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INTERACTION WITH KINSMEN IN
NORTHERN EUROPE

By

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CHAPTER I

INTRODUCTION

Significance of the Problem

In investigating the degree of involvement of people with their kin the degree of services performed by kin for each other and the degree of affection expressed by kin for each other can be an indicator of the relationships between kinsmen. A cross-cultural study will aid in determining if any differences are present between countries in the way a person of a particular country will think of his various levels of kindred.

This study compares college youth's perceptions of their relationships with kin. The sample will be similar in each country and the interpretation of the extent of help patterns and feelings of affection will all be from the viewpoints of persons of college age. The main areas under consideration are differences in socio-emotional distance between the subject and his individual kinsmen, differences in help patterns, and differences in social obligation.

Purpose

In looking at the kinship patterns of several European countries and Oklahoma, as perceived by college students living in these geographical areas, a model will be tested. This model predicts a

relationship between aid given the student and his feelings of obligation for the kinsman who gave the aid. It also predicts a relationship between physical distance in living space and affection, or socio-emotional distance, felt by the student for his kinsman. For purposes of this study, the term "kinsman" refers to any consanguinal relative of the student.

The following purposes guide this study:

1. General Purpose: to investigate the relationships between college students and their kinsmen, and to determine if perceived family ties are different for students of Sweden, Belgium, Finland, Germany, and Oklahoma.

2. Specific Purposes: to examine the relationship of:

- a. affection for the kinsman in different countries.
- b. aid given the student by the kinsman in different countries.
- c. aid given the kinsman by the student in different countries.
- d. obligation felt by the student for the kinsman in different countries.
- e. differences in ranking of each kinsman by the student in different countries.
- f. physical distance between the kinsman and the student, and socio-emotional distance expressed by the student for the kinsman.
- g. physical distance and aid given the kinsman by the student.

- h. physical distance and aid received by the student from the kinsman.
- i. physical distance and obligation felt by the student for the kinsman.
- j. aid given the student by the kinsman and obligation felt by the student for the kinsman.
- k. sex of the student and socio-emotional distance expressed for the kinsman.
- l. sex of the student and aid given the student by the kinsman.
- m. sex of the student and aid given the kinsman by the student.
- n. sex of the student and obligation felt for the kinsman.
- o. age of the student and socio-emotional distance expressed for the kinsman.
- p. age of the student and aid given the kinsman.
- q. age of the student and aid received from the kinsman.
- r. age of the student and obligation felt for the kinsman.
- s. father's occupation and socio-emotional distance expressed for the kinsman.
- t. father's occupation and aid given the kinsman.
- u. father's occupation and aid received from the kinsman to the student.
- v. father's occupation and obligation felt for the kinsman.

Hypotheses

The following hypotheses were tested. Some are stated in a directional manner due to support from the review of literature or from the model being tested.

Hypothesis One: There is no difference between countries for socio-emotional ratings of kinsmen.

Hypothesis Two: There is no difference between countries for aid given kinsmen.

Hypothesis Three: There is no difference between countries for aid received from kinsmen.

Hypothesis Four: There is no difference between countries for obligation felt for kinsmen.

Hypothesis Five: There is no difference between countries for mean rankings of kinsmen.

Hypothesis Six: Compared to male students, female students will rank female kinsmen higher.

Hypothesis Seven: Compared to female students, male students will rank male kinsmen higher.

Hypothesis Eight: Older students will express less affection for kinsmen than younger students.

Hypothesis Nine: Older students will give more aid to kinsmen than younger students.

Hypothesis Ten: Older students will receive less aid from kinsmen than younger students.

Hypothesis Eleven: The strongest amount of affection will be expressed for kinsmen living closest to the student.

Hypothesis Twelve: The more aid given the student by the kinsman, the more obligation felt by the student for the kinsman.

Hypothesis Thirteen: There is no relationship between father's occupation and socio-emotional ratings of kinsmen, aid given the student, aid received from the kinsmen, and obligation felt for kinsmen.

Approaching the Problem

This study was undertaken to test hypotheses and also to explore the area of cross-cultural kinship patterns in order to develop new hypotheses for further exploration. In cross-cultural research the researcher must be always aware of differences in definition of the situation, and differences in word meaning (after translation). In developing the research instrument, this factor was taken into consideration, and a questionnaire which was fairly simple to translate and which was not ambiguous was developed. In this manner the cooperating faculty persons in the European schools could more easily retain the meaning of the questions as they were translated into their own language.

This study utilized the responses of college youth and analyzes their perceptions of their family relationships. In this manner we can obtain a view of the family as it is changing, for it is assumed a college youth will have different perceptions of family relationships than will a "traditional" grandfather. As in any self-reported data there are questions of its validity, but this study is concerned with the family scene as viewed by the younger members

of the society, so perceptions rather than "absolutes" are in the focus of interest.

CHAPTER II

KINSHIP THEORY AND REVIEW OF LITERATURE

Nuclear Family Theory

Nuclear Family Controversy

In America it is believed that the nuclear family should fend for itself. We assume that the nuclear family does not depend on the members of the extended family for aid or support. Most people who reject the idea of receiving aid from kin actually have received financial and other types of aid from their own kin far into adulthood (Sussman, 1962).

In family sociology, on the point of aid received from kin, traditional family theory indicates no aid received from kin after the person becomes an adult, whereas empirical reality indicates that not to be the case. The nuclear family theory stresses the social isolation and social mobility of the nuclear family while findings from empirical studies point up an existing and functioning extended kin family system closely integrated within a network of relationships and mutual assistance along bilateral kinship lines and including several generations (Litwak, 1960a).

Social differentiation in complex societies leads to a need for members to move to where there are needs for laborers. Because

families moved to where the jobs were located, the family in urban society was presumed to be a relatively isolated unit, moving apart from other family members (Linton, 1959; Wirth, 1938; Parsons, 1943, 1953, 1955). Parsons suggested that the isolated nuclear family is ideally suited to the high degree of occupational and geographical mobility which are demanded by modern industrial society.

Family sociologists generally accept the isolated nuclear family theory, and have reported that changes in the structure and functions of the family have occurred as the system has adapted to the industrial society (Sussman, 1962). There is general agreement that the basic functions reserved for the family are procreation, status placement, biological and emotional maintenance and socialization (Winch, 1952; Goode, 1959). These functions are generally analyzed in the context of the "isolated" nuclear family.

In 1943 Talcott Parsons made three major points about the family. First, he said, compared to preindustrial societies, kinship in industrial societies is relatively unimportant to the ongoing of the society. With the parcelling out of its functions to other social institutions the kinship network has little role to play in societal maintenance. Second, the nuclear family is the normal household unit (Parsons, 1943), living in a home segregated from those of both pairs of parents and economically independent of both. In most cases, according to Parsons, the geographical separation of families is common. Parson's third point is that this isolated kinship system consisting of nuclear household units is the

most functional for the occupational system and urban living of industrialized countries.

New research after the early works of Parsons questioned the isolated nuclear family notion and presented data to support the extended kin family network in industrial society. Researchers found that adult offspring are more likely to live close to their parents and other kin than "considerably separated" from them (Adams, 1971). Noting that Parsons failed to consider farmers, mother-centered lower class families, and upper class families, Marvin Sussman (1959) and Paul Reiss (1962) sought to expand the research. They found that even among middle class families the separation from kin is not likely to be great. Furthermore, a number of researchers have found that the extended kin network does function in several ways such as providing aid and affection (Litwak, 1959; Sussman and Burchinal, 1962; Leichter and Mitchell, 1967; Winch, Greer and Blumberg, 1967; and Sussman, 1965). The functionality of the kin network leads Sussman (1965, p. 63) to conclude that "the evidence on the viability of an existing kinship structure carrying on extensive activities among kin is so convincing that we find it unnecessary to continue further descriptive work in order to establish the existence of the kin network in modern urban society."

Parsons, himself, has more recently acknowledge the findings of his critics in relation to his "isolated nuclear family" (1965, p. 35):

It does not follow that all relations in kin outside the nuclear family are broken.

Indeed the very psychological importance for the individual of the nuclear family in which he was born and brought up would make any such conception impossible.

Modified Extended Family

Family networks in industrialized societies are presently classified as a "modified extended family" (Litwak, 1960a, 1960b). This structure is composed of nuclear families bound together by choice. The modified extended family functions indirectly aid in the achievement and mobility desires of the family members. This family type is integrated within the social system.

One assumption of the isolated nuclear family concept is that this family form came into existence in Western European cultures and in the United States because of the urban-industrial revolution. The small size of such a family is supposed to be ideally suited for meeting requirements of the industrial society for a mobile workforce. This assumption has been challenged. One study of different societies reveals that industrialization and urbanization can occur with or without the small nuclear family (Greenfield, 1961).

Industrialization may not cause the development of the isolated nuclear family. Below are outlined the findings of research done in India and Switzerland concerning the effects of industrialization on the family. Few changes have occurred in the family system during the period of industrialization in India from 1911 to 1951 (Orenstein, 1961). In one Swiss community the uprooting of the rural family, the weakening of family ties, did not occur as a consequence of the industrial revolution (Braun, 1960). In fact, many Swiss rural

families were strengthened in their kin ties from being able to earn supplementary income in nearby factories. Members were able to work nearby and no longer had to leave the family unit to search for employment. Families moved closer to their place of employment and stayed in row houses which encouraged the living together of large family groups (Braun, 1960). These findings question the impact of industrialization upon the structure and functioning of family.

With the growth of large metropolitan areas and occupational specialization, there is less need for the individual to leave the village, town, city or suburb of the urban complex in order to find work which is appropriate to his training. Nor does the individual need to go far from home to get an education. In a metropolitan area, the individual can remain near his kin group, work at his trade and be in contact with his kin in the same or nearby towns (Sussman, 1962). If the individuals are very much involved within a kin family network, they will be influenced by kin leaders and be less influenced by outsiders.

A question then for speculation is whether they will seek basic gratifications in kin relationships instead of in the work place or the neighborhood. Perhaps they will then modify drastically current patterns of spending leisure time (Haller, 1961).

Litwak (1959) in an extensive study of a middle class population tested several hypotheses on the functional properties of the isolated nuclear family in an industrial society. In summary form, his findings are: (1) the extended kin family structure continues to exist in modern urban society at least among middle class families;

(2) geographical proximity is not a necessary condition for extended kin relationships; (3) occupational mobility is unhindered by the activities of the extended family, such as activities as advice, financial assistance, temporary housing, and providing aid during such movement; and (4) the classical extended family of rural society or its ethnic counterpart are unsuited for modern society. Therefore, the isolated nuclear family is not the most functional type, but rather the modified extended family system is the most functional for living in an industrialized society.

Kinship Functions and Activities

Functions

Kinship groups determine property-holding and managing of inheritance; housing and residential proximity; obligation; helping in time of need; and affection ties (Adams, 1968b). Inheritance is clearly a kin function in those societies which have property being passed on from one generation to another within the same family. In most modern societies property is held by the male head of the family. He pass pass his property to one child or divide it among all of them. A difference in inheritance in the United States is that the wife can hold property separate from her husband, and can distribute it to her children however she wishes.

The proximity function is most difficult to place on a change continuum (Adams, 1971). There are multiple forms of household sharing. The men may live apart from the women and children. There may be a joint residential family of brothers and their wives

and children. An aged parent or parents may live with one of their married children. Household sharing may be only temporary (Brown, Schwarzweller, and Mangalam, 1963). If the focus of concern is simply kin proximity, there is progressive change toward greater distance as people move from the small undifferentiated society to the industrial society (Haller, 1961). If the concern is with kin providing housing for one another, this is about as likely to occur in any society, although there may be different means of carrying this out from society to society. The focus of concern is with which kinsman should one share his residence, and to what degree of permanence.

The expectations that one will help his kin under certain circumstances, varies greatly from one society to another. In one society the individual's strongest obligation may be to the mother; in another, to the father; and in another his main obligation may be to his grandparents.

The strongest sense of obligation to kin in contemporary industrial societies seems to be between aging parents and their adult children. But this feeling of obligation may be influenced by the often held value of nuclear family independence and self-sufficiency.

Whether or not emotional ties exist between kin is a matter of personal choice in most kinship systems. A person cannot be made to love a particular kinsman, although he may be forced to show that person great respect. In a society in which the father's kin have legal and economic power over the individual, the person will most often be closest in emotional ties to the mother's kin (Goode,

1963). For example, in some patrilineal societies, the closest feelings are toward members of the mother's kin group. Often if brothers work under their father together in the same business, they will seek affection and emotional support elsewhere among their kin (Adams, 1968a).

Mutual Assistance Network

Most discussions of the kinship system make little mention of mutual assistance activities among all the kin. Sussman (1962) claims that the nuclear family functions within a network of related nuclear families, including in-law families. This network offers services and help of all kins. Help patterns may take many forms which are to be found in all social classes.

Occasional Services. Much research has been done on the mutual aid network between parents and their married children's families (Sussman, 1953a, 1953b, 1954, 1955, 1959, 1960; Shapre and Axelrod, 1956; Burchinal, 1959a, 1959b).

Occasional services take the form of exchange of gifts, advice, and financial assistance. Financial aid patterns may be direct or indirect and are probably more widespread in the middle and working class families than is realized by family researchers. Most families included in available studies reported giving and/or receiving aid from relatives.

The exchange of aid among families flows in several directions but financial assistance generally appears to be mainly between parents and children. While persons in the middle class may report more absolute aid from kinsmen than do persons in the working class,

the percentage of families who participate in the mutual aid network is about the same in both the working class and the middle class. This percentage is not at all low, as was formerly assumed. Financial aid is received most commonly during the early years of married life, and parents are more likely to support financially the approved than the disapproved marriages (elopements, interfaith and interracial marriages) (Sussman, 1969). General support can be disguised in the form of large sums of money or valuable gifts given only at the time of marriage, the birth of children, or during holidays and anniversaries. High rates of parental support are more associated with marriages of children while they are still in high school or college (Sussman, 1969).

Adequate research data are not available for assessing the effects of parental aid on stability of the family unit receiving aid. Few studies report the parents' motivations for providing aid (Sussman, 1962).

Mutual Activities. The major forms of social activities are visiting family members, participating together in recreational activities and ceremonial behavior important to family unity. The difficulty in developing satisfactory primary relationships outside of the family in urban areas make the extended family even more important to the individual than it formerly was (Key, 1961).

Rather than spending time with friends, extended-family get-togethers and recreational activities with kin take up most of the leisure time of many working class urban persons (Dotson, 1951). Kinship visiting is a primary activity of urban dwelling and is more common than visiting with friends, neighbors, or co-workers

(Axlerod, 1956; Greer, 1956; Bell and Boat, 1957; Sussman and White, 1959; and Reis, 1959).

Among urban middle-class individuals there is almost universal desire to have interaction with extended kin, but distance between family members is a limiting factor (Frazier, 1957). The family network extends between generational ties. Sibling bonds (Cummings and Schneider, 1961), occasional kinship groups (Ayoub, 1961), and family circles and cousin clubs (Mitchell, 1961; Mitchell and Liechter, 1961) perform important recreational, ceremonial, mutual aid, and often economic functions for other family members.

Routine Services. Other services of the family network are those performed regularly or on occasions of special meaning to the family. Types of day-to-day activities performed by members of the kin network include care of children, advice giving and counselling, cooperating with social agencies on counselling and welfare problems of family members (Sussman, 1953; Leichter, 1958, 1959; Leichter and Mitchell, 1967).

Services to elderly family members (physical care, providing shelter, escorting, shopping, performing household tasks, and sharing of leisure time) are expected from children. These services are often considered a responsibility to older family members and are done voluntarily (Kosa, Rachele and Schommer, 1960; Schorr, 1960; Townsend, 1957; Young and Willmott, 1964; Bott, 1957; Streib, 1958; Shanas, 1961; and Kleemeier, 1961).

When they move across country, family members are taken care of by other people in the extended family network. Services range from

supplying housing accommodations for vacationing kin, to scouting for homes and jobs for kin (Sussman and White, 1959; Mills, Senior and Goldsen, 1950; Brown, Schwarzweller and Mangalam, 1963; Rossi, 1955; and Koos, 1946).

Services on traditional family occasions would include those performed at weddings or during periods of crisis, death, accident, disaster, and other personal troubles of family members. A sense of moral obligation to give services to kin is found among other kin members. The turning to kin when in trouble, before using other agencies established for such purposes, is common and not the exception (Sussman, 1959; Bellin, 1960; Sharp and Axelrod, 1956; and Quarantelli, 1960).

Supportive behavior of kin appears to be instrumental in affecting fertility rates among component family members (Goldberg, 1960).

Kinship Relationships

Kin Distance

Kin distance (Schneider, 1968) means several things. Feelings toward kin may or may not be influenced by genealogical distance. Robins and Tomanec (1962) report the following findings regarding affective closeness or distance: grandparents are closer to the person under study than are aunts and uncles; and maternal relatives are closer to the person under study than paternal relatives. Keep in mind this type of distance or closeness is governed as much by the interactions and experiences shared or not shared with certain relatives as it is by the simple fact of genealogical distance.

This sharing or not sharing is related to the second type of distance that pertains to kinship: physical or residential distance. Elizabeth Bott (1957) points out that proximity is a quasi-necessary, but not sufficient condition for emotional closeness. Parents are considered close relatives even when not physically proximate. Aunts, uncles, and cousins may be quite proximate and still not be objects of either affection or interaction (Schneider, 1968). In America there may be a relatively low correlation between the types of kinship distance: socio-emotional (affectional) and physical.

Kinship Groupings

Parents with Adult Offspring. The relationships between parents and their adult children emphasizes positive concern, which is shown in several ways. There is frequent contact between these intergenerational kin (Adams, 1971). Contact by mail or telephone tends to be monthly or more frequent (Habenstein and Coult, 1961). Immediately after the marriage of the young adult, aid tends to come primarily from the parents. Later, as the parents become older, the direction of aid begins to reverse, so that the middle-aged adult cares for his own children and at the same time helps his aging parents as long as they live.

The obligation does not seem to stop affectional closeness, except when obligation becomes the main factor in the relationship. For the most part, frequent contact, mutual aid, affectional closeness and a feeling of obligation result in a close adult relationship between parents and their adult children.

Of the four possible parent-child relationships, by sex, the closest in terms of affection and interaction tends to be that between mother and daughter (Maloney, 1973). This is true regardless of the socio-economic or social class positions of the two individuals (Willmott and Young, 1960). A partial explanation for this closeness is the female role convergence. If it is assumed that the major life role of the majority of women is the wife-mother, while men's is occupational, then more mothers and daughters play the same major roles in adulthood than do either fathers and sons, or mothers and sons, or fathers and daughters. When role convergence (which may be changing) and the greater socio-emotional involvement of families with all sorts of kins are both considered, the female is more likely to develop a close relationship with her mother when they are both adults.

Siblings as Adults

Relationships between adult siblings are most often characterized either by interest in each other, comparison with each other or identification with each other (Adams, 1971). Interest is a general feeling that one should "keep up" with his sibling and keep aware of his activities, without the expectation of frequent contact or much mutual aid (except in extreme circumstances). Except for the exchange of babysitting between sisters who live close to each other, the sharing of financial or other forms of aid between adult siblings is likely to result in antagonism (Adams, 1971). Therefore, interest means only interest in how the brother or sister is getting along, not offers to help.

Rivalry with siblings continues into adulthood. Siblings, unlike friends, are permanent and cannot be totally disregarded if they are not liked by each other. When adult children and their parents get together, the conversation is often about the accomplishments of the other adult children. As a result, there may be considerable emotional alienation between brothers whose occupations differ greatly in prestige. In these cases the lower-status sibling expresses affection for the higher-status sibling, but these feelings are not reciprocated (Adams, 1971). Even though a few pairs of brothers and/or sisters become extremely close friends in adulthood, this "best friend" status for a sibling is the exception.

Distant Kinsmen

Relationships with grandparents, aunts, uncles, cousins and other more distant kinsmen are considered circumstantial or incidental. Such relations seldom involve frequent contact, common interests, mutual aid or strong affectional and obligatory concern (Adams, 1971). Yearly contact (the Christmas card or vacation time visits) are all that the family expects. These incidental relationships occur also during wakes and weddings during which time the kin just all happen to be in the same place at the same time.

There is an exception to the distant relationships with secondary kin, the aging grandparents, along with other females in the family, often form the hub of extended family activity. The other exception is the closeness of the extended family members of

ethnic groups in the United States. Jewish families in New York City often form cousin clubs and family circles (Leichter and Mitchell, 1967). These groups may support occupational achievement by giving help as an organization, or special collections may be taken up when one member needs financial aid.

From the above review of research in the various degrees of kinship, it can be seen that most families prefer the emotional support, visiting, and emergency help that close kindred provide.

CHAPTER III

PREDICTION MODEL OF KINSHIP RELATIONS

Development of Reference Groups and Reference Persons

Significant Others

For most infants the first person of significance is the mother or some other maternal figure. As the child grows and matures, he develops "significant others" (Sullivan, 1947) in addition to his mother. Significant others are those persons directly responsible for the internalization of norms. These persons may include any member of the family. They are significant others in the sense that the child attempts to identify with them and conform to his image of their expectations. The child attempts to please and receive approval from these others who are significant to him.

People who are significant others are more likely to be heard, understood and listened to. It seems likely that significant others will have an important influence on an individual's life; those who can control his rewards and punishments. It would follow that powerful persons would be more likely to be chosen as significant others than less powerful persons. Persons defined as competent would also be more likely to be chosen because the favorable opinion

of a person who is not competent carries little reward and an unfavorable opinion carries little punishment (Heiss, 1968). Persons loved by the subject would be chosen because, by definition, satisfaction is dependent upon the rewards that only the loved object can provide. The person in question would usually be most affected by the opinions of those with whom he is in interaction.

The degree of significance of an other would vary depending upon the issue involved, because one person may be seen as a leader in one field and another person may excel in another field. The reference person would have the greatest influence on specific matters which are most important to himself since he is likely to exert the greatest pressure on such matters and be most knowledgeable about them (Miller, 1963).

An individual tends to conform to the general patterns and expectations of whatever group he is in. The family is a reference group only insofar as it is used as a standard for conduct, as a basis for self-evaluation, or as a source of attitudes (Eshleman, 1971). The attitudes, values and behavior of a particular person can be more clearly understood if one is aware of the groups with which the person identifies and the persons who are significant to him.

Because a child seeks approval and love, very early in life he is motivated to think and behave as his significant others wish and to model his behavior after theirs. As an infant grows toward adulthood and internalizes a linguistic system (which enables him to share meanings with others), he becomes capable of taking the position of others, and of viewing himself as an object. This process is what

Cooley (1902) described as the "looking-glass self." It consists of a process of discovering the nature of the self from the reactions of others.

The role of others in self-perception led Mead (1934) to agree with Cooley that it is absurd to look at the self or the mind from the viewpoint of the individual organism. Although it has its focus in the organism, the self is a social product and a social consciousness.

Reference Groups

The definition of significant other takes note of the fact that the source of the person's values and aspirations in some respects may be a loved or idolized person instead of a group. Very young children form identifications with their face-to-face groups early, but considerable development of conceptual thought is required before they respond to groups and institutions that are not face-to-face (Sherif and Sherif, 1969). Below the human level, the concept of reference group is simply unnecessary (Scott, 1953).

The effort a person is willing to expend is also affected by his reference group's level. A close relationship has been found between the person's persistence or willingness to endure discomfort and his reference group (Sherif and Sherif, 1969)

One advantage of knowing the relative importance of the person's reference groups for him is that the hierarchy of important values in the person's major reference groups is likely to be reflected in his attitudes. The person's reference groups provide a basis for predicting what will be ego-involving for him.

Merton and Kitt (1950) deal extensively with the concept of reference group in attempting to define the source of value formation in the actor. The reference group serves as a reference point that the individual uses to derive standards that he might utilize to evaluate his own performance, and to obtain or maintain membership in the group. Kelly (1952) stated two functions of reference groups. He referred to the first of these as the normative function which includes the role it plays in enforcing the standards (objectively correct or not) for action and belief of the person. To perform this function the group, or its representative, must have face-to-face contact with the person and the group must have the power to sanction the person for deviation (Shaw and Costanzo, 1970). The person is motivated to give in to normative pressure because of his desire to secure or maintain membership in the group.

The second function of reference groups that Kelly defined is the comparative function which involves the person's use of the group as a comparative index of the objective correctness of his attitudes, opinions and behaviors. The comparative function can operate without interaction and without concerns about group membership. Kelly (1952) points out that the two types of reference groups may not be empirically distinct. That is, both comparative and normative functions are probably fulfilled by the same group.

Hyman's study (1942) of psychological aspects of status indicated rare occurrence of the total population or total society as a reference group, but great frequency of smaller more intimate groups as reference groups. A few studies showed that close associates, particularly family, constituted the major self-selected reference groups (Hyman,

1942; Stern and Keller, 1968; Form and Geschwender, 1968). In Tomch's study (1970) women college students indicated persons who had the most important influence on them were close kin. Reference persons are usually close to the person in question either by propinquity or by being similar to the person.

Reference Group Usage Inconsistencies

The term "reference group" can mean (1) groups which serve as comparison points, (2) groups to which people aspire, or (3) groups whose perspectives are assumed by the person. The normative reference group is agreed upon as a reference group by all who use the concept, whether the phenomenon which occurs in relation to these groups is termed psychological relatedness, identification, or assumption of perspective. There is disagreement over whether the term "reference group" can be extended beyond this.

There is disagreement concerning the use of comparative reference groups. Merton (1957) and Kelly (1952) have denoted both comparative and normative reference groups. Shibutani argues that to speak of two definitions of the same concept makes it very difficult to use as a concept in research. Any group or object can be used for comparison purposes; one need not assume the role of those with whom comparison is made. Newcomb (1968) and Sherif (1969) have also tended to use it only in the normative sense. The Sherifs indicate that when a person consistently uses one object as the standard for comparing others, then it becomes an anchor point and only then can it be considered part of reference group analysis. To the Sherifs the proper use of the concept is to designate groups that consistently

anchor the person's experience and behavior in relevant situations. Any other group serving as a comparison point for judgments or evaluations can be referred to as a comparison group. Hyman and Singer (1968) do not agree with the de-emphasis of the comparative function.

Merton's (1957) formulation does not specify whether the reference group influences the person in a certain direction or the individual uses the group as his point of reference because of similar life orientations. Krech (1962) believes that the reference group determines the individual's attitudes and is a source of value change. Williams (1970) suggests that the source of difficulty in using the reference group concept is the tendency to emphasize locating the group and then inferring behavioral and attitude tendencies of its members without considering the actual process that goes on and the consequences to both parties. To avoid confusion, for this study the normative function of reference group and its relation to identification will be emphasized.

Parents as Reference Persons

Identification with Parents

The child makes his initial social contacts in the family, and this unit serves as the prototype for all later social relationships. Parents protect, feed, and punish; and, in Freud's view, are the child's prototypes of leaders. The child identifies with them and incorporates their values. This serves to minimize his hostility and curb his aggressive impulses against the parental figures (Shaw and Costanzo, 1970).

Identification is a process accounting for the choice of one model rather than another, or the choices of who will be the significant other. A number of explanations have been advanced by various investigators to account for choice of this person for identification (Secord and Backman, 1964): (1) secondary reinforcement, (2) vicarious reinforcement, (3) withholding love, (4) avoidance of punishment, (5) status envy, (6) social power, and (7) similarity to learner.

The dependency theory of identification makes use of the notions of secondary reinforcement and withholding of love. According to Sears (1957) identification occurs when the observer becomes dependent on the model. Because the mother initially satisfies the child's biological needs, her actions become reinforcing in their own right, making the child dependent on her. He adopts many of her actions because they are self reinforcing. Dependency is strengthened by occasional withdrawal of the mother's love from the child; when she is absent he needs to perform these actions to achieve satisfaction. Sears notes that if the mother is always present and nurturant, the child will have little occasion to copy her action in order to obtain self reinforcement. If she is not nurturant or is disapproving or punitive the child will not be motivated to reproduce her actions. Peak strength of the motive to identify is achieved when the child is given affection and nurturance which are periodically withdrawn, creating a situation where the child will be rewarded by reproducing the parent's behavior.

The status-envy theory of identification was formulated by Whiting (1960). According to him, the child is motivated to identify with a parent by his envy of their control over resources. However

he is motivated only if the person controlling the resources withholds them from him. Motivation to identify with another person is produced by status envy. Actual learning to identify consists of playing the role of the envied status. Whiting said the more a child envies the status of another with respect to the control of a given resource, the more he will covertly practice that role. It is this fantasy of being the other person that is called identification.

Stotland (1961) emphasizes the similarity theory of identification. Identification based on similarity occurs when a person conceives of himself and another individual as having some trait in common and further perceives that the other individual has some additional trait. He then believes himself to have the second trait, and often behaves accordingly. No meaningful relationship between the two attributes is required, nor does the observer need to have a motive for identifying.

Learning by identification occurs frequently because persons learn through experience to imitate successful models when they need to solve a problem. In many social situations, a person may be uncertain about how to act, so he sets about to copy someone else's behavior. The person has learned through experience that some models are more likely to perform the right actions than others. Therefore he is likely to choose someone who resembles previously successful models or he may choose someone who has been successful in obtaining rewards (Secord and Backman, 1964). The observer has learned what kinds of behavior generally get what he wants so it seems wise to imitate the model who exhibit that behavior. In this manner children rapidly learn to imitate their older siblings and their parents.

Sex-Role Identification from Parents

Through the reinforcement of the culture's highly developed system of rewards for indications of masculinity and punishment for signs of femininity, boys' early-learned identification with the mother eventually weakens and becomes more or less replaced by identification with a culturally defined, somewhat stereotyped masculine role (Lynn, 1962). Consequently males tend to identify with a cultural stereotype of the masculine role whereas females tend to identify specifically with aspects of their own mother's role (Lynn, 1959). This hypothesis has been generally supported (Gray, 1957; Lazowick, 1955).

Studies of father-absence suggest that the presence of the father in the home is of great importance for boys (Bach, 1946; Lynn, 1955; Sears, 1946). The father as a model for the boy may be thought of as analogous to a map showing the major outline but lacking most details, whereas the mother, as a model for the girl, might be thought of as a detailed map. Because fathers typically spend so much time away from home and when at home usually do not participate in as many intimate activities with the child as does the mother (Lynn, 1962), it is probably true that the time spent with the father takes on much importance in the boy's identification development.

Lynn refers to the formulation "masculine-role identification" in males as distinguished from "mother identification" in females. The task of achieving these separate kinds of identification for each sex requires separate methods of learning. These parallel the "problem" and the "lesson" (Woodworth, 1954).

With a problem to master, the learner must explore the situation and find the goal before his task is fully presented. In the case of a lesson, the problem-solving phase is omitted or minimized. The task of achieving mother identification for the female is akin to learning the lesson and the task of achieving masculine-role identification for the male is akin to learning the solution to the problem.

The girl learns the mother identification lesson in the context of an intimate personal relationship with the mother (Maccoby, 1959). It is not principles defining the feminine role that the girl need learn, but rather an identification with her mother.

There is evidence to indicate that between two-thirds and three-fourths of children by the age of 3 are able to make the basic distinction between sexes (Gesell, 1940, 1943; Seward, 1946). When the boy begins to be aware that he does not belong in the same sex-category as the mother, he must then find the proper sex-role identification goal. Hartley (1959) says of the identification problem that faces the boy, the desired behavior is rarely defined positively as something the child should do, but rather negatively as something he should not do or be. So very early in life the boy must either stumble on the right path or bear repeated punishment without warning when he accidentally enters into the wrong ones. From these largely negative admonishings, often made by women and often without the benefit of the presence of a male model during most of his waking hours, the boy must learn to set the masculine role as his goal.

The girl acquires a learning method which primarily involves a personal relationship and imitation rather than restructuring the field and abstracting principles. The boy acquires a learning method which primarily involves defining the goal, restructuring the field, and abstracting principles.

The Model

Rationale, Reference Group Theory

The reasoning behind the predictive model of kinship relationships can be determined from the theory of reference groups. Several points developing out of this theory which apply directly to the model are as follows:

1. The reference-other meets needs of the subject, either emotional or material needs.
2. Physical closeness and control or rewards are factors which lead to being a reference-other.
3. A high degree of communication is often found between the subject and the reference-other.
4. People have bonds of affection for those with whom they communicate.

Assumptions

Some of the explanations behind the model are not taken directly from reference group theory. Some come out of the review of literature, and some are long-held ideas among social scientists:

1. People interact with other people.

2. Children interact more with kin of their own sex than with kin of the opposite sex.
3. Male roles in the family are more varied than female roles.
4. It is easier for the female child to identify with females, than for the male child to identify with males.
5. Affection is a stronger emotion than is obligation.
6. The child has communication needs.
7. Communication needs are met by those physically close.
8. The child has material needs.
9. The ability to meet material needs is more scarce than the ability to meet emotional needs.
10. The child has a desire to reciprocate the reference-other for needs met.

Model Variables

The independent variables include the following (1) sex of the student, (2) sex of the kinsman, (3) spatial distance between dwellings of students and their kin, (4) control of rewards, measured in terms of aid given the student by the kinsman.

The intervening variables include the following: (1) interaction with kinsmen, (2) communication, assumed to develop due to degree of physical closeness, (3) dependency, assumed to vary directly with the amount of aid given by the kinsmen.

The dependency variables are affection and obligation and are assumed to be measures of the strength of the relationship between the student and his kinsman.

Model Illustration

This model has three sections and makes three major predictions. Section I predicts a stronger relationship between female students and their kinsmen than between male students and their kinsmen.

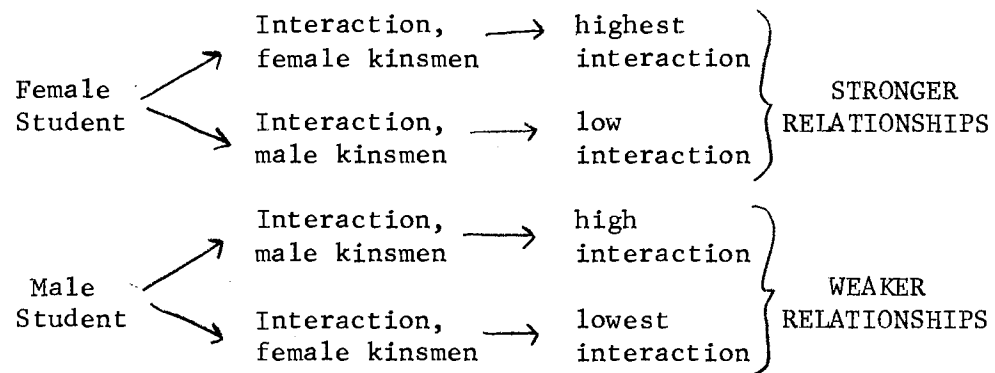


Figure 1. Interaction with Kin

Section II predicts a positive relation between degree of affection expressed for the kinsman and the physical closeness in dwelling of the student and the kinsman. Thus a person who lived in the same house with the student would have a better chance of being thought of affectionately by the student than a person who lived ten miles away as shown in Figure 2.

Section II predicts a positive relation between degree of reward-control exercised by the kinsman toward the student and the degree of obligation felt by the student for that kinsman. Reward-control is measured in terms of aid given the student shown in Figure 3.

close-distance--> increased communication--> affection
far distance--> decreased communication--> little affection

Figure 2. Influence of kin proximity on affection

much reward-control--> dependency--> increased obligation
little reward-control--> no dependency--> no obligation

Figure 3. Influence of reward-control
on obligation

This model will be tested and the results will be found in the chapter on research findings. If some of the predictions are supported, keep in mind other models, as well as this one could aid in explanation.

CHAPTER IV

METHODS AND PROCEDURES

Collection of Data

In order to make a comparison of the perceptions of international college youth about their kinsmen, it was necessary to gather data from such persons. The most accurate method would have been to personally interview each subject in order to insure he understood exactly what information was desired. There were two main drawbacks to this approach: lack of fluency in several European languages and lack of monetary support needed for such an extensive physical undertaking.

A listing was obtained of colleges and universities in western Europe (the focus of this study). From this listing were selected several schools which were fairly large in size and which contained a Sociology Department. Size of the school was a factor because more students would be available and with more faculty members, the probability of finding one to cooperate in this study would be greater. The presence of a Sociology Department was important, not because the sample was to be only Sociology majors, but because a professor of Sociology would be more likely to be interested in this study and to offer his cooperation than a professor in a field such as Biology or Mechanics. This assumption

was verified when correspondence sent to the president of a university, asking for cooperation in this study, was eventually taken up by someone in the Social Sciences, who was the one to respond to my inquiry.

In July, 1973, letters requesting cooperation with this study were sent to the selected universities. The professor who chose to respond was asked to administer a two-page questionnaire to his students, and mail the completed questionnaires back. The contribution of this professor would be to translate the instrument into the language of the students, administer it, and return the data. He would also be required to translate into English the father's occupation which had been written in by the students. By having the professor translate the questionnaire, a better translation could be made, which would be more likely to convey, in the local word usage, the original ideas expressed in the questionnaire.

About October the data started returning but the last of the data used in this study did not return until January, 1974. The professors who contributed data to this project were from the following cities (sites of the universities): Uppsala, Sweden; Orebro, Sweden; Antwerp, Belgium; Gent, Belgium; Turku, Finland; and Kiel, Germany.

Although the purpose of this study was to compare the attitudes toward kinsmen by students in different European countries, the study was designed to compare the perceptions of the kinship system in Europe with that of the United States. If study of the kinship system in the United States were going to be undertaken it would be advisable to divide the United States into several regions and

first compare those. It is doubtful, for example, that the attitudes toward all the kin-folk in the South are the same as in New York City. For this study, the problem arose: which part of this country would most represent the family system of the entire U.S.A. A compromise was made, and Oklahoma was chosen to represent "Middle America." (Students at Oklahoma State University were also accessible.) It should be kept in mind that regional differences exist in other countries as well as the USA.

The return was as follows: Belgium - 136, Sweden - 124, Finland - 100, Germany - 20, Oklahoma - 130, TOTAL - 510.

Description of the Instrument

The instrument was a two-page questionnaire consisting of items to check, to rank, and items on the Likert scale. The questionnaire was condensed into two pages for two main reasons: the students and professors would be more likely to cooperate if the questionnaire was not cumbersome to translate or answer, and the professors would be more inclined to pay return postage on about 100 2-page questionnaires than on about 100 10-page questionnaires.

The first section included such control items as age of the student, sex of the student, and his father's occupation. The student was asked to rank-order the list of 13 kinsmen in term of whom he liked the best. He was also asked to note the number of kilometers (miles for those in Oklahoma) each of the kinsmen lived from the residence he occupied most of his life. The second page of the questionnaire contained four scales of relationships with kinsmen: affection (referred to in the review of literature as "socio-emotional

distance"), aid given the kinsman, aid received from the kinsman, and obligation felt toward the kinsman.

Statistical Treatment

The measures used were Pearson's Product Moment Correlation, t-test, and Analysis of Variance. The following calculations were made with each of these measures:

Correlation Matrix: for each country, each of the four relationship scales were correlated with each other. This was to determine, (1) if in all the countries the students returned aid-received from kinsmen with the same degree of aid-given to each kinsman; or (2) if feelings of obligation seemed to be a function of aid-received from the kinsmen.

t-test: For each country, it was determined if being male or female made a difference in the scores on the four relationship scales; if being a younger student (age 17-20) or being an older student (age 21 and over) made a difference in the scores on the four relationship scales; and if having a father who was a "blue-collar" worker or a "white-collar" worker (based on occupational ratings by Hatt and North, 1964) made a difference in the scores on the four relationship scales.

Analysis of Variance: Scores on the four relationship variables were compared across countries for all 13 kinsmen; ranks of each kinsman were compared across countries; scores on the four relationship variables were compared with physical distance in each country.

The thirteen types of kinsmen are used as the basic comparison point in all the analysis. Due to space limitations in the tables,

the notations for these persons were reduced to one or two letters (Table I).

TABLE I
KINSHIP NOTATIONS

Symbol	Person
C	Cousin
FS	Father's Sister
MS	Mother's Sister
S	Sister
FM	Father's Mother
MM	Mother's Mother
M	Mother
FB	Father's Brother
MB	Mother's Brother
B	Brother
FF	Father's Father
MF	Mother's Father
F	Father

CHAPTER V

DATA ANALYSIS

Hypothesis One

In order to determine if there was a difference between countries for socio-emotional ratings of kinsman, Analysis of Variance was calculated for the mean score on affection for each of the kinsmen, across countries.

The results (Table II) indicate a significant difference on ratings of each kinsman across countries. For the favorite cousin, students in Germany had the least affection, and students in Oklahoma had the most. The same ranking applied for the father's sister. The students in Belgium had the highest degree of affection for the mother's sister, while those in Germany had the least. For the sister, Oklahomans ranked her highest on affection, while the Germans indicated the least amount of affection for the sister. This same pattern also held for the father's mother, mother's mother, mother, father's brother, mother's brother, brother, father's father, and mother's father, and father. There was not much variation between the scores from Belgium, Sweden, and Finland; although among those three, the students in Belgium expressed more affection for the mother and for the father. The trend seems to be that students in Germany express relatively little affection for any of the kinsmen; but the

TABLE II
 MEAN SCORES ON AFFECTION COMPARED BETWEEN
 COUNTRIES BY USE OF ANALYSIS OF
 VARIANCE (5= low, 25=high)

Kinsman*	F	p	Belgium (N=136)	Sweden (N=124)	Finland (N=100)	Germany (N=20)	Oklahoma (N=130)
C	19.6	.0001	11.9	12.1	13.5	9.5	16.6
FS	7.2	.0001	10.8	10.6	10.7	8.0	13.8
MS	12.9	.0001	12.8	12.5	13.3	9.9	12.2
S	7.4	.0001	18.6	18.8	20.6	16.3	21.9
FM	8.3	.0001	13.7	12.7	13.0	8.5	16.7
MM	18.2	.0001	14.9	14.8	15.5	11.8	20.2
M	10.4	.0001	20.7	20.2	20.5	17.7	23.0
FB	15.0	.0001	11.4	10.7	11.0	7.3	15.1
MB	6.5	.0001	12.5	12.8	12.5	8.0	15.1
B	7.9	.0001	18.9	18.7	20.1	16.6	22.0
FF	4.9	.001	13.9	11.7	12.0	8.6	16.4
MF	8.9	.0001	15.6	13.9	14.3	11.6	19.3
F	10.0	.0001	20.0	18.9	18.0	16.6	21.8

*C, F, S, M, B = cousin, father, sister, mother, brother

most, among their own kin, for (in order) -- mother, brother, father, sister. Students in Oklahoma express more feelings of affection for all of the kinsmen (except the mother's sister) than do any of the other students.

Hypothesis Two

To determine if there was a difference between countries for aid given kinsmen, Analysis of Variance was calculated for the mean scores on aid given.

Significant differences ($p < .05$) were found between countries for all kinsmen except the mother's brother (Table III). The Germans expressed the least amount of aid given to any relative, and the Oklahomans expressed the most amount of aid given to any relative, except for the father's sister who was given more aid from those of Finland. The students mean scores indicated the most aid given in each country to the father, except in Germany where the most aid given was to the mother. The mother ranked second in aid given by the student in Belgium, Sweden. The sister ranked second in Finland and Oklahoma, with the father second in Germany.

Hypothesis Three

To determine if differences existed between countries for aid given to the kinsmen, Analysis of Variance was calculated on the aid-given scores and a comparison made across the four countries and Oklahoma (Table IV).

Significant differences ($p < .05$) were found for all the kinsmen except the mother's brother. German students perceived themselves

TABLE III

MEAN SCORES ON AID GIVEN TO THE KINSMAN BY
THE STUDENT IN FOUR COUNTRIES AND
OKLAHOMA BY USE OF ANALYSIS OF
VARIANCE (5=low, 25=high)

Kinsman*	F	p	Belgium (N=136)	Sweden (N=124)	Finland (N=100)	Germany (N=20)	Oklahoma (N=130)
C	7.6	.0001	9.6	7.8	9.7	7.4	10.8
FS	2.9	.019	8.7	6.8	7.9	6.6	7.8
MS	3.2	.012	8.7	8.3	9.7	7.4	10.2
S	10.6	.0001	15.0	15.0	17.2	10.9	18.2
FM	2.0	.09	10.8	8.5	9.9	8.1	11.0
MM	3.4	.009	10.7	10.5	11.3	9.1	12.8
M	8.4	.0001	15.3	16.1	16.8	13.1	17.7
FB	5.3	.0006	9.1	7.0	7.7	5.5	9.4
MB	1.3	.24	1.6	8.5	9.6	6.6	9.6
B	7.1	.0001	14.43	13.4	15.8	11.2	16.9
FF	4.1	.004	11.8	9.4	8.1	7.8	12.8
MF	4.4	.002	12.6	11.8	11.3	9.2	15.3
F	13.4	.0001	19.0	17.9	17.9	12.6	21.2

*C, F, S, M, B, = cousin, father, sister, mother, brother

TABLE IV
 MEAN SCORES ON AID RECEIVED BY THE STUDENT
 FROM VARIOUS KINSMEN, COMPARED BETWEEN
 COUNTRIES BY USE OF ANALYSIS OF
 VARIANCE (5=low, 25=high)

Kinsman*	F	p	Belgium (N=136)	Sweden (N=124)	Finland (N=100)	Germany (N=20)	Oklahoma (N=130)
C	8.1	.0001	8.9	7.7	9.3	6.9	10.7
FS	3.2	.012	10.2	7.6	9.8	7.9	9.4
MS	4.9	.001	10.6	9.4	11.8	7.1	12.3
S	7.5	.0001	14.7	14.6	16.6	11.0	17.5
FM	3.5	.008	12.5	10.8	11.1	9.1	14.1
MM	4.0	.004	13.4	12.9	13.8	10.8	16.1
M	15.0	.0001	19.9	19.0	20.8	14.7	22.2
FB	1.9	.10	8.0	6.6	7.1	6.1	7.7
MB	1.4	.23	7.9	7.6	8.7	6.0	8.2
B	11.0	.0001	14.5	13.0	16.8	12.5	17.5
FF	2.4	.05	9.8	7.4	7.5	5.8	9.9
MF	2.0	.09	10.6	9.0	10.0	6.2	11.2
F	2.4	.05	14.5	13.9	14.7	12.2	15.5

*C, F, S, M, B, = cousin, father, sister, mother, brother

receiving less aid from all the kinsmen than did students in any other country. Students in Oklahoma received more aid from the following kinsmen than did students in other countries: cousin, mother's sister, sister, father's mother, mother's mother, mother, brother, father's father, mother's father, and father. Students in Belgium received the most aid from the Father's sister and the father's brother. While students in Finland reported more aid received from the mother's brother than did students in other countries.

Within countries, all the means indicate the most aid received by the student being from the mother. One would wonder why they would receive more from the mother (Table IV) but be inclined to give more to the father (Table III). Perhaps behavior from the instrumental role (traditional male) is easier to repay in-kind, than is behavior from the expressive (traditional female) role. This idea would be partially supported by the finding (Table IV) that in Belgium, Sweden, Finland, and Oklahoma the next highest amount of aid given the student is from the sister--another female. It would seem the sisters are learning the expressive role from the mothers and practicing it on their siblings.

Hypothesis Four

To determine if there was a difference between countries for obligation felt for the kinsman, Analysis of Variance was calculated on the mean scores on the obligation scale across countries.

The results indicate a significant ($p < .05$) difference between all the kinsmen (Table V). Belgium students indicated the most obligation for the father's sister than did students in other

TABLE V
 MEAN SCORES ON OBLIGATION FELT BY THE STUDENT
 TO THE KINSMAN, COMPARED BETWEEN
 COUNTRIES BY USE OF ANALYSIS
 OF VARIANCE (5=low , 25=high)

Kinsman	F	p	Belgium (N=136)	Sweden (N=124)	Finland (N=100)	Germany (N=20)	Oklahoma (N=130)
C	10.0	.0001	10.6	9.3	9.7	9.1	12.2
FS	3.9	.004	10.7	8.8	8.6	9.0	10.0
MS	3.6	.007	11.1	10.0	9.8	10.0	12.0
S	5.4	.0005	14.9	14.6	13.4	13.6	16.8
FM	4.6	.0016	12.7	11.1	10.1	11.5	13.4
MM	7.0	.0001	13.8	12.1	10.9	13.8	14.8
M	7.0	.0001	18.3	17.9	16.1	17.2	19.4
FB	7.8	.0001	10.1	8.3	8.1	6.9	10.4
MB	3.4	.009	10.7	9.7	8.8	8.8	10.9
B	5.5	.0004	14.8	14.1	13.6	15.3	16.8
FF	5.1	.0009	10.9	9.3	8.0	8.4	12.7
MF	4.4	.002	13.8	12.0	10.1	10.4	14.0
F	10.7	.0001	17.8	17.2	14.6	15.8	18.6

*C, F, S, M, B, = cousin, father, sister, mother, brother

countries. Across countries, students in Oklahoma indicated the most obligation for all of the other kinsmen. Across countries, the students from Finland expressed the least amount of obligation for all the kinsmen except the cousin, father's brother, and mother's brother, for whom the German students expressed the least amount of obligation. It is surprising that German students indicate a relatively high degree of obligation for the brother but do not receive much aid from him.

Hypothesis Five

To determine if there was a difference between countries for rankings of kinsmen, Analysis of Variance was calculated on the actual ranking scores given by each student for the kinsmen.

The results (Table VI) indicate a significant difference ($p < .05$) across countries among the rankings of the mother's sister, mother's mother, mother, and father's father. From these general overall rankings, the students from Belgium ranked the mother higher than did students from other countries; students from Finland ranked the mother's sister higher and the mother lower than did students from other countries; and students from Oklahoma ranked the mother's sister lower and the mother's mother as well as the father's father higher than did students from other countries.

The specific rankings for the scales of affection, aid-given, aid-received, and obligation (Tables VII, VIII, IX, X) show somewhat different patterns as the focus of interest narrows to a specific scale, away from the overall pattern. These specific ranking scales all seem to indicate the father's brother and father's sister to be

TABLE VI
 COMPARISON OF MEAN RANKINGS OF KINSMEN
 WITHIN COUNTRIES BY USE OF
 ANALYSIS OF VARIANCE
 (1=high, 10=low)

Kinsman*	F.	p	Belgium (N=136)	Sweden (N=124)	Finland (N=100)	Germany (N=20)	Oklahoma (N=130)
C	1.9	.10	7.5	7.8	6.8	7.1	7.8
FS	1.5	.19	8.8	9.1	8.5	8.4	9.1
MS	6.2	.0002	8.4	8.2	7.2	8.6	8.9
S	.6	.65	6.3	6.2	6.1	5.5	5.8
FM	1.2	.28	9.0	9.0	9.3	9.0	8.7
MM	3.7	.006	8.4	8.6	8.5	9.1	7.5
M	2.7	.03	2.1	2.9	3.3	3.0	2.4
FB	2.0	.09	8.6	9.1	9.0	8.8	9.3
MB	3.5	.007	9.0	8.6	8.3	9.1	9.3
B	.5	.71	6.2	6.0	5.9	5.6	5.6
FF	2.4	.05	9.3	9.3	9.8	10.0	9.1
MF	.6	.67	9.1	9.4	9.2	9.4	9.1
F	1.9	.10	3.2	3.8	3.7	3.7	3.4

*C, F, S, M, B, = cousin, father, sister, mother, brother

TABLE VII
 ORDERING OF MEAN SCORES ON
 AFFECTION WITHIN COUNTRIES
 (5=low, 25=high)

	Belgium		Sweden		Finland		Germany		Oklahoma	
1.	M*	20.7	M*	20.2	S*	20.6	M*	17.7	M*	23.0
2.	F	20.0	F	18.9	M	20.5	B	16.6	B	22.0
3.	B	18.9	S	18.8	B	20.1	F	16.6	S	21.9
4.	S	18.6	B	18.7	F	18.0	S	16.3	F	21.8
5.	MF	15.6	MM	14.8	MM	15.5	MM	11.8	MM	20.2
6.	MM	14.9	MF	13.9	MF	14.3	MF	11.6	MF	19.3
7.	FF	13.9	MB	12.8	C	13.5	MS	9.9	MS	17.2
8.	FM	13.7	FM	12.7	MS	13.3	C	9.5	FM	12.7
9.	MS	12.8	MS	12.5	FM	13.0	FF	8.6	C	16.6
10.	MB	12.5	C	12.1	MB	12.5	FM	8.5	FF	16.4
11.	C	11.9	FF	11.7	FF	12.0	MB	8.0	MB	15.1
12.	FB	11.4	FB	10.7	FB	11.0	FS	8.0	FB	15.1
13.	FS	10.8	FS	10.6	FS	10.7	FB	7.3	FS	13.8

*C, F, S, M, B, = cousin, father, sister, mother, brother

TABLE VIII
 ORDERING OF MEAN SCORES ON AID GIVEN TO
 KINSMEN WITHIN COUNTRIES
 (5=low, 25=high)

	Belgium	Sweden	Finland	Germany	Oklahoma
1.	M* 19.0	F* 17.9	F* 17.9	M* 13.1	F* 21.2
2.	M 15.3	M 15.1	S 17.2	F 12.6	S 18.2
3.	S 15.0	S 15.0	M 16.8	B 11.2	M 17.7
4.	B 14.4	B 13.4	B 15.8	S 10.9	B 16.9
5.	MF 12.6	MF 11.8	MF 11.3	MF 9.0	MF 15.3
6.	FF 11.8	MM 10.5	MM 11.3	MM 9.1	FF 12.8
7.	FM 10.8	FF 9.4	FM 9.9	FM 8.1	MM 12.8
8.	MM 10.7	FM 8.5	MS 9.7	FF 7.8	FM 11.0
9.	C 9.6	MB 8.5	C 9.7	C 7.4	C 10.8
10.	MB 9.6	MS 8.3	MB 9.6	MS 7.4	MS 10.2
11.	FB 9.1	C 7.8	FF 8.1	FS 6.6	MB 9.6
12.	FS 8.7	FB 7.0	FS 7.9	MB 6.6	FB 9.4
13.	MS 8.7	FS 6.8	FB 7.7	FB 5.5	FS 7.8

*C, F, S, M, B, = cousin, father, sister, mother, brother

TABLE IX
 ORDERING OF MEAN SCORES ON AID RECEIVED
 FROM KINSMEN WITHIN COUNTRIES
 (5=low, 25=high)

	Belgium	Sweden	Finland	Germany	Oklahoma
1.	M* 19.9	M* 19.0	M* 20.8	M* 14.7	M* 22.2
2.	S 14.7	S 14.6	B 16.8	B 12.5	B 17.5
3.	B 14.5	F 13.9	S 16.6	F 12.2	S 17.5
4.	F 14.5	B 13.0	F 14.7	S 11.0	MM 16.1
5.	MM 13.4	MM 12.9	MM 13.8	MM 10.8	F 15.5
6.	FM 12.5	FM 10.8	MS 11.8	FM 9.1	FM 14.1
7.	MS 10.6	MS 9.4	FM 11.1	FS 7.9	MS 12.3
8.	MF 10.6	MF 9.0	MF 10.0	MS 7.1	MF 11.2
9.	FS 10.2	C 7.7	FS 9.8	C 6.9	C 10.7
10.	FF 9.8	FS 7.6	C 9.3	MF 6.2	FF 9.9
11.	C 8.9	MB 7.6	MB 8.7	FB 6.1	FS 9.4
12.	FB 8.0	FF 7.4	FF 7.5	MB 6.0	MB 8.2
13.	MB 7.9	FB 6.6	FB 7.1	FF 5.8	FB 7.7

*C, F, S, M, B, = cousin, father, sister, mother, brother

TABLE X
 ORDERING OF MEAN SCORES ON OBLIGATION FELT
 FOR KINSMEN WITHIN COUNTRIES
 (5=low, 25=high)

	Belgium		Sweden		Finland		Germany		Oklahoma	
1.	M*	18.3	M*	17.9	M*	16.1	M*	17.2	M*	19.4
2.	F	17.8	F	17.2	F	14.6	F	15.8	F	18.6
3.	S	14.9	S	14.6	B	13.6	B	15.3	B	16.8
4.	B	14.8	B	14.1	S	13.4	MM	13.8	S	16.8
5.	MF	13.8	MM	12.1	MM	10.9	S	13.6	MM	14.8
6.	MM	13.8	MF	12.0	FM	10.1	FM	11.5	MF	14.0
7.	FM	12.7	FM	11.1	MF	10.1	MF	10.4	FM	13.4
8.	MS	11.8	MS	10.0	MS	9.8	MS	10.0	FF	12.7
9.	FF	10.9	MB	9.7	C	9.7	C	9.7	C	12.2
10.	FS	10.7	C	9.3	MB	8.8	FS	9.0	MS	12.0
11.	MB	10.7	FF	9.3	FS	8.6	MB	8.8	MB	10.9
12.	C	10.6	FS	8.8	FB	8.1	FF	8.4	FB	10.4
13.	FB	10.1	FB	8.3	FF	8.0	FB	6.9	FS	10.0

*C, F, S, M, B, = cousin, father, sister, mother, brother

consistently ranked lowest, or among the lowest, followed by the father's father and the mother's sister and mother's brother. This lends support to the idea of family members being closer to the mother's relatives than to the father's relatives.

It is assumed often times that children will have a close relationship with their parents, closer than with other kinsmen. In Finland and in Oklahoma the students expressed more affection for both the sister and the brother than they did for the father, and German students expressed more affection for the brother than they did for the father. The father was second to the mother in affection expressed by the student for them only in Belgium and Sweden. Mothers ranked first in affection from the students in all countries, except Finland, where the sister was first. This indicates a stronger relationship on affection between all students and their mother than between them and their father (Table VII). Although fathers rank highest, in all but Germany, for aid given by the student (Table VIII), the highest rank on obligation scores across all countries was for the mother (Table X) who also was the one from whom the students received the most aid (Table IX). It follows that if the students receive the most aid from the mother, it will be toward her they feel the most obligation. But if aid can be seen as an exchange system, why would the students consistently give more aid to the father who gives little in return (compared to the mother). Perhaps they give him physical aid as their way of relating to him (instrumental role returned), while they give affection to the mother as their way of relating to her (expressive role returned).

Hypotheses Six and Seven

To determine if female students seemed to prefer female kinsmen and if male students seemed to prefer male kinsmen, it was necessary to look at the results individually by sex of the scales on affection, aid-given the kinsman, aid-received from the kinsman, and obligation felt for the kinsman. The t-test compared males and females.

For affection, the results indicate (Table XI), overall, females have more affection for both male and female kinsmen than do males. There is a ($p < .05$) significant difference between males' and females' feelings of affection for the mother's sister in Belgium; for the mother in Sweden; for the mother, mother's mother, father's mother, sister, and mother's father in Finland; for the sister in Germany; for the mother's mother, sister, and mother's father in Oklahoma. These findings all indicate the significance in difference is in favor of the female student. The male student only significantly rates the mother's brother higher in Germany than do females. The male does not significantly have more affection for any other kinsman in any other country than do females.

In Belgium (Table XII) both males and females have the most affection for the mother. Also, in Sweden males and females both express the most affection for the mother. In Finland males express the most affection for the brother, and females express the most affection for the sister. The German sample is too small to analyze by itself. In Oklahoma both males and females express the most affection for the mother.

TABLE XI
 INDICATION FOR EACH KINSMAN IF THE HIGHEST
 AMOUNT OF AFFECTION IS EXPRESSED BY MALE
 STUDENTS OR FEMALE STUDENTS

Kinsman***	Belgium	Sweden	Finland	Germany	Oklahoma
Female:					
M	Female*	Female**	Female**		Female*
MM			Female**		Female**
FM			Female**		
S			Female**	Female**	Female**
MS	Female**				Male*
FS					
Male:					
F					
FF	Female*				
MF			Female**		Female**
B			Female*		
FB					
MB				Male**	

* $.05 < p < .10$

** $p < .05$

***F, S, M, B, = father, sister, mother, brother

TABLE XII

MEAN SCORES ON AFFECTION EXPRESSED FOR
KINSMEN COMPARED BETWEEN MALE
STUDENTS AND FEMALE STUDENTS
WITHIN COUNTRIES BY USE OF
THE STUDENT'S T-TEST
(5=low, 25=high)

Kinsman*	Belgium			Sweden			Finland			Germany			Oklahoma		
	Male N=48	Female N=43	p	Male N=56	Female N=63	p	Male N=30	Female N=67	p	Male N=14	Female N=5	p	Male N=48	Female N=82	p
C	12.0	11.7	.76	12.7	11.4	.22	13.4	13.5	.90	9.5	9.6	.99	11.0	10.7	.67
FS	10.9	10.8	.94	10.5	10.7	.87	10.5	10.8	.74	9.2	5.2	.67	12.7	14.6	.16
MS	12.0	14.7	.03	11.5	12.4	.14	12.1	13.9	.19	9.6	10.5	.79	15.9	7.9	.08
S	18.3	19.1	.50	18.0	19.3	.31	18.8	21.6	.02	15.0	23.5	.03	19.5	23.4	.01
FM	13.2	14.9	.67	12.8	12.6	.87	10.6	14.1	.03	10.7	5.6	.34	16.5	16.9	.71
MM	14.8	15.0	.87	14.6	15.1	.77	12.1	17.6	.01	12.0	11.6	.89	18.8	20.9	.02
M	20.2	21.6	.10	19.1	21.2	.03	18.6	21.3	.01	18.0	16.8	.61	22.3	23.4	.07
FB	11.4	11.4	.98	11.5	10.0	.17	10.7	11.2	.65	7.5	7.0	.87	14.4	15.6	.27
MB	12.3	12.8	.67	13.4	12.3	.61	11.6	13.0	.31	10.5	5.0	.03	14.9	15.3	.78
B	18.3	20.0	.12	18.8	18.5	.79	18.9	20.9	.10	16.2	17.7	.52	21.5	22.3	.57
FF	12.6	16.7	.07	10.3	13.2	.25	10.4	13.0	.23	10.6	5.5	.29	16.1	16.5	.79
MF	15.2	16.7	.66	13.6	14.0	.87	11.0	16.6	.03	11.0	12.5	.84	17.5	20.2	.03
F	19.8	20.5	.53	19.0	18.8	.92	16.8	18.4	.20	15.5	18.8	.12	21.1	22.1	.26

*C, F, S, M, B, = cousin, father, sister, mother, brother

For aid-given, the results indicate (Table XIII), overall, females giving more aid to female kinsmen, and a mixed pattern for male kinsmen. Females give significantly more aid to the following kinsmen than do males: mother's sister in Belgium; mother, father's mother, and sister in Finland; and sister in Oklahoma. In Belgium, Sweden, Finland, and Oklahoma (Table XIV) males and females both give the most aid to the father.

For aid-received, the overall results indicate (Table XV) that females receive more aid from female kinsmen; however, females receive more aid from male kinsmen in Finland, and males receive more aid from male kinsmen in Sweden. Females receive significantly more aid than males from the following: mother's sister, and father's father in Belgium; mother's sister in Sweden; mother, father's mother, sister, and mother's father in Finland; and from mother and sister in Oklahoma. Males receive significantly more aid from the father's brother in Oklahoma.

In Belgium (Table XVI) both males and female receive the most aid from the mother. In Sweden, Finland, and Oklahoma, the pattern is the same, the mother gives more aid to both the males and females than does any other kinsman.

For obligation, the results indicate (Table XVII), overall, females having a greater feeling of obligation toward female kinsmen than do males, especially in Sweden and Finland. The pattern for male kinsmen is mixed, except for Finland, where females have more feelings of obligation to male kinsmen than do males. Females have significantly ($p < .05$) more feelings of obligation than do males toward the following kinsmen: mother's mother, sister, mother's

TABLE XIII
 INDICATION FOR EACH KINSMAN IF THE HIGHEST
 AMOUNT OF AID GIVEN THE KINSMAN IS
 EXPRESSED BY MALE STUDENTS OR
 FEMALE STUDENTS

Kinsman***	Belgium	Sweden	Finland	Germany	Oklahoma
Female:					
M			Female**		
MM	Female*		Female*		
FM			Female**		
S				Female**	Female**
MS	Female**	Female*			
FS				Male**	
Male:					
F			Female*		
FF				Male**	
MF					
B					
FB					
MB				Male**	

* $.05 < p < .10$

** $p < .05$

*** F, S, M, B, = father, sister, mother, brother

TABLE XIV

MEAN SCORES ON AID GIVEN THE KINSMAN
 COMPARED BETWEEN MALE STUDENTS
 AND FEMALE STUDENTS WITHIN
 COUNTRIES BY USE OF THE
 STUDENT'S T-TEST
 (5=low, 25=high)

Kinsman*	Belgium			Sweden			Finland			Germany			Oklahoma		
	Male N=88	Female N=43	p	Male N=56	Female N=63	p	Male N=30	Female N=67	p	Male N=14	Female N=5	p	Male N=48	Female N=130	p
C	9.8	9.0	.66	8.3	7.3	.19	9.4	9.8	.60	7.4	7.6	.92	16.3	16.8	.63
FS	8.4	9.3	.59	6.9	6.7	.83	7.7	8.0	.74	7.7	4.0	.04	7.8	7.8	.99
MS	7.9	10.6	.01	7.2	9.0	.07	9.2	10.0	.61	7.3	7.5	.94	10.2	10.2	.99
S	15.0	15.2	.84	14.1	15.7	.24	15.4	18.2	.02	9.7	15.3	.02	16.7	19.1	.03
FM	10.6	11.7	.54	8.8	8.2	.74	7.8	10.8	.02	7.7	9.0	.75	10.2	11.5	.22
MM	10.1	11.9	.09	9.6	11.6	.19	10.0	12.0	.10	10.0	7.5	.27	12.6	13.0	.69
M	15.3	15.1	.75	14.4	15.7	.20	15.4	17.4	.02	13.3	12.6	.69	17.0	18.0	.20
FB	9.3	8.8	.69	7.8	6.5	.12	6.9	8.1	.16	6.1	4.5	.55	10.1	9.0	.29
MB	9.6	9.5	.90	8.4	8.6	.87	9.5	9.3	.86	8.1	4.2	.03	10.1	9.3	.52
B	14.6	14.0	.54	13.5	13.2	.85	16.0	15.8	.84	11.5	10.5	.73	16.5	17.0	.69
FF	10.5	14.6	.09	9.6	9.2	.86	6.7	9.0	.23	10.3	4.0	.01	13.2	12.7	.74
MF	11.9	14.2	.13	9.7	12.8	.27	9.7	12.5	.15	9.0	9.5	.92	14.3	15.8	.65
F	18.8	19.3	.64	17.5	18.2	.53	16.4	18.5	.10	12.0	13.8	.64	20.3	21.6	.17

*C, F, S, M, B, = cousin, father, sister, mother, brother

TABLE XV
 INDICATION FOR EACH KINSMAN IF THE HIGHEST
 AMOUNT OF AID RECEIVED FROM THE
 KINSMAN IS EXPRESSED BY MALE
 STUDENTS OR FEMALE
 STUDENTS

Kinsman***	Belgium	Sweden	Finland	Germany	Oklahoma
M			Female**	Male*	Female**
MM					
FM			Female**		
S			Female**		Female**
MS	Female**	Female**			
FS				Male*	
Male:					
F	Male*			Female**	
FF	Female**			Male*	
MF			Female**		Female*
B					
FB		Male*			Male**
MB				Male**	

*.05 < p < .10

**p < .05

***C, F, S, M, B, = cousin, father, sister, mother, brother

TABLE XVI

MEAN SCORES ON AID RECEIVED FROM THE KINSMAN
 COMPARED BETWEEN MALE STUDENTS AND
 FEMALE STUDENTS WITHIN COUNTRIES
 BY USE OF THE STUDENT'S T-TEST
 (5=low, 25=high)

Kinsman*	Belgium			Sweden			Finland			Germany			Oklahoma		
	Male N=88	Female N=43	p	Male N=56	Female N=63	p	Male N=30	Female N=67	p	Male N=14	Female N=5	p	Male N=48	Female N=82	p
C	9.1	8.5	.53	8.0	7.5	.59	9.0	9.4	.53	6.5	7.8	.52	10.9	10.5	.64
FS	10.0	10.6	.64	7.5	7.8	.81	9.1	10.0	.60	9.1	5.2	.09	8.9	9.7	.53
MS	9.7	12.9	.01	8.0	10.5	.03	10.8	12.4	.28	6.7	8.0	.57	11.8	12.5	.57
S	15.0	13.5	.67	13.5	15.3	.17	14.6	17.7	.01	10.2	14.0	.14	15.9	18.4	.03
FM	12.3	12.8	.81	9.3	12.1	.20	8.6	12.3	.02	10.7	6.0	.18	13.1	14.6	.21
MM	12.8	14.7	.21	11.7	14.3	.17	12.3	14.6	.19	10.7	11.0	.89	15.0	16.6	.18
M	19.7	20.3	.56	18.1	19.7	.13	19.3	21.4	.02	15.5	12.4	.10	21.1	22.9	.01
FB	8.4	7.2	.19	7.4	6.1	.10	6.9	7.3	.54	7.1	4.5	.29	8.8	7.0	.04
MB	7.7	8.3	.56	7.6	7.6	.96	8.6	8.9	.78	7.3	4.0	.02	9.1	7.7	.15
B	14.4	14.7	.79	13.6	12.4	.58	16.6	17.0	.69	12.3	13.0	.79	17.3	17.7	.78
FF	8.8	12.0	.09	8.5	6.5	.59	6.4	8.2	.26	7.0	4.0	.10	10.0	9.9	.95
MF	10.0	11.8	.15	9.4	8.9	.81	8.0	11.3	.03	7.6	4.0	.15	9.7	12.0	.09
F	15.0	13.3	.06	14.1	13.7	.74	14.1	15.0	.53	10.9	15.0	.01	14.8	15.9	.26

*C, F, S, M, B, = cousin, father, sister, mother, brother

TABLE XVII
 INDICATION FOR EACH KINSMAN IF THE HIGHEST
 AMOUNT OF OBLIGATION IS EXPRESSED BY
 MALE STUDENTS OR FEMALE STUDENTS

Kinsman***	Belgium	Sweden	Finland	Germany	Oklahoma
Female:					
M			Female**		
MM	Female**		Female**		
FM			Female*		
S	Female**		Female*		Female*
MS	Female**	Female**	Female**		
FS					
Male:					
F			Female*		
FF					
MF		Female**	Female**		Female*
B					
FB					
MB					

*.05 < p < .10

**p < .05

***C, F, S, M, B = cousin, father, sister, mother, brother

sister in Belgium; mother's sister and mother's father in Sweden; mother, mother's mother, mother's sister, and mother's father in Finland.

In Belgium (Table XVIII) males have greater feelings of obligation toward the mother, as do the females. This pattern is also found in Sweden, Finland, Germany and Oklahoma. Except in Finland, where the males have the next highest feelings of obligation for the brother, both males and females in Belgium, Sweden, Germany, and Oklahoma have the next highest feelings of obligation toward the father.

Hypothesis Eight

To determine if older students express less affection for kinsmen than do younger students, the age of the students was divided into high and low. The low age (younger students) was 17-20. The high age (older students) was 21 and above. A t-test compared the means of the older and younger students.

At the .05 significance level (Table XIX) the only difference was for the mother's mother in Finland. The higher mean in this case was of the younger students. This supports the hypothesis indicating a lessening of affection for the kinsmen after the student becomes older (Maloney, 1973). However, the only countries in which even a trend in that direction could be determined are Belgium and maybe Oklahoma. In Germany the trend is for older students to express, overall, more affection for kinsmen than younger students.

Obligation is a subjective feeling which may be related to affection, especially in the case of males who may have difficulty

TABLE XVIII

MEAN SCORES ON OBLIGATION EXPRESSED FOR THE
KINSMAN COMPARED BETWEEN MALE STUDENTS
AND FEMALE STUDENTS WITHIN COUNTRIES
BY USE OF THE STUDENT'S T-TEST
(5=low, 25=high)

Kinsman*	Belgium			Sweden			Finland			Germany			Oklahoma		
	Male N=88	Female N=43	p	Male N=56	Female N=63	p	Male N=30	Female N=67	p	Male N=14	Female N=5	p	Male N=48	Female N=82	p
C	10.7	10.4	.73	9.4	9.1	.73	8.8	10.1	.07	9.4	8.6	.63	12.8	11.9	.23
FS	10.5	11.3	.54	8.6	8.9	.74	8.6	8.6	.98	9.5	8.0	.60	9.8	10.1	.69
MS	10.2	13.6	.01	8.8	11.0	.03	8.6	10.4	.04	9.7	10.5	.68	12.7	11.6	.25
S	14.3	16.3	.05	13.7	15.2	.28	12.1	14.1	.06	13.2	15.0	.59	15.7	17.4	.08
FM	12.8	12.3	.74	9.8	12.3	.13	8.7	10.8	.06	12.2	10.0	.14	12.6	13.9	.15
MM	13.0	15.3	.03	11.7	12.6	.54	9.4	11.8	.03	14.0	13.5	.85	14.6	15.0	.74
M	18.0	19.0	.20	17.1	18.6	.13	14.4	16.9	.01	17.4	16.5	.75	18.7	19.8	.17
FB	10.3	9.9	.69	8.8	7.8	.32	7.9	8.2	.69	7.0	6.7	.89	11.2	9.9	.08
MB	10.6	10.7	.92	9.4	10.0	.62	8.3	9.1	.31	10.1	6.7	.18	11.3	10.6	.53
B	14.2	16.0	.09	14.8	13.5	.32	13.6	13.7	.90	15.6	14.7	.78	17.6	16.4	.24
FF	9.8	13.4	.11	7.5	11.0	.12	8.0	8.0	.97	9.6	6.5	.17	12.8	12.7	.95
MF	13.2	15.3	.17	9.2	14.1	.03	10.3	11.2	.05	10.0	11.0	.76	12.3	14.8	.06
F	17.6	18.3	.56	16.9	17.5	.55	13.4	15.2	.06	15.6	16.1	.82	18.2	18.9	.58

*C, F, S, M, B = cousin, father, sister, mother, brother

TABLE XIX

MEAN SCORES ON AFFECTION EXPRESSED FOR THE
KINSMAN COMPARED BETWEEN STUDENTS
UNDER AND OVER AGE 21 WITHIN
COUNTRIES BY USE OF THE
STUDENT'S T-TEST
(5=low, 25=high)

Kinsman*	Belgium			Sweden			Finland			Germany			Oklahoma		
	17-20 N=102	21-up N=23	p	17-20 N=50	21-up N=69	p	17-20 N=27	21-up N=70	p	17-20 N=11	21-up N=19	p	17-20 N=120	21-up N=9	p
C	12.3	10.7	.14	12.2	11.9	.78	14.5	13.1	.22	9.9	9.1	.74	16.6	17.2	.75
FS	11.4	8.9	.06	10.4	10.7	.76	12.3	10.1	.06	7.3	9.0	.53	13.8	13.4	.84
MS	13.1	11.2	.20	12.3	12.7	.73	12.6	13.5	.53	8.8	10.7	.56	17.1	18.0	.68
S	19.0	17.4	.22	19.4	18.1	.66	19.3	21.1	.17	16.7	15.8	.76	21.9	22.4	.80
FM	14.3	11.5	.13	11.8	13.0	.58	13.5	12.9	.73	6.2	14.5	.12	16.9	14.1	.21
MM	15.1	14.1	.55	14.3	15.2	.64	18.5	14.4	.04	12.2	11.3	.72	20.2	20.3	.92
M	20.8	20.1	.55	21.2	19.5	.07	19.9	20.7	.56	17.2	18.5	.57	23.1	21.7	.25
FB	11.9	10.1	.13	10.4	10.9	.67	10.2	11.4	.29	6.4	9.3	.61	15.1	14.6	.81
MB	12.6	12.0	.68	12.8	12.9	.93	12.9	12.4	.74	6.1	10.2	.14	15.3	13.6	.57
B	18.7	19.7	.59	18.4	18.8	.78	19.3	20.4	.54	17.3	15.2	.63	22.1	21.2	.64
FF	14.9	10.2	.07	12.1	11.5	.84	11.1	12.3	.67	5.0	11.0	.21	16.7	13.1	.17
MF	16.1	13.6	.19	15.2	12.9	.59	15.4	13.9	.57	12.3	10.5	.80	19.5	16.8	.28
F	20.2	19.3	.54	19.3	18.6	.55	19.1	17.5	.22	16.4	16.8	.85	21.8	20.7	.52

*C, F, S, M, B = cousin, father, sister, mother, brother

expressing affection to kinsmen. The comparisons by age for obligation (Table XX) indicate a significant difference in degree of obligation felt by younger students over older students for the father's sister in Belgium; and the father in Sweden. There is an overall trend, especially in Finland and Germany, for younger students to feel more obligation toward kinsmen than older students.

Hypothesis Nine

It is hypothesized that older students will give more aid to kinsmen than younger students. This would follow from the literature on family relations which indicates a mutual aid network among adult family members. Even if a person is still a student, after the age of 21 he is expected to take on some of the responsibilities and expectations of the adult role.

The results (Table XXI) indicate little support for this hypothesis. The only cases in which the older students give significantly ($p < .05$) more aid to kinsmen than do the younger students is for the father's sister in Finland; for the mother in Germany; and for the father's brother in Oklahoma.

In Belgium, Sweden, Finland, and Oklahoma both the younger students and the older students give the most aid to the father. In Germany, the younger students give more aid also to the father, but the older students give more aid to the mother. The next highest amount of aid given by younger students is to the mother in Belgium, Sweden, and Germany; and to the sister in Finland and Oklahoma. The next highest amount of aid given by the older students is to the mother in Belgium; to the sister in Sweden, Finland, and Oklahoma;

TABLE XX

MEAN SCORE ON OBLIGATION EXPRESSED FOR THE
KINSMAN COMPARED BETWEEN STUDENTS UNDER
AND OVER AGE 21 WITHIN COUNTRIES
(5=low, 25=high)

Kinsman*	Belgium			Sweden			Finland			Germany			Oklahoma		
	17-20 N=102	21-up N=23	p	17-20 N=50	21-up N=69	p	17-20 N=27	21-up N=72	p	17-20 N=11	21-up N=19	p	17-20 N=120	21-up N=9	p
C	10.6	10.5	.89	9.3	9.3	.95	10.6	9.4	.12	9.6	8.5	.51	12.1	13.7	.27
FS	11.2	8.7	.03	8.8	8.7	.90	9.1	8.4	.67	9.7	8.0	.54	10.0	9.7	.84
MS	11.4	9.8	.21	10.6	9.6	.67	10.4	9.6	.64	11.4	9.0	.14	11.7	14.5	.09
S	14.6	15.9	.25	15.7	13.5	.08	13.6	13.3	.77	13.8	13.3	.75	16.8	15.8	.57
FM	13.2	10.8	.16	9.6	11.7	.25	11.2	9.7	.24	10.8	15.0	.12	13.5	11.8	.65
MM	13.7	13.9	.92	10.7	13.1	.11	12.4	10.4	.11	14.5	12.5	.53	14.8	15.0	.94
M	18.0	19.3	.19	18.8	17.2	.12	16.4	16.0	.69	17.2	17.1	.96	19.5	18.0	.31
FB	10.4	9.4	.28	8.2	8.3	.89	7.6	8.3	.64	6.0	9.0	.14	10.4	10.8	.79
MB	10.6	10.8	.87	9.7	9.6	.92	8.3	9.1	.32	9.0	8.6	.87	10.9	11.0	.97
B	14.8	14.8	.98	13.3	14.7	.31	13.7	13.6	.92	16.2	13.5	.58	16.8	16.1	.68
FF	11.0	10.7	.91	10.8	8.5	.64	8.5	7.9	.70	8.5	8.3	.95	12.0	11.6	.59
MF	13.7	14.3	.75	13.5	11.0	.32	10.4	9.9	.76	12.0	8.0	.15	14.0	14.2	.94
F	17.8	18.2	.69	18.6	16.3	.03	15.5	14.3	.25	16.6	14.5	.33	18.7	17.7	.58

*C, F, S, M, B, = cousin, father, sister, mother, brother

TABLE XXI

MEAN SCORE ON AID GIVEN THE KINSMAN COMPARED
 BETWEEN STUDENTS UNDER AND OVER AGE 21
 WITHIN COUNTRIES BY USE OF THE
 STUDENT'S T-TEST
 (5=low, 25=high)

Kinsman*	Belgium			Sweden			Finland			Germany			Oklahoma		
	17-20 N=102	21-up N=23	p	17-20 N=50	21-up N=69	p	17-20 N=27	21-up N=70	p	17-20 N=11	21-up N=19	p	17-20 N=120	21-up N=9	p
C	9.8	8.8	.68	7.3	8.1	.62	10.6	9.3	.11	.67	8.5	.28	10.5	14.7	.01
FS	8.7	8.5	.84	6.5	7.0	.51	9.0	7.5	.04	5.5	8.4	.12	7.8	7.4	.74
MS	8.9	7.7	.31	8.4	8.2	.84	9.4	9.8	.66	6.8	7.8	.52	10.0	12.7	.15
S	14.8	15.9	.62	14.2	15.9	.21	17.1	17.2	.96	11.1	10.6	.83	18.3	17.1	.54
FM	10.8	11.1	.84	6.4	9.1	.21	12.0	9.1	.03	7.4	12.0	.34	11.1	9.7	.50
MM	10.9	10.0	.51	9.6	11.1	.65	13.5	10.4	.01	8.7	10.0	.61	12.9	12.7	.93
M	15.0	16.1	.26	15.1	15.1	.98	16.5	16.9	.65	12.0	15.1	.05	17.8	15.6	.16
FB	9.7	7.5	.06	6.8	7.3	.58	7.3	7.8	.57	4.4	8.0	.21	9.1	14.1	.02
MB	9.5	10.0	.72	7.8	9.1	.23	8.9	9.6	.51	6.4	6.8	.04	9.5	10.5	.64
B	14.3	14.7	.75	12.6	14.0	.67	15.1	16.1	.56	11.6	10.2	.65	16.9	16.2	.76
FF	12.6	8.8	.18	8.8	9.7	.73	8.0	8.1	.93	7.0	8.3	.73	12.9	12.1	.77
MF	12.4	13.8	.54	11.8	11.8	.99	12.5	10.9	.54	10.6	7.0	.57	15.5	12.2	.31
F	18.9	19.2	.82	18.9	17.2	.13	19.0	17.4	.23	13.5	11.1	.20	21.4	18.2	.07

*C, F, S, M, B, = cousin, father, sister, mother, brother

and to the father's mother in Germany. Perhaps as students become older they tend to offer assistance to other family members and expand their perceptions of family responsibility beyond an exchange with their parents.

Hypothesis Ten

It is assumed older students will receive less aid from kinsmen than younger students, because families tend to offer aid to family members who need it the most and are less self-sufficient. It is also assumed older students have been able to find more means of self-support in financial matters than have younger students who are just out of public school.

The results (Table XXII) indicate only a few cases which significantly support this hypothesis. Younger students receive significantly ($p < .05$) more aid than do older students from the father's mother and the mother's mother in Finland; and from the mother in Oklahoma. However, there is a trend for mothers, overall to give more aid to the younger student. In Finland the trend is more toward overall more aid to younger students. A reversal is found in Sweden, where the trend is for male kinsmen to give more aid to older students.

Hypothesis Eleven

Liking a person is assumed to be a function of frequency of interaction, which is assumed to be a function of distance. Distance is, according to the predictive model, assumed to be a factor in determining the degree of affection expressed by the student for a particular kinsman.

TABLE XXII

MEAN SCORE ON AID RECEIVED FROM THE KINSMAN
 COMPARED BETWEEN STUDENTS UNDER AND
 OVER AGE 21 WITHIN COUNTRIES BY
 USE OF THE STUDENT'S T-TEST
 (5=low, 25=high)

Kinsman*	Belgium			Sweden			Finland			Germany			Oklahoma		
	17-20 N=102	21-up N=23	p	17-20 N=50	21-up N=69	p	17-20 N=7	21-up N=70	p	17-20 N=11	21-up N=19	p	17-20 N=120	21-up N=9	p
C	9.1	8.3	.57	7.7	7.8	.94	9.9	9.0	.24	6.5	7.5	.51	10.5	13.1	.12
FS	10.5	9.0	.68	7.7	7.6	.88	11.0	9.2	.09	8.5	7.0	.52	9.6	7.5	.31
MS	10.8	9.6	.56	9.7	9.1	.62	13.0	11.4	.28	7.6	6.8	.72	12.0	15.2	.13
S	14.5	15.2	.59	14.5	14.7	.85	16.5	16.6	.95	10.8	11.3	.83	17.4	17.7	.91
FM	12.5	12.3	.91	9.5	11.1	.55	13.7	10.2	.04	7.8	16.0	.03	14.3	10.8	.13
MM	13.7	12.6	.54	12.8	13.0	.89	16.5	12.8	.04	10.5	11.5	.61	16.2	14.3	.61
M	19.9	19.9	.99	20.0	18.2	.09	21.4	20.5	.65	14.8	14.5	.88	22.5	19.1	.01
FB	8.1	7.6	.62	6.2	7.0	.31	7.1	7.2	.79	5.5	7.3	.53	7.6	9.1	.61
MB	7.9	8.0	.93	7.1	8.0	.62	9.2	8.6	.55	5.6	6.4	.63	8.1	9.6	.61
B	14.4	14.8	.76	11.6	14.0	.09	17.5	16.7	.52	12.3	13.0	.79	17.6	17.1	.82
FF	10.1	8.5	.53	5.8	8.2	.66	8.1	7.3	.67	4.5	6.6	.31	9.9	10.6	.75
MF	11.0	8.7	.15	8.0	10.0	.29	10.7	9.7	.56	5.6	7.0	.65	11.3	10.7	.84
F	14.3	15.2	.56	13.1	14.4	.23	15.3	14.5	.56	12.0	12.5	.78	15.6	14.1	.58

*C, F, S, M, B, = cousin, father, sister, mother, brother

For this study, distance is measured in the number of kilometers separating the dwelling units of the student and any particular kinsman. For measurement purposes these distances were ranked in a range of 1-9, with 9 indicating the furthest distance. These were broken down into function units relating to the time it would probably take to travel the distance, and the possible length of stay (Table XXIII).

TABLE XXIII
DISTANCE SCALE

Range	Kilometers	(Miles)	Estimated travel time	Estimated length of visit
1	0-4	0-2.5	under $\frac{1}{2}$ hour	few hours or less
2	5-8	3-5	$\frac{1}{2}$ to 1 hour	the afternoon
3	9-16	6-10		
4	17-32	11-20	about 1 hour	the day
5	33-64	21-40		
6	65-128	41-80	2-3 hours	a week-end
7	129-256	81-160		
8	257-512	161-320		
9	513 and over	321 and over	$\frac{1}{2}$ to several days	vacation, semi-annually, to every few years

In Belgium (Table XXIV) there appears to be little dichotomy between changes in distance and either affection for kinsmen, aid given, aid received, or obligation. In a few cases there was a significant change in relationships as distance changed. However, as distance increased, the score on the relationship scales did neither increase nor decrease consistently. However there were significant relationships between distance and relationship scales, but for particular degrees of distance. Analysis of Variance indicated significant findings for the following: in Belgium--more affection is given to cousins at distance 7; more affection to father's sister at distance 8; more aid received from fathers at distance 2; more obligation to father's mothers at distance 9; more obligation to father's fathers at distance 9; and more obligation to mother's father at distance 3. Perhaps the student feels more obligation to the grandparents who live a great distance away because he cannot so easily go to visit them to repay favors they have done for him.

In Sweden (Table XXV) there is also no linear relationship between distance and ratings on the relationship-scales. However, Analysis of Variance did indicate significant relationships between the following: more affection for the mother at distance 3; more aid given to the mother at distance 3; more aid received from the mother at distance 4; more obligation to the sister at distance 2; more obligation to the father's mother at distance 7; more obligation to the mother at distance 3; more obligation to the father's father at distance 7; and more obligation to the father at distance 8. The relationship with the mother, in Sweden, seems to be stronger on all

TABLE XXIV
 IN BELGIUM, STRENGTH OF ASSOCIATION BY USE
 OF ANALYSIS OF VARIANCE BETWEEN
 PHYSICAL PROXIMITY AND FOUR
 FAMILY RELATIONSHIP SCALES
 WITH THE DISTANCE OF THE
 KINSMEN WITH THE
 STRONGEST RELA-
 TIONSHIPS NOTED

Kinsman*	Affection		Aid Given		Aid Received		Obligation	
	p	range**	p	range	p	range	p	range
C	.03	7	.79		.77		.56	
FS	.04	8	.10		.09		.28	
MS	.16		.26		.007		.005	2
S	.71		.41		.28		.50	
FM	.21		.24		.22		.04	9
MM	.57		.19		.54		.35	
M	.53		.61		.88		.72	
FB	.99		.69		.94		.75	
MB	.52		.23		.33		.17	
B	.59		.73		.16		.63	
FF	.16		.58		.13		.04	9
MF	.41		.50		.09		.02	3
F	.79		.88		.02	5	.72	

*C, F, S, M, B, = cousin, father, sister, mother, brother

**Range in Kilometers:

1 = 0-4, 2 = 5-8, 3 = 9-16, 4 = 17-32, 5 = 33-64, 6 = 65-128,
 7 = 129-256, 8 = 257-512, 9 = 513, and over

TABLE XXV

IN SWEDEN, STRENGTH OF ASSOCIATION BY USE OF
ANALYSIS OF VARIANCE BETWEEN PHYSICAL
PROXIMITY AND FOUR FAMILY RELATION-
SHIP SCALES WITH THE DISTANCE OF
THE KINSMAN WITH THE STRONGEST
RELATIONSHIPS NOTED

Kinsman*	Affection p range**	Aid Given p range	Aid Received p range	Obligation p range
C	.96	.97	.99	.85
FS	.25	.06	.12	.45
MS	.64	.86	.96	.87
S	.17	.44	.08	.009 2
FM	.65	.42	.37	.03 7
MM	.68	.14	.41	.36
M	.009 3	.03 3	.007 4	.01 3
FB	.24	.52	.43	.84
MB	.26	.32	.45	.15
B	.59	.52	.77	.07
FF	.26	.07	.18	.02 7
MF	.72	.41	.27	.59
F	.16	.06	.54	.0009 8

*C, F, S, M, B, = cousin, father, sister, mother, brother

**Range in Kilometers:

1 = 0-4, 2 = 5-8, 3 = 9-16, 4 = 17-32, 5 = 33-64, 6 = 65-128
7 = 129-256, 8 = 257-512, 9 = 513 and up

the relationship-scales if the mother does not live either with the student or in the same neighborhood.

In Finland (Table XXVI) the pattern is also not linear, but Analysis of Variance indicated a significant relationship between the following: more aid given to mothers at distance 6; more aid given to mother's brothers at distance 1; more aid given to mother's father at distance 4; more aid received from father's mothers at distance 6; more aid received from father's fathers at distance 1; more aid received from mother's fathers at distance 6; more obligation to father's sisters at distance 1; more obligation to father's mothers at distance 6; and more obligation to mother's fathers at distance 4. In Finland the relationship with the father's mother seems to be stronger if the student is not able to visit her frequently; the same applies for the mother's father.

In Germany (Table XXVII) the relationship between relationship-scale scores and distance is not at all linear. Analysis of Variance indicated a significant relationship between the following: more affection for the favorite cousin at distance 6; more affection for the father's brother at distance 9; more aid given the cousin at distance 6; more aid received from the cousin at distance 6; more aid received from the mother's father at distance 1; and more obligation to the cousin at distance 6. In support of the hypothesis, it seems only the mother's father gives more aid if he is close by.

In Oklahoma (Table XXVIII) the results start to approach linearity, with higher scores on the relationship-scales correlated with less distance, but the results are, overall, not at all significant. Analysis of Variance indicated the following significant

TABLE XXVI

IN FINLAND, STRENGTH OF ASSOCIATION BY USE OF
ANALYSIS OF VARIANCE BETWEEN PHYSICAL
PROXIMITY AND FAMILY RELATION-
SHIP SCALES WITH THE DISTANCE
OF THE KINSMAN WITH THE
STRONGEST RELATION-
SHIPS NOTED

Kinsman*	Affection p range**	Aid Given p range	Aid Received p range	Obligation p range
C	.37	.21	.59	.13
FS	.55	.58	.19	.03 1
MS	.09	.21	.50	.19
S	.72	.88	.62	.83
FM	.31	.02 6	.04 6	.003 6
MM	.76	.85	.23	.29
M	.15	.52	.01	.66
FB	.89	.82	.37	.07
MB	.59	.05 1	.16	.33
B	.60	.84	.76	.78
FF	.22	.12	.008 1	.09
MF	.06	.03 4	.02 6	.001 4
F	.17	.25	.27	.34

*C, F, S, M, B = cousin, father, sister, mother, brother

**Range in Kilometers:

1 = 0-4, 2 = 5-8, 3 = 9-16, 4 = 17-32, 5 = 33-64, 6 = 65-128,
7 = 129-256, 8 = 257-512, 9 = 513 and up

TABLE XXVII

IN GERMANY, STRENGTH OF ASSOCIATION BY USE OF
ANALYSIS OF VARIANCE BETWEEN PHYSICAL
PROXIMITY AND FAMILY RELATION-
SHIP SCALES WITH THE DISTANCE
OF THE KINSMAN WITH THE
STRONGEST RELATIONSHIPS
NOTED

Kinsman*	Affection p range**	Aid Given p range	Aid Received p range	Obligation p range
C	.0008 6	.01 6	.0007 6	.02 6
FS	.58	.80	.85	.75
MS	.29	.16	.06	.31
S	.54	.50	.27	.47
FM	.44	.24	.24	.84
MM	.89	.41	.56	.18
M	.38	.84	.82	.56
FB	.02 9	.29	.22	.84
MB	.35	.94	.88	.42
B	.58	.25	.38	.68
FF	.22	.49	.64	.06
MF	.89	.96	.01 1	.98
F	.19	.66	.06	.34

*C, F, S, M, B, = cousin, father, sister, mother, brother

**Range in Kilometers:

1 = 0-4, 2 = 5-8, 3 = 9-16, 4 = 17-32, 5 = 33-64, 6 = 65-128,
7 = 129-256, 8 = 257-512, 9 = 513 and up

TABLE XXVIII

IN OKLAHOMA, STRENGTH OF ASSOCIATION BY USE OF
ANALYSIS OF VARIANCE BETWEEN PHYSICAL
PROXIMITY AND FAMILY RELATION-
SHIP SCALES WITH THE DISTANCE
OF THE KINSMEN WITH THE
STRONGEST RELATION-
SHIPS NOTED

Kinsman*	Affection		Aid Given		Aid Received		Obligation	
	p	range**	p	range	p	range	p	range
C	.51		.15		.28		.12	
FS	.01	1	.59		.64		.54	
MS	.55		.57		.30		.82	
S	.52		.004	8	.05	8	.29	
FM	.06		.005	3	.003	4	.04	3
MM	.32		.23		.59		.31	
M	.52		.55		.17		.53	
FB	.77		.28		.79		.32	
MB	.31		.28		.06		.81	
B	.50		.76		.89		.78	
FF	.007	4	.09		.52		.24	
MF	.09		.003	1	.02	1	.08	
F	.0001	3	.002	7	.01	1	.03	3

*C, F, S, M, B = cousin, father, sister, mother, brother

**Range in Kilometers:

1 = 0-4, 2 = 5-8, 3 = 9-16, 4 = 17-32, 5 = 33-64, 6 = 65-128,
7 = 129-256, 8 = 257-512, 9 = 513 and up

relationships: more affection for the father's sister at distance 1; more affection for the father's father at distance 4; more affection for the father at distance 3; more aid given to the sister to distance 8; more aid given to the father's mother at distance 3; more aid given to the mother's father at distance 1; more aid given to the father at distance 7; more aid received from the sister at distance 8; more aid received from the father's mother at distance 4; more aid received from the mother's father at distance 1; more aid received from the father at distance 1; more aid received from the father at distance 1; more obligation to the father's mother at distance 3; and more obligation to the father at distance 3. In Oklahoma it seems students receive more aid from fathers who live in the same household or neighborhood, but the students are more inclined to return the aid if the father lives some distance away. From this data no relationship, overall, is found between proximity and relationship with kin.

Hypothesis Twelve

According to the model presented in the first section of this study, obligation is considered to be a function of aid given; that is, the more aid a student receives from a particular person, the more he will feel obligated to that person.

For each country correlations were calculated among all the relationship-scales. For this particular section, only correlations of .75 or above will be considered important; with over half of the variance explained by the relationship.

In Belgium (Table XXIX) this relationship holds for male students in regard to father's sisters, mother's sisters, and father's fathers; and for female students in regard to mother's mother.

TABLE XXIX
 FAMILY RELATIONSHIP SCALES CORRELATED:
 BELGIUM (N=136)

Kinsman*	Affection Aid Given		Affection Aid Rec.		Affection Obligation		Aid Given Aid Rec.		Aid Given Obligation		Aid Rec. Obligation	
	M	F	M	F	M	F	M	F	M	F	M	F
C	.61	.53	.63	.61	.62	.59	.86	.93	.65	.58	.61	.57
FS	.78	.75	.84	.73	.82	.49	.89	.81	.80	.56	.87	.73
MS	.71	.52	.65	.60	.52	.44	.68	.78	.47	.57	.78	.69
S	.70	.60	.61	.32	.67	.66	.73	.84	.66	.71	.59	.51
FM	.85	.77	.69	.63	.78	.61	.69	.89	.82	.65	.66	.33
MM	.46	.71	.75	.70	.65	.52	.32	.85	.29	.61	.66	.99
M	.58	.21	.72	.19	.57	.49	.58	.58	.36	.28	.47	.35
FB	.62	.64	.57	.65	.60	.78	.87	.86	.67	.65	.67	.69
MB	.73	.76	.46	.72	.64	.67	.69	.79	.68	.64	.54	.35
B	.56	.37	.52	.34	.53	.55	.83	.84	.44	.56	.53	.48
FF	.75	.74	.67	.69	.86	.56	.84	.80	.80	.68	.79	.37
MF	.62	.41	.48	.49	.56	.19	.26	.72	.51	.56	.53	.26
F	.65	.32	.42	.52	.56	.32	.35	.35	.55	.28	.29	.14

*C, F, S, M, B = cousin, father, sister, mother brother

In Sweden (Table XXX) this relationship holds for males and father's sisters, mother's mothers, mothers, brothers, father's fathers, and mother's fathers. For female students, it applies to none of the kinsmen in Sweden. Perhaps the males feel more indebted for favors; than do females, because they are not so accustomed to close relationships with kinsmen. But from the affection scores (Table XII) the kinsmen of the Swedish male for whom there is a high correlation between aid received and feelings of obligation are the same kinsmen for whom the male has greater feelings of affection than does the female. So perhaps obligation is a function of affection; at least for the Swedish male.

In Finland (Table XXXI) this relationship holds for males only with the mother's mother; and for females with the cousin and the father's mother.

In Germany (Table XXXII) this relationship holds for males with the father's mother, mother, and mother's brother, and mother. For females it is present with the father's mother and the mother's mother, and the mother; all to a very high degree--strongly supporting the hypothesis that feelings of obligation is a function of amount of aid received. For females in Germany, there is a particularly strange finding; this relationship reverses for sisters. From the affection scores (Table XII) German girls have very strong feelings of affection for the sisters. So perhaps they return aid received with stronger ties of affection, and regard feelings of obligation as a detached emotion only appropriate for persons they dislike but to whom they owe a debt.

TABLE XXX
 FAMILY RELATIONSHIP SCALES CORRELATED:
 SWEDEN (N=124)

Kinsman*	Affection		Affection		Affection		Aid Given		Aid Given		Aid Rec.	
	Aid Given		Aid Rec.		Obligation		Aid Rec.		Obligation		Obligation	
	M	F	M	F	M	F	M	F	M	F	M	F
C	.67	.64	.62	.74	.67	.56	.90	.89	.72	.51	.66	.55
FS	.78	.43	.82	.73	.72	.73	.92	.62	.79	.41	.85	.74
MS	.68	.61	.68	.81	.67	.49	.93	.80	.73	.67	.59	.63
S	.45	.42	.54	.46	.56	.22	.84	.82	.65	.47	.73	.53
FM	.73	.43	.73	.51	.46	.23	.98	.46	.44	.34	.42	.45
MM	.68	.44	.71	.71	.73	.48	.93	.64	.79	.16	.82	.42
M	.59	.51	.79	.42	.59	.40	.75	.54	.72	.29	.75	.58
FB	.56	.29	.57	.28	.54	.42	.96	.79	.57	.47	.58	.47
MB	.66	.51	.59	.61	.67	.75	.95	.80	.67	.68	.69	.73
B	.50	.39	.52	.58	.57	.44	.87	.69	.78	.33	.81	.27
FF	.94	.57	.89	.53	.89	.39	.96	.56	.87	.78	.81	.26
MF	.69	.81	.57	.62	.80	.89	.98	.59	.98	.67	.97	.59
F	.69	.70	.58	.55	.45	.53	.66	.59	.59	.58	.39	.35

*C, F, S, M, B = cousin, father, sister, mother, brother

TABLE XXXI
 FAMILY RELATIONSHIP SCALES CORRELATED:
 FINLAND (N=100)

Kinsman*	Affection Aid Given		Affection Aid Rec.		Affection Obligation		Aid Given Aid Rec.		Aid Given Obligation		Aid Rec. Obligation	
	M	F	M	F	M	F	M	F	M	F	M	F
C	.78	.77	.75	.83	.63	.76	.77	.94	.68	.79	.60	.79
FS	.81	.72	.65	.55	.67	.36	.83	.75	.59	.45	.55	.61
MS	.79	.84	.80	.66	.75	.36	.82	.81	.78	.49	.72	.71
S	.32	.63	.47	.58	.32	.46	.65	.83	.77	.73	.53	.74
FM	.42	.73	.78	.80	.37	.56	.81	.89	.37	.79	.29	.77
MM	.73	.74	.79	.48	.64	.32	.86	.86	.78	.51	.81	.57
M	.72	.50	.74	.48	.33	.53	.72	.72	.49	.61	.28	.62
FB	.64	.59	.80	.70	.65	.32	.75	.85	.35	.64	.48	.62
MB	.69	.77	.82	.75	.79	.54	.88	.85	.46	.74	.52	.66
B	.70	.45	.65	.47	.57	.52	.81	.72	.58	.66	.62	.48
FF	.88	.63	.89	.75	.75	.12	.97	.68	.37	.56	.35	.58
MF	.81	.22	.66	.44	.77	-.17	.89	.78	.74	.35	.70	.54
F	.71	.71	.67	.72	.46	.62	.72	.71	.49	.60	.49	.63

*C, F, S, M, B, = cousin, father, sister, mother, brother

TABLE XXXII
 FAMILY RELATIONSHIP SCALES CORRELATED:
 GERMANY (N=20)

Kinsman*	Affection Aid Given		Affection Aid Rec.		Affection Aid Given		Aid Rec. Obligation		Aid Given		Aid Rec. Obligation	
	M	F	M	F	M	F	M	F	M	F	M	F
C	.60	.98	.65	.95	.68	.58	.89	.99	.51	.65	.59	.69
FS	.83	.01	.26	-.33	.64	-.77	.18	.01	.69	.01	.56	.26
MS	.66	.79	.96	.65	.66	.09	.69	.91	.47	.63	.72	.49
S	.81	.99	.43	.99	.63	-.99	.59	.99	.43	-.98	.47	-.97
FM	.72	.01	.89	.01	.96	.01	.95	.99	.59	.99	.79	.99
MM	.74	-.99	.14	.99	.23	.99	.75	-.99	.65	-.99	.54	.99
M	.60	.59	.30	.59	.39	.48	.57	.85	.57	.91	.76	.97
FB	.98	.96	.83	.99	.92	-.41	.84	.96	.91	-.23	.69	-.41
MB	.90	-.58	.98	.01	.88	-.50	.93	.01	.82	-.41	.93	.01
B	.94	-.28	.81	.01	.73	.12	.75	.89	.83	.78	.86	.61
FF	.84	.01	.89	.01	-.05	.99	.50	.01	.50	.01	-.50	.01
MF	.85	.99	.99	.01	-.35	.99	.83	.01	.19	.99	-.39	.01
F	.77	.09	.63	.56	.57	-.54	.63	-.01	.74	-.19	.65	.16

*C, F, S, M, B = cousin, father, sister, mother, brother

In Oklahoma (Table XXXVIII) for males, the relationship between aid received and feelings of obligation is positive for cousins, mother's sisters; and for females it is positive for father's sisters. Overall, in Oklahoma, this hypothesis was not supported.

Hypothesis Thirteen

There is little difference between students of professional-fathers and students of laborer-fathers in their relationships with kinsmen. For the tables, the professional-fathers' children are labeled "white" for white-collar, and the laborer-fathers' children are labeled "blue" for blue-collar.

For Belgium, significant ($p < .05$) differences were found for the following: father's father received more affection from "blue" (Table XXXIV). For Sweden, (Table XXXIV) mother's sister received more affection from "white," as did the mother's brother; "white" gave more aid to the mother's brother (Table XXXV); "white" received more aid from the mother's sister and from the mother's (Table XXXVI) brother; and "white" felt more obligation to the mother's sister (Table XXXVII).

In Finland (Table XXXIV) "white" had more affection for the mother's mother; "blue" gave more aid (Table XXXV) to the father's brother; "blue" received more aid from the father's brother (Table XXXVI); and "white" had more feelings of obligation to the mother's mother (Table XXXVII).

In Germany "white" had stronger feelings of affection for the mother's sister (Table XXIV); "white" gave more aid to the mother's

TABLE XXXIII
 FAMILY RELATIONSHIP SCALES CORRELATED:
 OKLAHOMA (N=130)

Kinsman*	Affection Aid Given		Affection Aid Rec.		Affection Obligation		Aid Given Aid Rec.		Aid Given Obligation		Aid Rec. Obligation	
	M	F	M	F	M	F	M	F	M	F	M	F
C	.62	.59	.66	.68	.65	.59	.97	.88	.79	.58	.80	.62
FS	.31	.66	.57	.72	.68	.69	.72	.86	.59	.72	.69	.80
MS	.57	.64	.61	.72	.66	.53	.91	.89	.84	.51	.78	.58
S	.61	.59	.64	.63	.61	.45	.83	.82	.61	.54	.61	.55
FM	.56	.77	.59	.64	.63	.56	.84	.78	.68	.70	.72	.50
MM	.56	.55	.66	.66	.68	.51	.83	.76	.63	.54	.63	.72
M	.50	.47	.69	.62	.60	.28	.55	.52	.45	.21	.49	.49
FB	.67	.53	.49	.50	.61	.33	.76	.76	.54	.36	.55	.23
MB	.64	.64	.57	.52	.73	.47	.92	.82	.76	.57	.66	.35
B	.57	.59	.45	.62	.57	.57	.84	.89	.71	.65	.70	.62
FF	.76	.75	.54	.60	.49	.64	.79	.79	.49	.69	.56	.49
MF	.82	.66	.63	.64	.56	.53	.73	.69	.55	.62	.55	.54
F	.77	.61	.57	.57	.75	.46	.62	.49	.65	.53	.63	.36

*C, F, S, M, B = cousin, father, sister, mother, brother

TABLE XXXIV

MEAN SCORES ON AFFECTION EXPRESSED FOR
KINSMEN COMPARED BETWEEN STUDENTS
WHOSE FATHER'S OCCUPATIONS ARE
CLASSIFIED EITHER BLUE-COLLAR
OR WHITE-COLLAR (5=low,
25=high)

Kinsman*	Belgium			Sweden			Finland			Germany			Oklahoma		
	blue N=85	white N=46	p	blue N=90	white N=30	p	blue N=80	white N=17	p	blue N=16	white N=3	p	blue N=82	white N=47	p
C	11.8	12.2	.66	11.9	12.7	.55	13.4	13.9	.72	9.0	12.0	.31	16.2	17.3	.24
FS	10.9	10.8	.97	10.6	10.6	.98	10.8	10.3	.74	7.6	9.3	.50	13.5	14.4	.56
MS	12.7	12.9	.87	11.7	14.8	.03	12.9	15.0	.23	8.9	21.0	.01	16.8	17.8	.67
S	18.8	18.3	.68	18.6	19.4	.61	20.5	20.9	.81	16.2	17.0	.86	21.3	23.0	.15
FM	14.5	12.1	.13	13.0	11.8	.60	13.4	10.8	.28	8.5	--	--	17.0	16.3	.59
MM	15.0	14.7	.85	14.4	16.0	.55	14.6	19.3	.04	12.0	11.5	.85	19.7	21.0	.14
M	20.7	20.6	.85	20.3	9.9	.70	20.6	19.9	.58	17.2	20.3	.29	22.8	23.4	.58
FB	11.5	11.3	.88	10.4	11.5	.58	11.3	9.4	.24	7.6	6.0	.68	14.8	15.7	.59
MB	12.5	12.4	.94	11.9	15.4	.01	12.4	13.9	.62	7.3	15.0	.09	15.0	15.4	.74
B	18.8	19.1	.83	18.9	17.9	.52	20.0	20.5	.76	16.0	20.5	.11	21.6	22.6	.30
FF	15.2	10.8	.05	11.5	12.2	.78	12.4	9.7	.62	8.6	--	--	16.7	15.5	.50
MF	15.7	15.4	.80	14.2	13.5	.78	14.4	13.8	.79	11.6	--	--	18.2	21.2	.01
F	20.5	19.2	.18	18.8	19.2	.71	17.8	18.5	.64	16.4	17.3	.76	21.6	22.1	.62

*C, F, S, M, B = cousin, father, sister, mother, brother

TABLE XXXV

MEAN SCORES ON AID GIVEN THE KINSMEN
 COMPARED BETWEEN STUDENTS WHOSE
 FATHERS' OCCUPATIONS ARE
 CLASSIFIED EITHER BLUE-
 COLLAR OR WHITE-COLLAR
 (5=low, 25=high)

Kinsman*	Belgium			Sweden			Finland			Germany			Oklahoma		
	blue N=85	white N=46	p	blue N=90	white N=30	p	blue N=80	white N=17	p	blue N=16	white N=3	p	blue N=82	white N=47	p
C	9.8	9.2	.52	7.6	8.1	.62	9.7	9.7	.98	7.5	7.3	.94	10.5	11.3	.61
FS	8.8	8.5	.74	6.9	6.2	.53	8.1	7.0	.28	6.7	6.3	.87	7.6	8.2	.53
MS	8.8	8.5	.73	7.8	9.4	.15	9.6	10.3	.58	7.1	10.0	.33	10.0	10.5	.64
S	15.4	14.4	.61	14.5	16.6	.16	16.9	18.2	.61	10.8	11.5	.83	17.6	19.3	.13
FM	10.7	11.1	.84	9.2	6.5	.16	10.2	7.8	.16	8.1	--	--	10.8	11.4	.59
MM	10.2	11.8	.15	10.4	10.8	.79	10.8	13.3	.09	8.2	11.0	.22	12.8	13.0	.87
M	15.6	14.7	.32	15.3	14.3	.63	17.1	15.7	.19	12.8	14.6	.57	17.3	18.3	.22
FB	9.7	8.3	.16	7.3	6.3	.66	8.0	5.4	.03	5.8	4.0	.58	9.5	9.4	.94
MB	10.0	8.4	.25	7.5	11.0	.01	9.4	9.3	.95	6.0	12.0	.05	9.6	9.5	.94
B	14.7	13.7	.66	13.7	12.5	.51	16.1	14.7	.29	10.1	17.0	.06	16.4	17.7	.31
FF	12.4	10.6	.51	9.8	8.5	.59	8.6	5.2	.22	7.8	--	--	12.7	13.1	.83
MF	12.6	12.8	.87	12.2	11.3	.72	12.1	8.0	.09	9.2	--	--	14.8	17.5	.02
F	19.2	18.5	.52	17.8	18.1	.82	17.8	18.1	.83	12.4	13.3	.73	20.6	22.1	.11

*C, F, S, M, B, = cousin, father, sister, mother, brother

TABLE XXXVI

MEAN SCORES ON AID RECEIVED FROM THE KINSMEN
 COMPARED BETWEEN STUDENTS WHOSE FATHERS'
 OCCUPATIONS ARE CLASSIFIED EITHER
 BLUE-COLLAR OR WHITE-COLLAR
 (5=low, 25=high)

Kinsman*	Belgium			Sweden			Finland			Germany			Oklahoma		
	blue N=85	white N=46	p	blue N=90	white N=30	p	blue N=80	white N=17	p	blue N=16	white N=3	p	blue N=82	white N=47	p
C	9.2	8.4	.64	7.5	8.5	.29	9.3	9.0	.75	7.0	6.3	.72	10.4	11.0	.52
FS	10.3	9.9	.76	7.5	8.0	.73	9.7	9.5	.84	7.6	9.0	.60	8.9	10.4	.21
MS	10.8	10.1	.56	8.6	11.5	.02	11.7	12.7	.57	6/4	15.0	.01	11.9	12.8	.55
S	15.1	13.9	.29	14.4	15.3	.57	16.6	16.3	.82	10.8	12.5	.59	17.1	18.0	.52
FM	13.2	10.8	.18	11.5	9.0	.30	11.5	9.0	.23	9.1	--	--	13.7	14.7	.59
MM	13.8	12.7	.51	12.2	14.5	.24	13.2	16.5	.12	10.2	12.0	.35	15.6	17.0	.26
M	20.0	19.8	.83	18.9	19.2	.85	21.0	19.6	.18	14.1	17.6	.14	21.7	23.3	.02
FB	8.5	7.3	.19	6.4	6.1	.51	7.4	5.6	.03	5.6	8.0	.54	8.0	7.2	.64
MB	8.0	7.5	.60	6.8	9.6	.01	6.8	8.6	.87	5.5	10.0	.07	8.5	7.6	.64
B	14.7	14.1	.54	13.2	12.3	.60	17.0	16.3	.61	12.4	13.0	.86	17.1	18.2	.65
FF	10.2	8.9	.54	8.3	5.7	.31	8.0	5.0	.12	5.8	--	--	10.2	9.3	.55
MF	10.5	10.8	.78	9.7	8.4	.52	10.5	7.7	.12	6.2	--	--	10.7	12.0	.68
F	14.9	13.6	.12	14.0	13.6	.69	15.1	13.1	.14	12.1	13.0	.71	15.0	16.3	.17

*C, F, S, M, B = cousin, father, sister, mother, brother

TABLE XXXVII

MEAN SCORES ON OBLIGATION EXPRESSED FOR THE
KINSMAN COMPARED BETWEEN STUDENTS WHOSE
FATHERS' OCCUPATIONS ARE CLASSIFIED
EITHER BLUE-COLLAR OR WHITE-
COLLAR (5=low, 25=high)

Kinsman	Belgium			Sweden			Finland			Germany			Oklahoma		
	blue N=85	white N=46	p	blue N=90	white N=30	p	blue N=80	white N=17	p	blue N=76	white N=3	p	blue N=82	white N=47	p
C	10.8	10.3	.55	9.3	9.2	.92	9.5	10.4	.63	9.2	9.0	.91	12.0	12.5	.52
FS	10.7	10.8	.86	8.7	8.8	.93	8.6	8.8	.81	9.7	7.0	.59	9.5	11.0	.09
MS	11.2	11.1	.93	9.3	11.9	.02	9.5	11.4	.09	9.4	16.0	.01	11.5	12.7	.17
S	15.3	14.0	.22	14.1	16.0	.21	13.3	13.6	.82	13.5	14.5	.69	15.8	18.4	.01
FM	13.2	11.5	.26	11.4	10.3	.58	9.9	11.6	.28	11.5	--	--	13.0	14.2	.19
MM	14.0	13.3	.52	11.5	13.6	.21	10.1	14.8	.01	12.5	16.5	.09	14.8	14.9	.92
M	18.5	17.9	.59	17.3	19.6	.06	16.3	15.6	.57	16.7	19.6	.65	19.2	19.8	.59
FB	10.6	9.5	.23	8.4	7.9	.66	8.0	8.5	.63	7.2	5.5	.52	10.3	10.5	.78
MB	11.1	9.5	.14	9.2	11.0	.10	8.5	11.4	.01	8.1	15.0	.08	10.6	11.3	.53
B	14.8	14.9	.93	13.9	14.7	.59	13.6	14.0	.76	14.8	18.5	.61	16.7	17.0	.76
FF	11.3	10.0	.59	9.4	9.2	.93	8.0	8.2	.89	8.4	--	--	21.9	12.3	.69
MF	13.8	14.0	.89	10.9	13.7	.25	9.7	11.5	.66	10.4	--	--	13.6	14.7	.61
F	17.9	17.8	.89	16.7	18.8	.08	14.6	14.4	.85	15.1	19.3	.11	18.4	19.1	.57

*C, F, S, M, B = cousin, father, sister, mother, brother

brother (Table XXXV); "white" received more aid from the mother's sister (Table XXXVI).

In Oklahoma "white" had stronger feelings of affection for the mother's father (Table XXXIV); "white" gave more aid to the mother's father (Table XXXV); "white" received more aid from the mother (Table XXXVI); and "white" had stronger feelings of obligation to the sister (Table XXXVII).

It seems there is a stronger family relationship for students of professional fathers, than for students of laborer fathers; although the differences are not significant across the board. The only cases in which the relationships were stronger for students of laborer fathers was for degree of affection for the father in Belgium, and in Finland they had a stronger aid-exchange relationship with the father's brother.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Procedure

In order to make a comparison of the perceptions of students of college age of their kinship system, across several countries, a sample of students was taken from several European colleges. The particular students in each sample were determined by the Sociologist-Professor in each college who agreed to participate in this project.

After several requests for assistance were made to many European schools, over a period of six months, the data were returned. At the end of the six months the sample was as follows: Belgium--136, Sweden--124, Finland--100, Germany--20, and (to represent Mid America) Oklahoma--130, making a total sample size of 510.

The major tests used on the data were Pearson correlations and correlations in a matrix, t-test, and Analysis of Variance. The main focus was to relate several control variables with four main relationship-scores; affection for the kinsman, aid given the kinsman, aid received from the kinsman, and obligation felt toward the kinsman. Those comparisons were made across countries, to determine if the relationships with a particular kinsman were the same in the several countries.

Summary of Findings

Hypothesis One

There is a great deal of difference between countries for feelings of affection toward kinsmen. Generalizing from the limited German sample, students in Germany express relatively little affection for any of the kinsmen, while students in Oklahoma consistently expressed the highest degrees of affection for all the kinsmen. This is not to say German youth are cold toward their kinsmen, perhaps they have a norm against expressing such feelings. And, by the same reasoning, the Oklahoma students may only have a norm which encourages expression of affection for kinsmen. So the purpose of this study is more to understand the culture through the kinship system, than to measure absolute amounts of some phenomena.

Hypothesis Two

There is a great deal of difference between countries for degree of aid given kinsmen. Students in Germany gave the least amount of aid and students in Oklahoma gave the most amount of aid. Across all the countries, the father received more aid than did any other kinsman from the student, except in Germany where the mother received the most. Perhaps the students relate more to the father on a material level, and more to the mother on an affective level.

Hypothesis Three

There was a great deal of difference between countries on aid received from kinsmen by the student. The German students indicated

the least amount of aid received from kin, and the Oklahoman students indicated the greatest amount of aid received from kin. However, in Belgium, the father's sister and father's brother were reported to give the student more aid than in any other country. And in Finland the mother's brother was reported as giving more aid than in any other country. The students in Oklahoma do not seem to receive much aid from uncles and aunts.

Hypothesis Four

There is a great deal of difference between countries on obligation felt toward the kinsmen. Except for the father's sister who rated the highest for Belgium, students in Oklahoma indicated the most obligation for all of the other kinsmen. The students for Finland expressed the least amount of obligation to their kin, except for the father's brother and mother's brother which rated the lowest on obligation in Germany. It is surprising that the German students indicate a relatively high degree of obligation for the brother, but do not receive much aid from him (Hypothesis Three).

Hypothesis Five

For some kinsmen, there is no significant difference between countries for ranking of them by the student. However the mother's sister was ranked higher in Finland and lowest in Oklahoma; the mother's mother was ranked highest in Oklahoma and lowest in Germany; the father's father was ranked highest in Oklahoma and lowest in Germany. Perhaps students in Oklahoma have an overall closer relationship with their grandparents than do German students.

Hypotheses Six and Seven

Female students rate female kinsmen higher for affection than do male students; as well as rating male kinsmen higher for affection than do male students, overall. Female students give more aid to female kinsmen than do male students; and receive more aid from female kinsmen. Males express more affection for male kinsmen in Sweden and Germany; and give more aid to male kinsmen in Germany; and receive more aid from male kinsmen in Sweden than do females. Overall, females express more obligation to female kinsmen, except in Germany where males express more obligation to female kinsmen. Females express more obligation to male kinsmen in Finland; while males express more obligation to male kinsmen in Germany and Oklahoma.

Hypothesis Eight

Older students express less affection for the mother's mother in Finland than do younger students. Overall, only in Belgium and Oklahoma is there a trend for older students to express less affection for the kinsmen than do younger students. In Germany, the trend is reversed, with older students expressing more affection for the kinsmen.

Hypothesis Nine

Older students give more aid, than younger students, only to the father's sister in Finland, the mother in Germany, and the father's brother in Oklahoma. Otherwise, there is not difference by age of the student and aid given the kinsman.

Hypothesis Ten

There is an overall trend for mothers to give more aid to younger students than to older students. In Finland the trend is toward more aid to younger students, but in Sweden the trend is toward more aid to older students.

Hypothesis Eleven

There was no linear relationship between distance and degree of affection expressed for the kinsman.

Hypothesis Twelve

Aid given the student and obligation are related in a linear fashion only to some extent, and then mainly for male students. For female students, the relationship is somewhat reversed in Germany, with a negative relationship happening in some of the cases.

Hypothesis Thirteen

Although there was little significant difference between relationship scales of students with professional fathers and students with laborer fathers, there was a trend toward stronger family relationships with the former, except in Finland.

Conclusions

The major findings, reflecting wide differences in kinship relationships among countries, indicate a need for further cross-cultural investigations. If differences are found, more information

needs to be available pertaining to the particular cultures of the sample, for explanations to be more accurate. More often than not, one uses his field of reference for a source of explanation; and most of the research in the area of Sociology of the Family is geared to the American society. There is a great need for research in Dutch, German, and Swedish to be translated into English and other languages. The journals which would be more likely to contain family research of Europe are more likely to be printed in German or a similar language.

Some of the family patterns in these countries seemed to be the same as those in the U.S.; such as a stronger family relationship for females than for males, with males more often playing the instrumental roles and females playing the expressive roles.

Several overall trends developed. The findings listed below were quite strong for most of the countries studied.

1. Much aid is given to the father from both male and female students.
2. Female students express a strong degree of affection for female kinsmen.
3. Female students express a strong degree of affection for male kinsmen.
4. Female students give and receive much aid from female kinsmen.
5. Female students feel much obligation toward female kinsmen.
6. Younger students receive much aid from mothers.
7. Students from professional families indicate a stronger family relationship than do students from laboring families.

Because the German sample was quite small, differences by sex, age or father's occupation will not be indicated in this review. However,

some very strong general findings developed from this data:

1. Very little affection was expressed by students for their kinsmen (little in comparison to that expressed by the students in Belgium, Sweden, Finland, and Oklahoma).

2. Much aid is given to the mother.

3. A relatively weak relationship is expressed by the students for the grandparents.

The general findings from the Oklahoma sample are indicated below:

1. Strong scores on affection, aid given, aid received, and obligation expressed by the students for all kin.

2. Grandparents are ranked very high, indicating they are very well liked by the students.

3. A weak relationship is found between the students and the parents' siblings.

4. Male students are strongly obligated to male kinsmen.

5. Younger students are affectionately closer to kinsmen.

6. Older students give more aid to the father's siblings, than do younger students.

The general findings from Belgium are indicated as follows:

1. Much obligation is expressed for the father's siblings.

2. Much aid is received from the father's siblings.

3. Younger students are closer in affection to kinsmen than older students.

The general findings from Sweden are as follows:

1. Males express a higher degree of affection to male kinsmen.

2. Male students receive much aid from male kinsmen.

3. Older students receive more aid from kinsmen than do younger students.

The general findings from Finland are indicated below:

1. Mother's siblings are ranked high by the students, indicating they are very well liked.

2. Much aid is received from the mother's siblings.

3. Female students are more obligated than male students to male kinsmen.

4. Younger students have a close relationship to the mother's mother.

5. Older students receive much aid from the father's siblings.

6. Family relationships are stronger if the student comes from a laboring family as compared to a professional family.

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APPENDIX

LETTERS AND QUESTIONNAIRE

Sociology Department
Oklahoma State University
Stillwater, Oklahoma, USA 74074

Dear Professor:

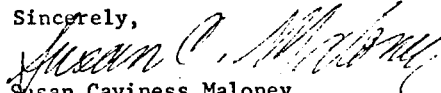
We are very interested in understanding the extent of kinship patterns of the family system in your country. This is a vital part of Sociology of the Family, and we believe American sociologists should be aware of the characteristics of the family systems in a number of countries, including yours. We hope you will be able to assist us in obtaining information for a study on the degree of contact and correspondence between the modern college student and his closer family members. This is to be an international European study in which we sincerely hope, through your cooperation, your country can be included.


The study depends on a two-page questionnaire of 23 items relating to 13 family members. It is desired that this questionnaire be referred to some social scientist on your faculty who could translate it into your language and administer it to 100 students. We hope this person could then return the responses to us by surface mail as soon as possible.

In the publication of the results of this study, we will be happy to include joint authorship and reference to the contribution made by your staff member who assists us with this data collection. We will also be glad to share with him a copy of the final results. We will provide the cost of data analysis, computer time, and reproduction of the manuscript. In return, we hope our colleague on your faculty could provide for reproduction of the questionnaire in your language and for mailing the 100 completed questionnaires to us.

Enclosed with this letter is the two-page questionnaire in English. We appreciate your assistance very much, and anticipate learning the results from your students very soon. Thank you for your cooperation.

Sincerely,


Susan Caviness Maloney
Doctoral Candidate in Sociology


Donald E. Allen
Professor of Sociology

UPPSALA UNIVERSITET
SOCIOLOGISKA INSTITUTIONEN

Drottninggatan 1 A
752 20 UPPSALA, Sweden

Tel 018/13 90 60

October 2, 1973

Susan Caviness Maloney
Department of Sociology-
Oklahoma State University

STILLWATER, Oklahoma, USA 74074 /USA

Dear Colleague,

Separately I have sent some 50 questionnaires filled in by under-graduate students at this department. We have a decrease in the number of students, so I can offer you only these questionnaires from this department. However, I have asked a colleague at the College for Social Works in Örebro to ask his students to fill in some questionnaires too.

It might be of interest for you to know that the students in sociology are fairly radical, and the students at College of Social Work are supposed to be much more radical.

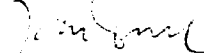
As to the translation: I have tried to make a direct translation, although there might be some misunderstandings. However, there is one change. According to my opinion as a family sociologist, it is not more reasonable in this country to ask people if they are unmarried or married: you have to differentiate between married, unmarried cohabiting and unmarried, not cohabiting. Thus I have made this trichotomization instead of your dichotomization. On page 2 I have made another change. I have added the last sentence. In translation: "If the relative does not exist, put no mark at all in that column".

I have tried to translate the occupations for you into reasonable categories, so that it should be possible to make a classification according to the normal SEE classification.

I hope to be able to send the remaining questionnaires in a couple of days.

Good luck and do not hesitate to contact me if you want more information.

Yours sincerely,


Jan Tröst

INSTITUTE OF SOCIOLOGY
UNIVERSITY OF TURKU

AURAKATU 14 B 15
20100 TURKU 10
FINLAND

Donald E. Allen
Professor of Sociology
Oklahoma State University
Stillwater, Oklahoma

October 9, 1973

Dear Prof. Allan:

We have interviewed a hundred university students as you hoped. We have translated into English all the answers that were written in the Finnish language. We are happy to have been of help to this interesting research project. We hope all success to the research and are eagerly waiting for the results.

Very Sincerely Yours,



Ahti Laitinen



Abul Ahsanullah

Sociology Department

RIJKSUNIVERSITAIR CENTRUM ANTWERPEN

Dienst voor Sociologie
Dir. Prof. G. VAN ROMPU



2020 - ANTWERPEN
MIDDELHEIMLAAN 1, 18-10-1973

Prof. Donald E. ALLEN
Sociology Department
Oklahoma State University
Stillwater, Oklahoma
U.S.A. 74074

Ref. : GvR/RS/73291

Dear Professor,

As I promised in my letter of August, 24, concerning a study by Mrs. Susan Caviness Maloney on the degree of contact and correspondence between the modern college student and his closer family members, I enclose with this letter 28 completed translated questionnaires.

I hope to have been of assistance, in spite of the poor result of 200 questionnaires distributed among our students.

Sincerely,

A handwritten signature in black ink, appearing to read 'G. Van Rompu', written in a cursive style.

G. VAN ROMPU,
Professor of Sociology

SEMINARIE VOOR SOCIOLOGIE
RIJKSUNIVERSITEIT TE GENT
DIRECTEUR: PROF. DR. M. VERSICHELEN

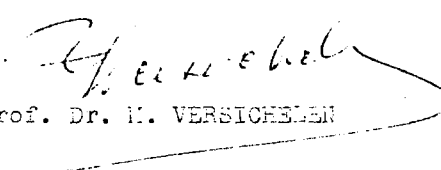
9000 GENT 30 november 1973
UNIVERSITEITSTRAAT, 14
TEL.: 26.87.66

Mrs. S. CAVINESS - MALONEY
Sociology Department
Oklahoma State University
STILLWATER - OKLAHOMA
U.S.A. 74074

Dear Mrs. CAVINESS,

In separate cover we are sending you
the completed questionnaires concerning the family relations
in Belgium.

Sincerely,


Prof. Dr. M. VERSICHELEN

Soziologisches Seminar
der Christian-Albrechts-Universität
Direktor: Prof. Dr. Lars Clausen

Soziologisches Seminar der Christian-Albrechts-Universität
D-2300 Kiel · Olshausenstraße 40/60 · ☎ (0431) 593-2167

Kiel, den December 10, 1973

Susan Caviness Maloney
Department of Sociology
Oklahoma State University

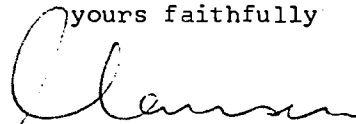
Stillwater, Oklahoma,
USA 74074

Dear Miss Maloney,

I regret that I cannot do more than handing back to you your questionnaires, as far as they were answered by my students. During my seminar on "sociology of the group" I asked them - on a voluntary basis - to help you, but not all of them collaborated. Anyhow, here are the results, which I am sure, may help you as a kind of pretest, since a sample could not be drawn, which could have been representative for any population. I hope, it may help you to formulate one or another hypothesis on German attitudes towards kinship.

Small as my service only could be, I am, nevertheless, very much interested, to hear about the outcome of your research project. Perhaps you are interested to send us some results.

With kind regards,
yours faithfully



Prof. Dr. Lars Clausen

To the Student:

Keep in mind that the relationships you have with your kinsmen are very important. The focus of this study, which will be used for a doctoral dissertation, is to discover and understand the relationships you share with all of your kin. Be sure to answer all of the questions as well as you can. Thank you.

Susan Caviness Maloney
 Doctoral Candidate in Sociology
 Oklahoma State University, USA

Your Age _____ Sex: Male ___ Female ___ Marital Status: Unmarried ___ Married ___

Father's Occupation _____ What does he do at work? _____

Below is a list of kinsmen which may or may not be present in your family. If "best liked" or "best" precedes the person's family title, you are to pick out only one of the people in your family with such a title; pick the one you like the best. But if only one person in your family has such a title, disregard "best liked".

Table I

Section 1: Put a check by all the people for whom you were named.

Section 2: Put a check by all the people who are dead or who were never born.

Section 3: Put a check by all the people you think are living, but whom you never saw.

Section 4: (This includes only people not checked in Section 2 and Section 3)
 Put "1" beside the kinsman you like the best, a "2" beside the kinsman you like second best, a "3" beside the kinsman you like third best, a "4" beside the kinsman you like fourth best, and a "5" beside the kinsman you like fifth best.

Section 5: (This includes only people not checked in Section 2)
 Beside each family member put the approximate number of kilometers he lives from your home, where you lived most of your life.

	Section 1 (name)	Section 2 (dead)	Section 3 (not known)	Section 4 (rank)	Section 5 (distance)
(best liked) cousin	_____	_____	_____	_____	_____
(best liked) father's sister	_____	_____	_____	_____	_____
(best liked) mother's sister	_____	_____	_____	_____	_____
(best liked) sister	_____	_____	_____	_____	_____
father's mother	_____	_____	_____	_____	_____
mother's mother	_____	_____	_____	_____	_____
mother	_____	_____	_____	_____	_____
(best liked) father's brother	_____	_____	_____	_____	_____
(best liked) mother's brother	_____	_____	_____	_____	_____
(best liked) brother	_____	_____	_____	_____	_____
father's father	_____	_____	_____	_____	_____
mother's father	_____	_____	_____	_____	_____
father	_____	_____	_____	_____	_____

Table II: The answers (12345) represent a range from the least amount (1) to the most amount (5). Mark a vertical line through the number which best represents your answer.

How much of the following for this relative?	Best cousin	Best father's sister	Best mother's sister	Best sister	father's mother	mother's mother	mother	Best father's brother	Best mother's brother	Best brother	father's father	mother's father	father
respect for him	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
love for him	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
desire to visit	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
have important talks	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
feel close to him	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
favours you give him	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
favours he gives you	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
your work for him	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
his work for you	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
gifts you give him	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
gifts he gives you	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
advice you give him	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
advice he gives you	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
money you give him	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
money he gives you	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
recreational and social contacts	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
letters and correspondence	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
obligation to visit on major holiday	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12845
obligation to attend his funeral	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
inheritance you receive when he dies	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345

REMEMBER: "1" is the least amount and "5" is the greatest amount.

Table II

VITA

Susan Caviness Maloney

Candidate for the Degree of

Doctor of Philosophy

Thesis: INTERACTION WITH KINSMEN IN NORTHERN EUROPE

Major Field: Sociology

Biographical:

Personal Data: Born in Pinehurst, North Carolina, May 9, 1946, the daughter of Helen Styles Caviness and Henry Lester Caviness.

Education: Attended grade school in Biloxi, Mississippi and South Bend, Indiana; graduated from LaVega High School, Waco, Texas in 1964; received the Bachelor of Arts degree in Sociology from Fayetteville State University where graduated magna cum laude in 1971; received the Master of Science degree in Sociology from Oklahoma State University in 1973; completed the requirements for the Doctor of Philosophy degree in July, 1974.

Professional Experience: Who's Who in American Colleges and Universities, 1971; Graduate Teaching in Sociology, Oklahoma State University, 1972-1974.

Professional Organizations: Oklahoma Sociological Association, Southwestern Sociological Association, Alpha Kappa Delta Sociological Fraternity, National Council on Family Relations.