behavior from the norms accepted by their culture because of anxiety and feel lonely and inferior because of this deviation." "The psychoses and psychoneurotics all have some things in common. They represent regressive forms of behavior when frustration in adulthood is too severe" (9, p.367).

Freud explained neurotic fears as originating in the sexual life and corresponding to a libido which had been

turned away from its object and had not succeeded in being applied elsewhere. Wallin (69, p.38) wrote: "Especially phobias, anxieties, and nightmares of the anxiety dreams, and neurotic fears or anxieties represented transformation in the unconscious of frustrated libido. Denied a natural outlet, the libido secured expression in morbid fears and anxieties. Repressed sexuality is always characteristic of neurotic fear." Freud, however, thought of real anxiety as a manifestation of the instinct of self-preservation, and not of libidinous impulse.

Rivers, Morton, and others (69, p.39) rejected Freud's libido theory. Rivers found that disturbances of the instinct of self-preservation caused shell-shock and war neuroses. Morton thought of anxiety in terms of failure of adaptation, and thought unsolved conflicts were the causes of both child and neurotic fears. "In child life, the 'reproach of fear' is greater than the reproach of sex (69, p.39)."

"Examination of the irritable and quarrelsome adolescent frequently shows the basic problem is anxiety neurosis. His quarrelsomeness and irritability act as emotional outlets to repression, that is, to the attempt to put off consciousness of various problems and worries.

"A neurotic person is unable to make rapid and sustaining decisions although the inability is not limited to anxiety neurotics. A feeling of inferiority

keeps him alert for slighting or incriminating remarks. The general suspicion results from the belief that others are aware of his supposed inferiority" (64, pp.372-373).

Hysteria is another kind of response made to an unsolved emotional problem. The symptoms may be physical or mental. The individual may show signs of illness such as nausea and weakness, have pain, become disabled, blind, deaf, bedridden, or paralyzed. The mental symptoms found are amnesia, dream states or trances, hallucinations, double personalities, fugues, or deliria. The psychological explanation is that the patient is trying to substitute the disability for some drive which he cannot consciously accept or else the rejected part of the personality becomes dissociated causing behavior of its own (24, p.154: 14, p.170). Occupational neuroses are sometimes classified as hysterics. Writers' cramps or the inability of a typist to use her fingers are examples of this form of fears (64, p.374).

Pearson (56, p.128) spoke of a type of neurosis whose symptoms occur in the form of disturbances of physiological functions of repressed instinctual wishes. He listed stuttering, psychogenic tic, and bronchial asthma as manifestations of this form of neurosis which he designated as pregenital conversion hysteria. Groves (24, p.162) noted "a manifestation of inner conflict, the tic, a

habit spasm, frequently of the facial muscles, which is
generally interpreted as being a disguised representation
of repressed wishes, or of some painful memory the person
wishes to forget".

It was found in World War I that shell-shock and some
of the war neuroses were hysterical in nature. "The
soldier's instinctive need for self-preservation caused
him unconsciously to wish to flee the terrible conditions
which he was facing, while his sense of honor never let
him admit that such an urge existed". After the armistice
(24, p.155), the spontaneous recoveries that occurred
proved the psychic origin of some of the "shell shock"
symptoms.

In compulsive reactions, the individual is compelled
to think, to feel or (more often) do certain things whether
he wants to or not. There may be a sense of tension which
will rapidly increase until the individual has yielded to
the obsessive drive. These conflict producing experiences
were probably begun early in life. The compulsive neurosis
may take various forms. The individual may be obsessed
by disagreeable thoughts and has no desire to think them
but cannot keep from doing so. The necessity for counting
things, for stealing as in kleptomania, for setting fires,
and for alcoholic drinks are a few of the manifestations
of the obsessive fear (70, p.238: 24, p.157).

Phobias are another form of abnormal fears. They are deeply buried, symbolic, illogical, inexplicable, and unjustifiable fears. They are intense and long-enduring. In many cases, they manifest themselves in extreme discomfort and a desire for escape from situations which are symbolic of some past traumatic experiences (70, p.239: 64, p.30). Some writers believe that most phobias originate in traumatic experiences which result in a sense of guilt. The resulting fears are symbolic of attempts to escape from discovery by self or by others of the original experience or in means of expiation of the original act (64, p.30). "Every phobia is a punishment enacted by the consciousness of guilt...Repression of the memory of the original fear-exciting incident is a function of the sentiment of self-regard which plays this part owing to some sense of guilt, some self-reproach, arising from circumstances leading to the incident" (61, p.317). The fears may be of high places, open places, closed places, sharp objects, or of more common objects such as animals or pictures.

Another failure to adjust to the realities of life results in a schizoid personality or a fully developed schizophrenic or split personality. Authorities write from two viewpoints: one, that schizophrenia develops at adolescence or later; the other, that the onset comes much earlier. Both agree that there is a decided withdrawing

and a failure to meet the realities of life. Pearson (56, p.253) stated: "In sum, the psychosis seems to be the result of constitutional peculiarities that make the individual unable to tolerate traumatic experiences to which other persons, not so constitutionally incapable, can adjust." To show the early appearance of schizophrenia, Pearson (56, p.246) quoted from Bender: "Schizophrenia is clinical entity occurring in childhood before the age of eleven years which reveals pathology at every level and in every area of integration or patterning within the functioning of the central nervous system, be it vegeta-tive, motor, perceptual, intellectual, emotional, or social. Furthermore, this behavior pathology disturbs the pattern of every functioning field in a characteristic way."

Brown (9, p.323) saw schizophrenia often beginning its development in adolescence. "The schizophrenic, without doubt, is the individual who regresses to early infantile patterns because he is unable to accept the consequences of the adult psychosexual adjustment. His inability is in itself founded on a long history of maladjustment which breaks out in acute form in the adolescent period or later. The precipitating factor in the disease lies in the conflicts of adolescence. The schizophrenic is unable to accept his sociosexual response and so has a regression to the earliest level of libidinal development." He

advised that therapeutic treatment lie along preventive lines to avoid the development of the early trauma of the infantile period and to give every assistance to bring the individual who has developed a schizoid personality through the difficult readjustment period of adolescence" (9, p.324).

Strecker and Ebough sketched the characteristics of a schizoid personality as those of one who does not find the world a pleasant place in which to live. He does not successfully meet reality. Although he envies success, competition is distasteful to him. This presents a conflict between desire and a shrinking from the necessary efforts to secure success. When he comes to the cross-roads of his mental life, he must make a decision. He has found excessive day-dreaming unreal but pleasing, causing the hard knocks of reality to disappear. Finally, when the world's verdict of failure is inescapable, his ego must be absolved and the blame for failure is projected outside of himself onto others or onto the conditions of his experiences (65, p.400-402).

Alcoholism is considered a mental disorder or psychosis by Groves (24, p.165-166). "The effect of alcohol on the personality is to decrease repressions and to encourage regressions to more infantile states. It is indulged in as a relief from tensions, at least until persons are more able and willing to seek help in solving the conflicts in

which they are caught. It is considered by some as a
symptom of the individual's inability to cope with life.
A general deterioration of the personality may show in
persons who drink heavily for a long time. They may
become emotionally unstable, first hilarious and then
tearful, or unreliable and careless in personal
standards of appearance and conduct. They may lose their
former ethical ideals, and a growing incapacity for
sustained attention may result in amnesia and dementia."
In 1940, Brown wrote that the chronic alcohol addicts
made a particularly challenging psychiatric problem.
"The alcoholic in the psychiatric sense is one who
through his drinking creates unhappiness for himself and
other individuals and whose drinking is compulsive. He
fits into the general category of neurotic character.
The drinking and drunken behavior is an alloplastic
behavior maladjustment which arises from internal un-
conscious conflict" (9, p.401-402).

CORRECTION OF FEARS

It is with the prevention, elimination, and correction
of fears that parents and schools need to be most concerned.
There is no time in the life of a child when it is too
early to begin any of these. Many methods have been
suggested to meet individual needs. They vary in detail,
but they agree that giving the child the feeling of

security and wantedness is essential.

Kenworthy (34, pp.223-4) speaks of sensitized babies, those who have had difficult births. She pointed out that "these children need more calm, more peace in their simple environment, less threat, but not too much overcare in order to insure them half-a-chance to become stable individuals in an atmosphere partially protected from the more intense traumata of everyday life".

The importance of home life is stressed by Bergman (5, pp.43-4). "A general preventative, not only for neurotic anxieties, but for any type of maladjustment, is a warm loving atmosphere in the home.....An important task of the home is to help the child to distinguish correctly between reality and fantasy." The rejected child is in special need of love and understanding. "There is no one therapeutic approach to the rejected child. All approaches have these common goals -- helping the child to accept and give love, of teaching him he can trust someone and something in the real world, and freeing him from his unhappy past. Help him in a drive towards maturation and growth by support and encouragement so he will not always be ridden too hard by his part" (13, p.108).

Several authors agree that maturation is a direct aid in eliminating fears. "Fear wanes and alters with growth. It is shaped by intrinsic maturation as well as

by experience, certainly during the period of infancy"
(23, p.289). Jones (29, pp.225-6) wrote: "Another
factor which may affect children's fear reactions is that
of age and development...As children mature they come
more easily to recognize the danger in a new situation."

Verbal assurance is not usually rated highly as a
corrective measure, but Kundert (40, pp.326-336) cites
six cases of children fearing desertion by their mothers
who were successfully treated by verbal assurance. It
was found that double assurance of the therapist and the
mother was more effective than that of one alone.

Fear control has been aided by: "(a) maturation,
(b) direct habituation with the fear object, (c) deliberate
counteracting activities, (d) self-discipline, as in making
oneself do the things he fears, (e) avoidance of fear
stimulation by others either for their own amusement or
as a form of discipline or as a means of subduing the
child, (f) promotion of skills to counteract deficiency in
ordinary motor skills, and (g) forewarning, although it
is hard to anticipate what will frighten a child" (29,
p.332). To this, Jersild and Holmes have added: indirect
approaches and a warning on the importance of its early
detection of "mild fears". "Indirectly anything that
bolsters the child's ability and his confidence in himself
may aid him, even though such improvements are wrought

through channels unrelated to his specific fears....For
such of "mild fears" or withdrawing reactions the practical
procedure is to use the best available methods to promote
the child's skill in dealing with the projects from which
he withdraws and to find ways by means of which he may
grow accustomed to facing the issues that he fears"
(32, pp.334-350). Similar findings are reported by
Auerbach (3, p.5-6): "(1) Accept the child's normal
instinctual drives -- hostile and friendly. Help him
control and redirect his aggression and hostility. (2)
Fear producing situations can be avoided by planning and
foresight. In any emergency situation, children stand the
strain far better when they feel themselves part of the
family group. (3) Children are less fearful or less
vulnerable to fear if adults explain what may be terrifying
because it is unknown (as sex -- death). (4) Regard a
child's fears as important and real and help him gradually
to face them whether we understand the cause or not."

Gesell (23, pp.165-168) offers rules on ways to avoid
or prevent fears:

1. Do not plant the seeds of unwholesome fear,
   by undue worries, by expressions of anxiety,
   by false alarms, by exaggerated threats, or
   by imaginary bogies.......

2. Keep the child, whenever possible, away from
   unnecessary and artificial fears. Do not let

him go to movies which are absurdly terrifying
or false to life. In the same spirit, guide
his reading.

3. Keep the child's body fit. It makes for mental
as well as physical resistance....A warm bath
and a glass of milk will sometimes prevent an
acute fear from developing or even banish a
vague anxiety.

4. Nourish the child's trustfulness in life. This
trust will come chiefly by mental contagion
and by subtle suggestion. Do not let him
entertain suspicions, doubtings, and un-
satisfied curiosity....Normal everyday living
is probably the most decisive factor in the
prevention of morbid fear. If excessive fears
have become rooted, try to find their origins
and study their development.

General directions given by Gesell (23, pp.167-8)
are:

"1. Respect the child's fear, whatever it may
be, even if it seems to you altogether
"imaginary". It has a basic cause and is
a reality to the child.

"2. Do not try to laugh it out of court by
derision or shame. A sense of humor helps

to turn the trick; but the best humor
always has a quality of sympathy.

"3. Do not try to scare him out of his fear by
scolding or by false threat. This would
simply be displacing one fear with another.

"4. Do not, on the other hand, try to cajole it
out by an equally false bribe or absurd
reward.

"5. Get at the basis of the fear through ques-
tioning and conversation with the child,
rather than through argument to him.

"6. Do not attempt to destroy the fear alto-
gether.....Grant the child the privilege
of fearing, but direct the fear and temper
its intensity.

"7. And once again, do not shame him for his
cowardice, but praise him for every bit of
fortitude that he shows. Commendation will
build up self-confidence, whereas condemna-
tion can undermine it. And self-reliance is
the very defense you wish to build up."

His last positive maxim is:

"Build up the morale of your child daily, beginning
with his babyhood. He must meet pain, error, in-
justice, evil all along the path to maturity, and

his main business, when an adult, will be to meet
them as a man.....Do not try to banish fear as if
it were a ghost or a microbe, but give him instead
the example and the pattern of fear controlled"
(23, pp.172-3).

Although parents may deal ever so wisely with their
children's emotional needs, the children must also learn
the meaning and control of emotions. "The environment can
be altered. The environment can be manipulated. Emotions
can be controlled by teaching and by example. You can
bring into your child 's life the wisdom and experience of
your own emotional responses. You can keep in a mind that
there is a constant interplay between your emotional s tate
and that of your children. But, after all, no matter how
wisely you teach or how wisely you act, depend on it that
in the long run the child must learn the value and meaning
of his own emotions and those of others, must learn in the
school of life what he may express and what he had better
conceal" (49, pp.28-9).

Bergman offers some don'ts following a fright
experience:

"1. First absolute <u>don't</u> is ridiculing the
     child's anxiety.

  2. No appeal should be made to any type of
      group pride: pride of the clan, the race,
      nor the sex.

3. The child should not be forced to face
   his anxiety situation, except when not facing
   it would mean leaving him exposed to danger"
   (5, p.47).

Although there is a definite overlapping of corrective
measures from infancy to adulthood, a few seem more
applicable to the adolescent alone. Therapy must begin
where the individual is. "No matter what the age of the
individual the first step in vital treatment for the
therapist as well as for the parent is the willingness to
accept the child as he is, to bear him unimproved, and to
set no norms which he can spend his energy in resisting"
Taft (39, p.67).

Just as the younger child craves security in his
home, so is this an aid in the development of the adoles-
cent's self-respect and helps to do away with feelings of
rejection. "The feeling of one's worth develops in the
child with the security he enjoys in the family and self-
control he attains through firm confidence in a basic
acceptance of his person" (6, p.268). "Emotional maturity
in the fear-worry series implies a definite increase in
the sense of security held by the individual. It is
doubtful if one may mature in fear or anger control when
great insecurity is present. It is highly probable that
the degree to which the adolescent feels himself accepted
both at home and in his social group in a large measure

determines the rate at which security is developed" (2, p.105-6).

Another powerful factor in allaying fears as well as creating them is the adolescent's position in the group. "Group opinion serves, then, as a selective influence for desirable and undesirable behavior, and the approval or disapproval of peers becomes progressively the most influential force in motivating adolescent behavior" (6, p.279). "To obtain the moral support which the group provides, the adolescent must conform to its standards" (6, p.280).

"The principle of group conformity, therefore, is a self-protective device which arises from the need of the peer culture to establish and maintain its identity as the chief adolescent status-giving institution in our society; and he who dares to defy the authority, and thereby, expose the group to possible extinction becomes an arch-criminal, and enemy of peer society, worthy of receiving the supreme penalty in its arsenal of retribution -- complete and unequivocal ostracism"......The merciless law of the group is applied to the unfortunate somatic deviants -- the fat, the awkward, the oversized, the puny, the late maturers. In varying degrees, all these deviants face social ridicule, abuse, and isolation. The shy, the inhibited, the artistic or intellectual introvert, fare badly" (4, p.35).

"This peer group serves a dual purpose giving prestige and status to the adolescent fearful of obtaining his 'spot in the sun' of his peer group, and serves as a fear producing agency for the deviant.

"Society has a definite task to aid this adolescent group. Society must do everything in its power both to further the establishment of a constructive peer culture and to see that every boy and girl make some satisfactory emotional adjustment" (4, pp.77-80).

A belief in oneself is one remedy controlling fear. Any agency that bolsters the morale of the fearful individual is helping him to that extent. "The antidote to fear is not courage or withdrawal into self, but putting the person in control of himself and passing through the stage of self-affirmation, enthusiasm, and faith in his action. Its highest form is transcendence of self, i.e., love. Courage is only a way station to serenity or peace with self" (46, pp.341-360).

King (35, p.19) has this to offer: "Fear loses much of its fearfulness when we see it as the summons to putting forth new energies".

The parents in the home can help to eliminate many fears by assuming a healthy attitude toward many controversial subjects. Overstreet declares: "If we could eliminate such fears and hostilities as parents breed by

their false attitudes toward sex or their irrational
exercises of power, their favoritism, their importation
into the home of social, economic, national, racial, and
religious prejudices, and of false standards of prestige --
we would soon have a different world by the simple, basic
process of letting children grow up with the least possible
need to resort to fight and flight and the greatest
possible chance to love and to learn" (51, p.17).

Proper knowledge is offered as the means of combating
fears aroused by sex. "After putting the question of
sexuality in its proper content of goal and purpose, the
best one can do is to equip the boy and girl for intelli-
gent self-determination by supplying him with precise data
regarding birth control, venereal disease, and advantages
and disadvantages of various forms of sexual expression in
his natural, everyday life" (3, p.75).

Other ideas on the dispelling of fears involve
sublimation, such as pursuing "the intellectual fascination
of research, by ambition to accomplish or excel, by love of
serving fellow creatures, a desire for solidarity with
others (71, p.178). The principle most potent in dispelling
fear is the saturation of the mind with the sense of ob-
ligation to the right until it becomes second nature, so
that the motives for cowardice do not enter the mind" (71,
p.189).

If adolescence is to be regarded, in a sense, as a
second birth, the emotions aroused may differ from those of
childhood. This means a new or greater task and obligation
is laid upon education. Blos (6, p.478) thinks, in the
light of tasks to be accomplished at adolescence, education
must acknowledge the adolescent as distinct from either
child or adult. "Since behavior at this time is unstable,
inconsistent, and unpredictable, the educator is confronted
with a shifting situation that is extremely difficult to
handle. But on closer examination he will find an under-
lying consistency behind the seemingly unrelated and
meaningless reactions of the adolescent. With a grasp
of the psychological consistency of motivating forces, the
educator can deal more constructively with the student's
behavior; for during this period the emotional life is in
a state of flux, the adolescent individual is a highly
flexible personality easily responsible to understanding
educational effort. The study of children's shocks and
fears is in a sense the beginning of wisdom, because fear
has always been the schoolmaster of the world, and as
Aristotle said 'education might be defined as teaching us
to fear aright'" (6, p.491).

The school that is doing its best to help the child
is equipping him to help himself. Jersild offered an
alternate course also. "To help a child we either must try

to help him obtain strength and insight for dealing with his fears, or, if the conditions are beyond his power, we must change his environment" (30, p.213).

Does fear have a legitimate place in the school? Cole thinks not. "Teachers should realize that fear in all its forms is a highly destructive emotion and always has an inhibiting force upon learning" (14, p.78). "The children in our schools suffer from needless fears" (28, p.212); but Emery and others take the viewpoint that fear can be constructive and has its place. "The student finds himself confronted with a new and strenuous situation for which he may be ill prepared. Fear can be a constructive force and frequently carries survival values for the individual. With inadequate students, fear is instrumental in causing them to recognize their problems and seek the counsel which they need" (17, p.231).

Another author who thinks fear has no place in school is Plottke (57, pp.85-87). "Hold it an error that fear be an incentive for children's efforts. The encouraging teacher will avoid everything that is discouraging such as corporal punishment, threatening, belittling, and making unjust criticism."

Many positive and constructive factors are offered by educational writers. Claparede, in 1930, demanded reformation of the entire traditional system of education

to secure adequate treatment for the feeling of inferiority
in the child. "The traditional system of education has not
yet learned how to reconcile the individual aspirations
with the necessities of collective life. Curative treat-
ment -- encouraging the child. At any rate encouraging
the child is the best way to preserve him from a feeling
of inferiority" (12, p.701).

The school can lessen tensions and fears by treating
the adolescent as an individual. At any age the individual
can be strengthened by a sense of achievement. "The child
is strengthened by anything that helps him to achieve or
to be understanding of himself, his aspirations, his past
misfortunes and misdeeds, and his present resources" (29,
p.213). "Fear control can be aided by the avoidance of
destructive emotional disturbances, by doing anything which
reduces tensions or frictions in his school environment"
(29, p.213).

"Disturbances may include discriminations, racial or
otherwise, and the fears aroused by school work" (14,
p.134).

Other practical and constructive measures are offered
by Jersild: "Give him (the child) a chance to perform to
win assurance of good will in situations not directly
connected with his fears. Help him to come to grips with
the particular thing that scares him. Get him to take

part in class discussions. Give him a chance to talk
about himself. He may be helped by group discussion so
he will not feel he has been put to shame or betrayed.
Just to know that other children have these fears may help.
He sees his troubles in a clearer light and the fact he
can express himself within the group without being rejected
or rebuked may dispel a feeling of being helpless and
alone which may have been imbedded with his fear. There
is no art more noble or humane than that practiced by a
teacher who helps pupils cope with their fears" (29, p.213).

Educational literature deals more and more with the
need for closer cooperation among the home, the school,
and the community to provide the best results in any
training program. High schools are setting up more work-
study programs in trade and industry which allow the
adolescent to secure vocational training, thus giving him
a feeling of status often denied by society.

In 1921, Hall (27, pp.320-321) described a program
of cooperative education to be used in therapy among the
children of a sick community -- a shell of a community --
in that all of the programs of the community were centered
around the adults and their interests, and the adults were
little interested in anything else. This educational
experiment was built on a newly awakened interest in the

town's own antiquities. Civic-minded adults gave of their
time and knowledge to fan this spark. One citizen gave
many hours to the teaching of history from the local
standpoint, helping to develop an interest in the old
local arts and crafts. A pastor who was a botanist took
time to go on trips with classes. The local doctor
lectured on physiology and hygiene. An agricultural
student from a near by college taught geology. A summer
boarder helped them gather and classify local birds and
insects. Hall concluded that cooperative education begins
at home with what is nearest and, often, most despised and
brings the home and the school nearer together.

Ausubel (4, p.77) stated this principle as: "Since
the prolonged deprivation of status is one of the main
causes of adolescent tensions and anxieties, the community
can utilize adolescent concern to create situations under
which the adolescent can achieve a large measure of
responsibility in community projects and organizations.
"There is no reason why adolescents cannot be assigned
definite responsibilities in relation to community welfare
projects and receive commensurate rewards and recognitions."

"Schools can help (4, p.79) parents improve home
conditions by taking the initiative in improving community
life as it relates to growing boys and girls." "Get
parents (72, p.338) to devote more time and thought to

problems of growth and development, and considerable
progress toward reducing adolescent tensions can be made."
The schools all-the-year-round recreational programs and
the youth centers are part of the answer to reducing
adolescent tensions.

School tests produce anxieties and fears at any age.
Shaffer (63, pp.381-2) reported a study by Alper and
Beier which found that "people achieve best when they are
not threatened by evaluation, and when their attention is
on the material studied, rather than on a need to defend
their own adequacy as learners". Never-the-less, life is
competitive and full of examinations, and young people
should be trained gradually to face them with a minimum of
tension and anxiety. This is a part of teaching people
to be as objective as possible about themselves.

Sarcasm is a poor method of anxiety reduction whether
used by pupils or teachers. Cole (14, p.140) calls
sarcasm "an unfair weapon that the sophisticated adult in
a position of authority uses against pupils whose respect
she cannot obtain".

When used by the pupils, the anxiety reduction that
an over-aggressive youngster gets from being sarcastic
and critical towards his fellows makes him feel better,
hence he continues in this self-defeating course of
behavior without ever discovering that a cooperative
attitude will be more rewarding eventually" (63, p.381).

Play therapy and psychodrama are two other methods used to reduce tensions and fears. Schoobs (62, p.155) recommends the latter, particularly for older children. In play therapy, the psychiatrist provides the patient with toys, often dolls, and -- through play -- the child reproduces situations which show the conflicts within him. He may show an unconscious resentment against some member of the family by deliberatley smashing the doll representing that individual. In this way, the resentment is not only brought out into the open and may be eliminated without other assistance by reason of this outward and active expression of the resentment -- or other emotion-tinged attitude.

Psychodrama may be used in a classroom or in other groups in which more than one person is involved. The children choose their own problem and make up their own speeches and solutions or treatments as they talk and act out the conflict chosen for that particular play-period. A psychodrama may be carried out for a few moments only or may last longer, according to the wishes of the children themselves.

Fears of a vocational nature plague the older adolescents. It is not always or often possible to find the proper job placement although Ausubel states "that many of the anxieties of adolescents and young adults would disappear

entirely, or be considerably alleviated, if they could achieve the proper type of job placement" (4, p.70).

The mere fact that one has chosen a vocational goal and made a verbal statement concerning his choice is tension-reducing. "A certain inner security and perhaps some status among his fellows is achieved by the adolescent merely by making a verbal statement of occupational choice and advertising the fact" (4, p.71). "An adolescent who has a vocational goal before him....one in which he has confidence and a reasonable degree of assurance that he can succeed, will almost certainly have fewer problems than one who does not have such a plan..... Many of the troubles of young people grow out of the fact that they have no large purpose motivating their daily behavior. The human animal is such that, with a given accepted purpose luring him on, he will organize his whole behavior pattern around it. In this sense, competent vocational guidance can help to reduce the number and seriousness of the problems in other areas of life" (55, pp.69-93).

The personal example of strong leadership is most powerful. "The study of Havighurst, et al, has made it clear that 'The ideals of youth (are influenced) as much or more through the presence and behavior of teachers, clergy, and youth group leaders as through their verbal

teachings'. It is unwise, therefore, to minimize the in-
structional significance of personal example" (4, p.81).

The school, then, needs to find teachers who are
inspired with the ideal of imparting learning factors
for growth, who regard teaching as a challenging assign-
ment in personality development rather than as the
fulfillment of a chore by means of which they earn their
daily bread" (4, p.79).

Gardner (22, p.540) argues that adolescents be not
set apart and that what is happening to them is of a
transient nature: "Adolescents are not a strictly isolat-
able group with problems peculiar to themselves or a race
apart but, rather are beset by tasks in mental health
strikingly similar to those at all age levels. It is only
that the new demands for a final adult status lend to the
trial-and-error aspects and to the many varied but nonethe-
less normal phases of adolescent behavior -- its bizarre,
unpredictable, and....worrisome characteristics. My
main therapeutic approach to parents of adolescents --
my main treatment, advice, and prescription to them in
the face of such behavior -- is the tried-and-true phrase
of the men of the ancient church who, when beset by the
unpredictable and seemingly uncontrolable, comforted
themselves with the words, 'It will pass. It will pass'."

Overstreet reminds us that adults realize that, as
long as they live, they will be in some measure subject to
fear -- to ego-survival fear -- and will always be meeting
situations involving tremendous emotional stakes and in
which they must depend upon others. "The 'emotional
charge' of any situation depends upon: (a) the stake we
have in it; (b) the degree of our own helplessness; (c)
the degree of our confidence in those people upon whom we
must depend" (52, p.9).

When man reaches the point where he has controlled his
fears, it will be proof that he has mastered himself and
the universe.

The understanding and helpful teacher who is aiding
in the elimination of children's fears would: be sensitive
to these fears; recognize and accept the fact that the
child is afraid; recognize the child's viewpoint; realize
(a) that fears have many faces, (b) that the hostile child
may be a frightened child, (c) that even the very friendly
or compliant child may be moved by fear of losing the good
will of others; would teach him the joy of victory and
arrange for him to achieve and to win; and would arrange
that the child meet the issues of the conflict although
he may shift to another field to accomplish it (47, p.135).

CHAPTER III

A Study of the Fears of High School Pupils

Numerous studies have been made to discover (a) what children fear; (b) what their parents have said that they fear or have feared; and (c) what adults remember of their own childhood fears. The two studies most closely related to this study were those of Means (43) who investigated the fears of Southern white college women in 1929 and of Brady (8) who studied the fears of western college men and women in 1948-1949.

The writer of this thesis undertook the study of the fears of two hundred typical high school boys and girls, not only to discover what they feared and how much they feared these things but to make some comparisons of the fears of high school pupils with those of two quite socially and somewhat culturally different groups of college students. A "fear schedule", prepared by Means (43) and modified slightly by Brady (8) was used in this study.

The copies of this "fear schedule" which were given to these high school pupils bore the following instructions: "Please grade the following-named fears according to their intensity in your own case. Read over much of the list before you mark any of them. Place a "1" before those

items which you fear very slightly in comparison with your
other fears; a "2" before those in which the feeling is
slightly more intense; a "3" before those which you believe
to be about average in intensity; a "4" before those which
are quite intense; and a "5" before those which are very
intense. Place "0" before those which you do not fear at
all. In this grading, your first estimate is probably
the best one; but you may change a grade given if you so
desire. Mark a "D" before those which you dislike, but
do not fear at all." They were instructed to consider the
intensity of the fear that each word aroused in them.

These lists were presented during regular class
periods at the Corvallis, Oregon, High School. The class
level, sex, and age were to be written on each paper but
no names of the pupils.

A total of 200 schedules have been used. These were
marked by ninety boys and one hundred and ten girls.
These were divided into classes as follows: twenty-eight
freshman boys and twenty-two freshman girls; twenty-one
sophomore boys and twenty-nine sophomore girls; twenty-one
junior boys and twenty-nine junior girls; and twenty senior
boys and thirty senior girls.

TABLE I shows the rank order of all of the fears in
the schedule for each of the three groups: (a) the local
study (high school pupils); (b) Brady's study (western

college men and women); and (c) Means' study of Southern

college women of two decades ago.

TABLE I

AVERAGE RATINGS GIVEN EACH WORD IN THIS STUDY, IN BRADY'S, AND IN MEANS' STUDY

Stimulus	Rank order, this study	Rank order, Brady's study*	Rank order, Means' study**
Death of loved ones	1	6	3
Death by burning	2	1	4
Painful death	3	7	29
Death by murder	4	9	19
Death by drowning	5	9	12
War	6	11	24
Atomic bombs	6	3	--
Slow death	8	36	17
Death by suffocation	8	11	21
Death by starvation	8	21	49
Cancer	8	41	2
Murderers	12	35	16
Paralysis	13	43	72
Snakes	13	2	1
Death by childbirth	15	23	--
Being blind	16	13	9
Having abnormal offspring	17	27	46
Drunken men	17	204	15
Watching dying person	19	54	98
Being criminally assaulted	19	49	74
Being crippled	21	23	64
Insanity	21	79	38
Failing school subjects	21	15	45
Fire	21	260	22
Earth caving in	25	161	173
Death by asphyxiation	25	30	117

*Rank order in terms of mean amounts of fear aroused in 136 college students, according to Brady's study.

**Rank order in terms of frequency of listing as an actual fear in 1,000 women college students according to Means' study.

TABLE I (Continued)

Stimulus	Rank order, this study	Rank order, Brady's study*	Rank order, Means' study**
Hell	27	170	115
Devil	27	274	159
Being sinful	27	111	146
Being choked	27	36	42
Venereal disease	27	77	43
Being sterile	32	69	284
Drinking intoxicants	32	267	186
Dying people	32	93	98
Finding man in room	32	267	66
Auto accidents	36	5	14
Being mutilated	36	--	69
Being kidnapped	38	267	151
Failing school tests	38	29	45
Spiders	38	43	18
Quicksand	38	23	73
Insane people	38	--	6
Illness of loved one	38	124	26
Sudden death	44	157	190
Reckless driving	44	13	8
Reciting in class	44	164	196
Whirlpools	44	64	87
Corpses	44	43	108
Being disfigured	44	49	36
Being disappointed in love	44	87	112
Convicts	44	119	80
Tuberculosis	44	97	11
Earthquakes	53	111	90
Suicide	54	170	94
Making low grades	54	27	75
Misfortune to loved ones	54	43	25
Forgetting at a recital	57	43	108
Being shot	57	54	67
Being unpopular	57	82	149
End of world	57	87	143
Leprosy	57	43	39
Being burned	62	36	27
Dam breaking (flood)	62	115	174
Deep water	62	15	99
Fast driving	62	15	157
Being friendless	62	21	110
Losing friendships	62	67	137
Mismating	62	33	53

TABLE I (Continued)

Stimulus	Rank order, this study	Rank order, Brady's study*	Rank order, Means' study**
Train accidents	62	124	65
Yellow jackets	62	150	23
Becoming deaf	71	79	57
Being falsely accused	71	102	121
Being poisoned	71	58	141
Breaking ankle, etc.	71	190	215
Cyclone	71	137	13
Pain	71	54	178
Sneaking people	71	106	76
Wasps	71	97	34
Being penniless	79	58	177
Dentists	79	102	241
Drugs	79	185	223
Dynamite	79	82	55
Heart failure	79	124	89
High places	79	30	217
Hornets	79	54	32
Mad dogs	79	19	7
Typhoid	79	119	101
Being slandered	88	157	219
Hurting other's feelings	88	23	15
Hypodermic needles	88	115	103
Panthers	88	97	35
Performing publicly	88	119	131
Prowlers	88	157	107
Becoming fat	94	73	119
Being followed	94	111	146
Diving	94	62	113
Dragons	94	260	239
Electricity	94	97	106
God	94	69	210
Gorillas	94	49	41
Losing confidence in self	94	64	93
Misdirected affections	94	190	130
Rats	94	115	114
Stage fright	94	87	97
Being alone at night	105	179	33
Being an old maid	105	300	171
Being lost	105	124	166
Burglars	105	164	10
Explosions	105	3	70
Epileptics	105	106	--
Being entrapped	111	87	230
Being frightened	111	179	165

TABLE I (Continued)

Stimulus	Rank order, this study	Rank order, Brady's study*	Rank order, Means' study**
Being peeped at	111	195	164
Being ridiculed	111	58	123
Being scalded	111	30	59
Being Selfish	111	132	195
Being surprised from rear	111	154	246
Floods	111	109	92
Gossipers	111	224	125
Mysterious people	111	165	175
Operations	111	15	78
Pneumonia	111	155	88
Sharks	111	33	44
Thieves	111	124	56
Vampires	111	195	292
Wild parties	111	240	128
Apes	127	93	85
Bees	127	53	126
Being caught in a misdemeanor	127	137	221
Being deceived	127	161	63
Being lonely	127	155	233
Being robbed	127	150	179
Blood	127	248	181
Bulls	127	93	5
Childbirth	127	124	61
Disfigured people	127	219	136
Firecrackers	127	144	191
Making social blunders	127	36	154
Scorpions	127	36	31
Screams	127	132	37
Unknown	127	164	253
Wolves	127	97	71
Bad health	143	43	84
Being a pest	143	69	163
Being embarrassed	143	79	91
Being rebuked	143	137	242
Being stranded in a strange place	143	144	290
Big bodies of water	143	73	257
Ether	143	140	160
Exerting bad influence	143	111	200
Falling	143	157	172
Hemorrhages	143	73	86
Losing teeth	143	91	144

TABLE I (Continued)

Stimulus	Rank order, this study	Rank order, Brady's study#	Rank order, Means' study##
Pistols	143	202	20
Sleeping unprotected	143	204	194
Volcanoes	143	--	133
Wild dates	143	274	142
Being high tempered	158	64	170
Dark	158	150	122
Disappointing others	158	67	52
Eels	158	204	167
Fate	158	303	247
Guns	158	124	68
Holes in ground	158	248	286
Idiots	158	124	81
Infuriated people	158	167	208
Itch	158	237	104
Life	158	282	285
Lions	158	58	28
Marriage	158	132	254
Slipping	158	204	268
Throat swabbed	158	233	263
Tramps	158	240	54
Wildcats	158	49	40
Being hypnotized	158	311	--
Ticks	158	185	--
Adhesions	177	144	244
Bats	177	184	105
Being criticized	177	77	100
Being dependent	177	82	184
Being struck	177	190	180
Centipedes	177	106	147
Choosing wrong friends	177	254	139
Disobeying conscience	177	--	192
Exercising poor judgment	177	69	152
Having tantrums	177	224	221
Hippopotamuses	177	170	129
Hypocrites	177	170	176
Lightning	177	161	30
Mice	177	260	132
Peculiar noises	177	214	95
Pellagra	177	140	153
Roaches	177	214	189
Screaming	177	179	228
Sudden noises	177	150	82
Too many offspring	177	195	161
High water	177	62	--

TABLE I (Continued)

Stimulus	Rank order, this study	Rank order, Brady's study*	Rank order, Means' study**
Klu Klux Klan	177	295	--
Being cut	199	119	102
Being unconventional	199	132	307
Being vaccinated	199	233	227
Cemeteries	199	224	185
Deserted houses	199	248	116
Doctor's offices	199	264	232
Elephants	199	248	159
Fire engines	199	316	270
Formal entertainments	199	115	203
Fortune tellers	199	319	274
Future	199	190	250
Horseflies	199	286	288
Morons	199	233	204
Crayfish	315	204	329
Eating in crowds	315	334	325
Frogs	315	297	252
Ghost stories	315	297	248
Missing trains	315	224	222
National honor society board	315	323	313
Old people	315	325	347
Opening letters	315	343	326
Pigs	315	306	317
Public opinion	315	202	197
Receiving telegrams	315	179	169
Sarcastic people	315	85	265
Silent people	315	282	332
Spike heels	315	311	335
Squirrels	315	350	339
Traffic jams	315	260	237
Orientals	315	337	--
Small places	315	167	--
Acids	338	214	111
Balloons	338	359	333
Bananas	338	357	345
Bicycles	338	340	340
Birds	338	334	338
Changeable moods	338	274	220
Clouds	338	353	271
Coal chutes	338	325	323
Cows	338	334	198
Crowds of one's own age	338	311	296

TABLE I (Continued)

Stimulus	Rank order, this study	Rank order, Brady's study*	Rank order, Means' study**
Fish	338	321	329
Geese	338	321	330
Goats	338	331	258
Going to sleep	338	337	346
Grasshoppers	338	347	304
Icepicks	338	291	306
Medicine	338	222	267
Mules	338	286	216
Preachers	338	354	344
Razors	338	254	226
Shooting stars	338	351	331
Skating	338	305	291
Snails	338	309	240
Swings	338	342	337
Telephones	338	352	318
Traveling	338	346	334
Wind	338	309	155

As may be seen in TABLE I, the fifty stimulus items with the highest average fear intensities for the high school pupils contain forty-one items showing greater amounts of fear than were shown by Brady's (8) group and thirty-nine showing greater fear intensities than were shown by Means' (43) group. Stimulus, or fear, items rated with greater intensity by Brady's group were: death by burning, atom bombs, snakes, being blind, failing school subjects, auto accidents, quicksand, reckless driving, and corpses. The college women in Means' study had greater intensities of fear than the high school pupils did for: cancer, snakes, being blind, drunken men, auto accidents,

spiders, insane people, illness of loved ones, reckless driving, being disfigured, and tuberculosis. The four stimulus items showing the greatest intensities of fear in both Brady's and Means' groups were: snakes, being blind, auto accidents, and reckless driving.

The stimulus item rated as evoking the greatest amount of fear in this local study was "death of loved ones". This was in sixth place in Brady's study and third in Means'. "Death by burning" aroused the largest amounts of fear in Brady's study, while, with the Means' group, "Hell" was highest in the rank order. "Death by burning" ranked second among the local group, but was twenty rating points below the first, "death of loved ones" and "hell" was twenty-seventh.

Fourteen of the fifty highest ranking fears among the local group involved some form of death. At least twenty more of the fifty fears could be classified as menaces to life or injuries leading to death. Five specific diseases were rated as having high fear intensities. These were: cancer, venereal diseases, paralysis, insanity, and tuberculosis. "Snakes" was rated thirteenth by the local group, while "spiders" was marked thirty-eighth. Only three stimulus items referring to school work were ranked in the first fifty by the local high school group. These were: "failing school subjects", ranked in twenty-first place; "failing school tests" in thirty-eighth place; and

"reciting in class" rated in forty-fourth place. "Hell",
"devil", and "being sinful" were all rated in twenty-
seventh place by the local group.

An examination of the stimulus item showing the highest
fear rating among the local group, "death of loved ones",
showed almost an equal intensity among the four year-levels.
All fifty of the fifty freshmen as compared with forty-two
of the fifty sophomores, forty-two of the fifty juniors,
and forty-two of the fifty seniors marked this item as
arousing some degree of fear in them. Twenty-four of
ninety boys (26.6%) in the four year-levels and forty-
three of the 110 girls (39.1%) of the girls rated this
item with a fear intensity of "5". For both boys and
girls, "death of a loved one" aroused a fear rating of "5"
in sixty-seven instances (33.5%) and a fear rating above
zero in 176 (88.0%).

The stimulus item showing the second highest fear
rating among the local group, "death by burning", showed
a very similar amount and distribution of fear-ratings.
Forty-seven of the freshmen, forty-two of the sophomores,
forty-six of the juniors, and forty-three of the seniors
marked this item as arousing some degree of fear in them.
Sixteen of the ninety boys (17.7%) and thirty-one of the
110 girls (28.2%) rated this item with a fear intensity
of "5". For both boys and girls, "death by burning"

aroused a fear rating of "5" in forty-seven instances (23.5%) and a fear rating above zero in 138 (69.0%).

The stimulus item showing the third highest fear rating among the local group, "painful death", showed a large amount of fear among the freshmen and considerably smaller amounts among the sophomores, juniors, and seniors. The sophomores showed the smallest amount. Forty-six freshmen, thirty-seven sophomores, forty-three juniors and forty-four seniors marked this item as arousing some amount of fear in them. Fifteen of the ninety boys (16.6%) in the four year-levels and thirty-two of the 110 girls (29.0%) rated this item with a fear intensity of "5". For both boys and girls, "painful death" aroused a fear rating of "5" in forty-seven instances (23.5%) and a fear rating above zero in 180 (90.0%).

The stimulus item showing the fourth highest fear rating among the local group, "death by murder", showed similar but slightly smaller amounts of fear among the four year-levels. Forty-three freshmen, thirty-five sophomores, forty-one juniors, and thirty-nine seniors marked this item as arousing some amount of fear in them. Nineteen of the ninety boys (21.1%) and twenty-seven of the 110 girls (24.5%) rated this item with a fear intensity of "5" in forty-six instances (23.0%) and a fear rating above zero in 158 (79.0%).

The stimulus item showing the fifth largest amount of fear, "death by drowning", showed similar but smaller amounts of fear among the four year-levels. Forty-seven freshmen, forty-two sophomores, forty-three juniors, and forty-one seniors marked this item as arousing some degree of fear in them. Eighteen of the ninety boys (20.0%) and twenty-four of the 110 girls (21.8%) rated this item with a fear intensity of "5". For both boys and girls, "death by drowning" aroused a fear rating of "5" in forty-two instances (21.0%) and a fear rating above zero in 173 (86.0%).

TABLE II shows the means and the standard deviations of the fear intensities of the high school pupils by year-levels and by sexes within the year-levels.

TABLE II

INTENSITIES OF FEARS OF HIGH
SCHOOL PUPILS BY YEAR-LEVELS

	Boys		Girls		Both	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
Freshman	1.020	1.64	1.595	1.57	1.277	1.52
Sophomore	.775	1.25	1.357	1.70	1.121	1.57
Junior	.956	1.38	1.527	1.71	1.229	1.55
Senior	1.201	1.62	1.288	1.71	1.236	1.41

One may see from TABLE II that the freshman had the greatest fear intensity, followed at some distance by the seniors who had only slightly more fear than the juniors

and the sophomores. While the sophomores had the smallest
average (mean) amount of fear, they had the largest range
of intensities -- to a small extent -- that is, more
ratings of "5" and "0". The ranges of the juniors and
the freshmen were very similar to those of the sophomores.
The seniors were more conservative in their use of the
extreme ratings.

Among the year-levels separated as to sexes, the
freshman girls had the greatest intensities of fear --
followed by the junior girls, the sophomore girls, the
senior girls, the freshman boys, the senior boys, the
junior boys, and the sophomore boys.

The relative intensities of the fears of the boys
and of the girls are shown by the means and the standard
deviations of the two groups. The average (mean) fear
of the boys was $.997 \pm 1.95$: that for the girls was
1.429 ± 1.61 . While the boys had the smaller amount of
fear, they had the greater spread of fear as shown in
the larger standard deviation. The average (mean)
intensity of fear for the whole high school group was
1.232 ± 1.53, that is, just a little more than the least
recognizable amount of fear but with a large amount of
variation in these ratings.

Brady's (8, p.97) figures show that the average
(mean) amount of fear for college women non-veterans

(N equals 62) was 1.91; for college men non-veterans
(N equals 11) 1.35; for college women veterans (N equals 7)
1.25; and college men veterans (N equals 57) 1.88 .

Except for the college women veterans (N equals 7),
the western college groups showed larger amounts of fear
than the high school groups did. This is probably ex-
plainable on the basis of greater familiarity with danger
and more understanding of the stimulus items among the
college group in comparison with the high school group.
The larger mean fear rating of the college men veterans
(1.88) would seem to confirm this.

In TABLE III are shown the fifty-one stimulus items
which were the most disliked rather than feared and which
were marked with "D's" rather than the numerical ratings
of "0" to "5" inclusive.

TABLE III

THE FIFTY-ONE MOST DISLIKED STIMULUS ITEMS*

1.	Mosquitoes	62
2.	Sarcastic people	55
3.	Sneaking people	49
4.	Fleas	48
5.	Rats	47
5.	Snakes	47
5.	Liars	47
5.	Gossipers	47
9.	Spiders	43
10.	Muddy Roads	39
11.	Yellow jackets	38
11.	Hypocrites	38
13.	Jealous people	37

TABLE III (Continued)

THE FIFTY-ONE MOST DISLIKED STIMULUS ITEMS*

13.Drinking intoxicants	37
15.Ants	36
15.Lizards	36
15.Roaches	36
18.Hornets	33
18.Horseflies	33
18.Wasps	33
18.Ticks	33
18.Worms	33
23.Eels	31
23.Leaches	31
25.Watching dying person	30
25.Cooties	30
27.Cobwebs	28
27.Bats	28
27.Drunken men	28
30.Scorpions	27
30.Throat swabbed	27
32.Alligators	25
32.Being surprised from rear	25
32.Itch	25
32.High tempered people	25
36.Mice	24
36.Gorillas	24
36.Wild parties	24
39.Being depressed	23
39.Centipedes	23
39.Superior individuals	23
39.Traffic jams	23
43.Hypodermic needle	22
43.Dentists	22
43.Tigers	22
43.Disfigured people	22
43.Penniless	22
48.Being embarrassed	21
48.Being falsely accused	21
48.Snails	21

*51 items were included here because the 49th,
50th, and 51st items had the same actual ratings.

One may see from TABLE III that twenty-four of the fifty-one items are names of animal or insect pests, nine of people guilty of socially unacceptable behavior, and four are acts of socially unacceptable behavior. The remainder are scattered in many categories. "Mosquitoes" ranked first in dislike, but was 249th among the feared objects. "God" was the only stimulus item that no one marked as disliked ("D").

The fifty items that were marked most frequently with "O's", that is, which were neither feared nor disliked are shown in TABLE IV.

TABLE IV

THE FIFTY STIMULUS ITEMS LEAST FEARED

1. Bananas	186
1. Birds	186
3. Bicycles	185
4. Rabbits	181
5. Clouds	180
6. Going to sleep	179
6. Telephones	179
8. Squirrels	177
9. Preachers	176
10. Balloons	174
10. Skating	174
12. Cats	172
13. Chimney sweeps	171
14. Shooting stars	170
15. Ascending stairs	168
16. Fish	167
16. Nuns	167
18. Chickens	166
19. Geese	165
19. Opening letters	165
21. Traveling	164

TABLE IV (Continued)

THE FIFTY STIMULUS ITEMS LEAST FEARED

22.	Coal chutes	163
22.	National Honor Society board	163
24.	Mothers-in-law	162
25.	Cows	161
25.	Black cats	161
27.	Goats	159
27.	Old people	159
27.	Theatrical people	159
30.	Canned goods	157
30.	Spike heels	157
32.	Descending steps	156
32.	Fire whistles	156
32.	Pigs	156
32.	Turtles	156
36.	Fire escapes	155
36.	Married men	155
38.	Grasshoppers	153
38.	Oxen	153
38.	Policemen	153
38.	Swings	153
42.	Indians	152
43.	Wind	150
44.	Opossums	148
44.	Snails	148
44.	Sleeptalkers	148
47.	Boats	147
47.	Frogs	147
47.	Owls	147
47.	Step-parents	147

The stimulus items least often feared or disliked were "bananas" and "birds". Each was marked with a zero 186 times among the 200 high school pupils. Eighteen of these stimulus items were insect or animal life, fourteen involved people although none of these people is necessarily guilty of socially unacceptable acts nor are any socially unacceptable acts included in the table.

While "cats" ranked twelfth among the stimulus items
marked with a zero, "black cats" ranked twenty-fifth;
that is, 172 pupils marked "cats" with a zero but only 161
marked "black cats" with a zero.

The twenty-two freshman girls marked no item with a
zero as a whole group. All of the twenty-eight freshman
boys agreed that they had no fears of "chickens" or
"fish". "Preachers", "shooting stars", "clouds", and
"bicycles" were unfeared by all of the sophomore girls.
The sophomore boys were uniformly unafraid of: being
tardy to class, boats, ghost stories, going to sleep,
mothers-in-law, snails, and squirrels. The junior girls,
as a group, were unafraid only of "birds". The junior
boys were uniformly unafraid of twelve of the stimulus
items, but the senior boys marked every stimulus item
with a rating indicating either fear or dislike. The
senior girls, as a whole, were unafraid only of "bananas"
and "bicycles". Only twenty-four of these 200 high school
pupils marked "death of loved ones" with "O" or "D". None
of these twenty-four was a freshman.

"Being unpopular" was rated as fifty-seventh by the
high school group. Since this is usually one of the
outstanding problems of adolescence, this ranking is
somewhat surprising. A possible explanation is that these
particular young people had not been brought face-to-face

forcefully with this problem. This stimulus item was eighty-second in Brady's list, and 149th in Means'.

The writer of this thesis believed that a correlation of her results with those of Brady (8) and of Means (43) would be of some interest. These correlations were based on the rank order of the items. The formula used was the familiar one -- $R = 1 - \frac{6 D^{\sim}}{N(N-1)}$. The correlation between the results of this study and Brady's was: R equals +.751; between this study and Means', R equals +.673. Both show a high degree of similarity between the two pairs of fear ratings in spite of the occasional rankings of items at almost opposite ends of the rank orders.

SUMMARY

The 200 high school pupils who rated 347 stimulus items for degrees of fear ranging from zero to five inclusive or for dislike, "D", rather than any degree of fear or zero fear showed a small average (mean) amount of fear but an extensive fluctuation in the individual ratings. The mean fear intensity for the whole high school group was 1.232 ± 1.53. This is in contrast with the fifty-seven college male veterans who had a mean fear intensity rating of 1.88 in Brady's (8, p.97) study.

The five stimulus items most feared by the high
school group were: death of loved ones, death by burning,
painful death, death by murder, and death by drowning.
"War" and "atomic bombs" were sixth and seventh in the
rank order, showing the influence of two ideas very much
in the public mind at the time of this study.

Of the first fifty-two items (Items 44-52 inclusive
receiving the same average rating), twenty-seven dealt
directly with death, nine with diseases that frequently
result in death, seven with dangers that occasionally
result in death, and three with school and schoolwork.
In Brady's rankings of fear stimulus items (8, p.84),
twenty-six items referred directly to death, six to diseases
that frequently result in death, six to dangers that
occasionally result in death, and three to school and
schoolwork. In Means' study (43), twelve items among the
first fifty in her rank order referred directly to death,
six referred to diseases that frequently result in death,
and two to school and schoolwork. It may, thus, be seen
that -- of the 152 most feared stimulus items in the
three lists -- sixty-five referred directly to death,
twenty-one referred to diseases that frequently cause
death, and twenty-eight referred to dangers that
occasionally result in death; in other words, 114 of
the 152 most feared stimulus items were connected rather

closely with the death motive. While many of the college students in Brady's study (8) were well past adolescence, the results of this high school study, Means' (43) study, and -- to a smaller extent-- Brady's (8) support the belief that fear of death and fear of disease are prominent among the mental contents of adolescents.

Among the high school pupils, the boys showed considerably less fear than the girls. Among the college students in Brady's (8, p.97) study, the female non-veterans and the male veterans showed practically equal amounts of fear and considerably more fear than the high school pupils. The small numbers of female veterans and of male non-veterans showed much smaller amounts of fear and approximated rather closely the amount of fear for the high school pupils.

Among the high school pupils, the sophomores showed the lowest average fear ratings, the juniors the next lowest, and the seniors and then the freshmen followed in that order. The differences, however, were small.

Among the high school pupils, again, the freshman and the junior girls had the largest amounts of fears; the sophomores and the junior boys the least.

Among the stimulus items disliked rather than feared by the high school pupils, insect pests predominated. People guilty of socially unacceptable

behavior and acts of socially unacceptable behavior
followed.

The fifty least feared stimulus items, as shown by
ratings of "0", involved mostly animal and insect life.
"Cats" ranked twelfth but "black cats" ranked twenty-fifth,
showing that the superstition about black cats still has
some influence. The fear of "theatrical people" (27th
in rank) might have some justification in that they are,
as a group, somewhat different from the more sedentary
majority. Fear of the National Honor Society board is,
doubtless, understandable in that so much occasionally
depends on their decisions and selections.

The rank order correlations between the ratings in
this study and Brady's (8) study was + .75; between the
ratings in this study and Means' (43) was + .67 . These
show a high degree of similarity among the ratings in the
three studies.

CHAPTER IV

Summary and Conclusions

SUMMARY

Fear is, without much doubt, innate although what one fears is to a large extent learned. It is possible, or even probable, that fears of certain objects and situations are inborn, however. In any case, fear enters the life of the child within the first few months and remains as an integral part of human life until senility or death occurs. Fears may be beneficent in that they cause one to avoid dangerous situations, accidents, and unsocial or socially unacceptable acts in many instances. Fears may be maleficent in that they prevent normal mental and physical activity and may be the foundations of or contributing factors to any of the several insanities.

The fears of childhood are likely to be short-lived but intense because the children are relatively helpless in their struggles with the obstacles which they meet because they are physically weak and unskilled in comparison with adults and mentally unskilled in the solution of problems and in background knowledge, again, in comparison with adults. A responsibility of parents and, later, of parents and of teachers is the protection

of children from terrifying experiences; the training of
children in the recognition and the meeting of dangers as
adequately as their developments will permit; and the
factual acceptance for what they are of the objects or
situations that cause fears and which cannot be overcome,
e.g., cyclones. The fears of early childhood are largely
those of animals and of people or objects which have
caused them pain, e.g., physicians. The fears of older
children, adolescents, and adults are progressively more
concerned with social situations which might cause
embarrassment, loss of prestige, and social and financial
position. Much of both the formal and informal education
of all of these groups should involve information and
skills that lead to the prevention of strong fears through
recognition, comprehension, and subjugation of their
causes. While much of this education will be indirectly
or secondarily related to these causes of fears, some of
it will be directly related, e.g., the material in courses
on safety education.

The principal fears of adolescents, as set forth in
numerous publications on adolescence and as shown in this
thesis and Brady's and Means' papers, are those of death
and of disease. Another prominent group but one which is
less specific in its particulars includes anything which

causes them embarrassment and the loss of prestige or of
"face". Usually, fear of not being popular or of being
unpopular occupies a prominent place in their thoughts,
but this was not true in any of the three studies here
cited.

There are many degrees of fear -- not only of fear
itself, but of fear-states. To some of these, names have
been attached; but the current definitions of these names
are rather unsatisfactory in their lack of definiteness.
In a rank order of degree, these are: worry, anxiety,
fear, obsessions, phobias, and terror. The last three
can, in many instances, be classified as abnormal fears.

Abnormal fears are those which are abnormally out of
proportion to their causes and which take considerable
control over the individual to such an extent that he is
deprived of normal activities and decisions in many
instances. The sources of most adolescent and adult
fears have their origins in early childhood. While the
fears of young children are usually short-lived, those
which recur again and again in either actuality or imagina-
tion are likely to become deeply imbedded and to appear
later in times of stress or unhappiness in even more
severe and, occasionally, in distorted or "masqued"
forms. Later fears, as in wartime or industrial "shell
shock", may cause abnormal fears and insanities if their

degrees are strong enough or their persistence long
enough.

In probably the majority of cases of strong or of
abnormal fears, a considerable contributing factor is the
unwillingness of so many people to be factual about or
with themselves. Another is their unwillingness to
postpone a present smaller good for a future greater
good, as in a considerable portion of our present economic
dilemma.

CONCLUSIONS

1. The high school pupils in this study showed
   a relatively small amount of fear (1.23 on a
   scale extending from 0 to five inclusive).
   This was less than that found in Brady's
   similar study with college students.

2. The fear of death and the fear of disease rank
   high in the thinking of adolescents but only
   slightly higher than among the adults in
   Brady's and Means' studies.

3. On the whole, the high school boys showed
   considerably less fear than did the high
   school girls.

4. Although the sophomores showed the lowest
   average fear ratings, there was relatively

little difference among the four year-
levels.

5. The freshman girls and the junior girls
   showed the largest amount of fear.

6. The high school pupils showed the most dislike,
   but not fear, of stimulus items referring to
   insect pests, followed by dislike of people
   guilty of socially unacceptable behavior
   and acts of socially unacceptable behavior.

7. The fifty least feared stimulus referred
   mostly to animal and insect life.

8. A high degree of similarity among the ratings
   of the three studies is shown by the rank
   order correlations, i.e., $+.75$ and $+.67$.

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APPENDIX

RATING SCALE FOR PERSONAL FEARS

Please grade the following-named fears according to their intensity in your own case. Read over much of the list before you mark any of them. Place a "1" before those items which you fear very slightly in comparison with your other fears; a "2" before those in which the feeling is slightly more intense; a "3" before those which you believe to be about average in intensity; a "4" before those which are quite intense; and a "5" before those which are very intense. Place "0" before those which you do not fear at all. In this grading, your first estimate is probably the best one; but you may change a grade given if you so desire. Mark a "D" before those which you dislike, but do not fear at all.

Class_____ Sex_____ Age_____
  (Freshman, Sophomore, etc.)

_____Acids	_____Being criminally assaulted
_____Adhesions	_____Being crippled
_____Airplanes	_____Being criticised
_____Alligators	_____Being cut
_____Ants	_____Being deceived
_____Apes	_____Being dependent
_____Ascending stairs	_____Being depressed
_____Assuming responsibilities	_____Being disfigured
_____Auto accidents	_____Being disappointed in love
_____Bad health	_____Being embarrassed
_____Balloons	_____Being entrapped
_____Bananas	_____Being falsely accused
_____Barbed wire	_____Being followed
_____Bats	_____Being friendless
_____Bears	_____Being frightened
_____Becoming deaf	_____Being high tempered
_____Becoming fat	_____Being homesick
_____Bees	_____Being kidnapped
_____Being a pest	_____Being lonely
_____Being alone	_____Being lost
_____Being alone at night	_____Being mutilated
_____Being an old maid	_____Being peeped at
_____Being awakened at night	_____Being penniless
_____Being blind	_____Being poisoned
_____Being burned	_____Being rebuked
_____Being caught in a misdemeanor	_____Being ridiculed
_____Being choked	_____Being robbed
_____Being scalded	_____Being sarcastic

_____ Being selfish
_____ Being shot
_____ Being sinful
_____ Being slandered
_____ Being sterile
_____ Being stranded in a strange place
_____ Being struck
_____ Being surprised from the rear
_____ Being tardy to class
_____ Being unconventional
_____ Being unpopular
_____ Being vaccinated
_____ Bicycles
_____ Big bodies of water
_____ Big machinery
_____ Birds
_____ Blood
_____ Boats
_____ Breaking ankle, etc.
_____ Bridges
_____ Buffaloes
_____ Bulls
_____ Burglars
_____ Buses
_____ Cancer
_____ Canned goods
_____ Cats
_____ Caves
_____ Cemeteries
_____ Centipedes
_____ Chameleons
_____ Changeable moods
_____ Chickens
_____ Childbirth
_____ Chimney sweeps
_____ Choosing wrong friends
_____ Circus apparatus
_____ Climbing
_____ Clouds
_____ Coal chutes
_____ Convicts
_____ Corpses
_____ Cows

_____ Crayfish
_____ Crowds
_____ Crowds of one's own age
_____ Cyclones
_____ Dam breaking (flood)
_____ Dark
_____ Death by asphyxiation
_____ Death by burning
_____ Death by drowning
_____ Death by murder
_____ Death by starvation
_____ Death by suffocation
_____ Death of loved ones
_____ Deep water
_____ Dentists
_____ descending steps
_____ Deserted houses
_____ Devil
_____ Disappointing others
_____ Disfigured people
_____ Disobeying conscience
_____ Disobeying Parents
_____ Diving
_____ Doctors
_____ Doctors offices
_____ Dogs
_____ Dragons
_____ Drinking intoxicants
_____ Drugs
_____ Drunken men
_____ Dying people
_____ Dynamite
_____ Earth caving in
_____ Earthquake
_____ Eating in a crowd
_____ Eating in some places
_____ Eels
_____ Electricity
_____ Elephants
_____ Elevators
_____ End of world
_____ Ether
_____ Exercising poor judgment
_____ Exerting bad influence
_____ Explosions

_____ Expressing an opinion
_____ Failing school subjects
_____ Failing school test
_____ Fainting people
_____ Falling
_____ Fast driving
_____ Fate
_____ Finding man in room
_____ Fire
_____ Firecrackers
_____ Fire engines
_____ Fire escapes
_____ Fire whistles
_____ Fish
_____ Fleas
_____ Floods
_____ Fogs
_____ Footlogs
_____ Foreigners
_____ Forgetting at a recital
_____ Formal entertainments
_____ Fortune tellers
_____ Foxes
_____ Frogs
_____ Future
_____ Future attitudes
_____ Future disposition
_____ Geese
_____ Ghost-apparitions
_____ Ghost stories
_____ Goats
_____ God
_____ Going to sleep
_____ Gorillas
_____ Gossipers
_____ Grasshoppers
_____ Guns
_____ Gypsies
_____ Haunted houses
_____ Having abnormal offspring
_____ Having tantrums
_____ Hawks
_____ Hearses
_____ Heart failure
_____ Hell
_____ Hemorrhages
_____ High places
_____ High tempered people
_____ Hippopatamuses
_____ Holes in the ground

_____ Hornets
_____ Horseflies
_____ Horses
_____ Hunchbacks
_____ Hurting other's feelings
_____ Hyenas
_____ Hypodermic needles
_____ Ice picks
_____ Idiots
_____ Illness of loved one
_____ Indians
_____ Infuriated people
_____ Insane people
_____ Insanity
_____ Itch
_____ Jealous people
_____ Kangaroos
_____ Influenza
_____ Knives
_____ Liars
_____ Leeches
_____ Leprosy
_____ Life
_____ Lightning
_____ Lions
_____ Lizards
_____ Losing confidence in self
_____ Losing friendships
_____ Losing teeth
_____ Mad dogs
_____ Making low grades
_____ Making social blunders
_____ Marriage
_____ Married men
_____ Medicines
_____ Mice
_____ Misdirected affections
_____ Misfortune to loved ones
_____ Mismating
_____ Missing trains
_____ Monkeys
_____ Morons
_____ Mosquitoes
_____ Muddy roads
_____ Mules
_____ Murderers
_____ Mysterious people
_____ Mystery stories
_____ National Honor Society Board

___ Negro men
___ Negro women
___ Night noises
___ Not living up to ideals
___ Nuns
___ Old age
___ Old people
___ Opening letters
___ Operations
___ Opossums
___ Oxen
___ Owls
___ Pain
___ Painful death
___ Panthers
___ Paralysis
___ Peculiar noises
___ Pellagra
___ Performing publicly
___ Pigs
___ Pistols
___ Pneumonia
___ Policeman
___ Preachers
___ Prowlers
___ Public opinion
___ Quicksand
___ Rabbits
___ Railroad crossings
___ Rats
___ Razors
___ Receiving telegrams
___ Reciting in class
___ Reckless driving
___ Revealing thoughts
___ Roaches
___ Sarcastic people
___ Scorpions
___ Screaming
___ Screams
___ Sharks
___ Shooting stars
___ Silent people
___ Sirens (whistles)
___ Skating
___ Skeletons
___ Sleeping unprotected
___ Sleep walkers
___ Sleep walking

___ Slippery streets
___ Slipping
___ Slow death
___ Smallpox
___ Snails
___ Snakes
___ Sneaking people
___ Spiders
___ Spike heels
___ Squirrels
___ Stage fright
___ Steam
___ Storms
___ Strangers
___ Sudden death
___ Sudden noises
___ Suicide
___ Superior individuals
___ Superiors
___ Swamps
___ Swings
___ Teachers
___ Telephones
___ Theatrical people
___ Thieves
___ Throat swabbed
___ Thunder
___ Tigers
___ Too many offspring
___ Traffic jams
___ Train accidents
___ Tramps
___ Traveling
___ Tuberculosis
___ Turtles
___ Typhoid fever
___ Unknown
___ Unmarried men
___ Vampires
___ Venereal disease
___ Volcanoes
___ War
___ Wasps
___ Watching dying persons
___ Whirlpools
___ Wildcats
___ Wild dates
___ Wild parties

_____ Wind
_____ Wolves
_____ Worms
_____ Yellow jackets
_____ Atom bombs
_____ Being hypnotized
_____ Black cats
_____ Cobwebs
_____ Cooties
_____ Death by childbirth
_____ Epileptics
_____ Forgetting names
_____ High water
_____ Ku Klux Klan
_____ Mothers-in-law
_____ Orientals
_____ Small places
_____ Sleep talkers
_____ Social errors
_____ Stepping on others' feet
_____ Step-parents
_____ Ticks

Please add others of your own
not listed here:

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