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BEHAVIOR SETTING COMPARISON  
OF A TURKISH TOWN AND AN AMERICAN TOWN

by

Ali Dönmez  
B.A., Ankara University, 1970  
M.A., University of Kansas, 1975

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Submitted to the Department of Psychology  
and the Faculty of the Graduate School  
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## CHAPTER ONE

### INTRODUCTION

About three decades ago Barker and Wright and their co-workers began developing the science of ecological psychology as a result of an attempt to understand child development and child behavior via study of children in their natural environments. Their initial emphasis was upon observing, recording and analyzing the behavior streams of individual children without interference from the investigator into the conditions supplied and behavior elicited by naturally occurring situations. The other, and probably the most radical, result from the individual behavior studies undertaken initially, has been the demonstration that not only the behavior of the same children differed drastically as they left one environment and entered another, but also that the behavior of different children in the same environment displayed a marked similarity. That is, some attributes of behavior varied less across children within real-life settings than across these naturally occurring situations within the days of the children. For example,

When second grade children were observed in academic class, their behavior pattern involved organized activity, little change in position, slow tempo, serious mood, and limited variety; the same children, a minute later on the playground, showed behavior with less organization, a faster tempo, more exuberant mood and much variety. (Gump, 1971 p. 130-134)

Observations of this sort demonstrated the coercive nature of the ecological environment in relation to the behavior of its inhabitants convincingly enough to lead to the general assumption that:

since people en masse can be expected to have common attributes, the inhabitants of identical ecological units will exhibit a characteristic overall extra-individual pattern of behavior; and the inhabitants of different ecological units will exhibit different overall extra-individual patterns of behavior. (Barker, 1968, p. 260)

Consequently, this attempt by Barker and his associates to understand child development and child behavior through study of the child in his natural habitat led these University of Kansas psychologists to establish the Midwest Psychological Station to facilitate the study of human behavior and its environment in natural situations. This was to be done by introducing to the science of psychology the kind of opportunity long familiar to most of the natural sciences: "easy access to the phenomena of the science unaltered by the selection and preparation that occur in laboratories" (Barker, 1968, p. 1). It was argued that experimental and laboratory methods have supplied psychology with a large body of information about human behavior under controlled conditions, i.e., in situations created by the investigators, but that relatively little is known of human behavior under naturally occurring conditions, or of how these conditions are distributed in nature. Therefore, the methodological approach that has been taken by ecological psychologists of the University of Kansas has been that of a recorder as opposed to that of an experimenter. These two methodological approaches are contrasted in transducer versus operator data generating systems by Barker (1968). In the first data generating system the psychologist only receives, records, translates, and transmits information about behavior and its relevant context. In the second system the psychologist alters the reality of behavior via

manipulating input and supplying conditions that are his own creations and therefore, channeling output. In summary, the core of the methodological problem is related to the generalizability of research findings. That is, ecological psychologists argue that when an attempt is made to generalize from a manipulation study to a real life situation that has not been produced by the psychologist, it is necessary that the manipulated conditions represent this real life setting. Usually this condition is not met; often a multitude of factors disrupt the desired representativeness (Willems, 1969). In accordance with the general methodological view taken then, ecological psychology, like any new discipline, had to develop specific methods and concepts for dealing with its subject matter, namely, the molar human behavior in its relevant context, and this is what happened. In numerous studies issuing from over twenty years of research at the Midwest Psychological Station, Barker and his co-workers developed the theory and the methods of ecological psychology. Three distinct methods evolved from this research were: the method of activity range survey, the method of specimen records, and the method of behavior setting survey which is the method adopted by the present study. Issues about value and need for descriptive studies of behavior in natural settings via transducer methods have been presented in detail elsewhere in literature and need not be repeated here. (Barker, 1963, 1968, 1969; Willems & Raush, 1969; Gump, 1972; Barndt, 1972; Sells, 1969).

## Behavior Setting Theory and Research

### Theory

One of the basic problems confronting ecological psychology was to identify the natural units of its phenomena. Basic questions were: "What are the natural units that constitute the environment of molar human behavior?" and, "What are the psychologically significant and scientifically adequate parts of a community or of a culture that can be studied systematically?" In other words, ecological units had to be discovered that could be readily identified and rigorously defined, and that occurred with sufficient frequency. And this is what happened. As a result of the studies issuing from the Midwest Psychological Station, ultimately, came the discovery of behavior settings as the natural environmental units of the phenomena of ecological psychology. A behavior setting may be described as one or more behavior-milieu synomorphs. A synomorph can be defined as

(a) a standing pattern of behavior (a bounded pattern in the behavior of men en masse which occurs independently of the particular persons involved), (b) anchored to a particular milieu complex, (c) at particular time-space loci, (d) with behavior and milieu synomorphic, (e) and with milieu circum-jacent to behavior. (Barker, 1968, pp. 37-38)

Examples are; an attorney's office, an algebra class, a barber shop, a drugstore, a county treasurer's office, worship service at a Presbyterian Church, etc.

A behavior setting consists of the behavior-milieu synomorphs interjacent to it; a behavior setting is a set of synomorphs. For example, the kitchen, dining area, coffee shop and cashier's area of a restaurant are such separate synomorphs. Thus, synomorphs make up

a behavior setting and a compilation of behavior settings with all their attributes constitutes an ecological environment. (For more details on behavior settings see Barker and Wright, 1955; and Barker, 1968.)

The main foci of behavior setting theory, and therefore, ecological psychology as developed by Barker and his associates are (a) behavioral phenomena in their natural, everyday context, (b) the naturally occurring environment of behavior, and (c) the naturally occurring relationships of behavior to environment based on the contention that the environment regulates and shapes up the behavior of its inhabitants.

The inevitable questions, then, were: Do different ecological environments produce different behavior? , and Can the differences or lack of differences be predicted from the environments? Research findings that are relevant to these questions will next be discussed.

#### Research

Barker (1960) proposed a theory of undermanning based on his extensive observations of the public behavior settings in two small towns: Midwest, Kansas in the United States and Yordale, Yorkshire in England. According to this proposition, the degree of manning available for a behavior setting has important behavioral and subjective consequences for setting inhabitants. Inhabitants of underpopulated settings, in comparison with inhabitants of optimally populated settings, were postulated to work harder and be occupied more with setting relevant activities; to carry on more program actions and a greater variety of program actions; to penetrate deeper into penetration zones by holding positions of greater responsibility; to be less sensitive to and evaluate less the differences between people; to have lower standards of admission to

settings; to have lower levels of performance, greater functional importance within the setting, greater functional self-identity, greater insecurity due to increased dependence upon others, and more frequent occurrences of success and failure. This is so, because, compared to optimally manned settings, undermanned settings have fewer inhabitants and the same standing patterns of behavior to be carried out. There are lots of things to be done relative to the available population in undermanned settings and, therefore, inhabitants must act accordingly if they are to obtain the satisfactions they seek from settings.

Ecological research generated at the Midwest Psychological Station concentrated, usually on this aspect of Barker's theory of behavior settings in that researchers interested mostly on the effects of undermanning of settings on the behavior of their inhabitants.

Barker (1960) reported that Midwest had only half as many residents as Yordale in a given year, but 1.18 times as many public behavior settings and 1.67 times as many responsible positions in settings, such as football team coach or player, restaurant proprietor or waitress, church choir director or member. On the average, Midwesterners had three times as many responsible positions per person as Dalesmen.

Responsible position means:

a position in a setting that is essential to the effective functioning of the setting: it refers to presidents and secretaries of societies; to proprietors and clerks of stores; to chairmen and soloists at entertainments. It does not refer to customers, members or audiences, spectators. (Barker, 1960, p. 43)

Barker and Barker (1961a) also projected cognitive and motivational differences that might be expected to result from the differences just

mentioned. These are as follows: (a) relative to Dalesmen, Midwesterners, including children, feel more important because they know they are needed and valuable for the operation of the settings of their community; (b) compared to Dalesmen, Midwesterners have greater feelings of self-esteem, and social status and among them experiences of both success and failure are more frequent and there is more personal uncertainty; (c) relative to Yordale, Midwest places a higher value on versatile, adaptable and responsible behavior because of the need for the participation of a limited number of inhabitants in its behavior settings.

Gump and Friesen (1964) studied participation by Juniors in non-class settings of large and small high schools. They assumed small school behavior settings to be undermanned and large school settings optimally manned or overmanned and their findings were in line with this assumption. Small school students entered more varieties of school behavior settings than did the large school students. In addition, students of small schools were found to occupy positions of importance and responsibility in the behavior settings they inhabited in a much larger proportion, than the students of the large schools. Willems, (1964b) studied high school Juniors in the same schools that were subjects in the Gump and Friesen study. He found that the large school had four times as many students available per setting as the small schools and that the students of the small schools, where settings were relatively underpopulated, reported both more attractions and more pressures toward participating in the school settings than students from the large school; the small school advantage was greater in the

case of pressures than in the case of attractions. Students in the small schools reported twice as many induced forces toward participation as did their large school counterparts.

These studies and others (Baird, 1967; Wicker, 1969a, 1969b; Wicker & Mehler, 1971; Willems, 1963) were highly supportive of Barker's theory, especially in terms of overt behavior.

Ecological studies related to Barker's theory dealt also with experiences of the inhabitants of behavior settings.

Gump and Friesen (1964b) related the predictions about the effects of undermanned behavior settings on overt behavior to experiences of setting occupants. A summary of their findings is as follows:

Juniors from the small schools reported more satisfactions relating to the development of competence, to being challenged, to engaging in important actions, to being involved in group activities, and to achieving moral and cultural values; while large school Juniors reported more satisfactions dealing with vicarious enjoyment, with large entity affiliation, with learning about their school's persons and affairs, and with gaining 'points' via participation. (Gump & Barker, 1964, p. 197)

Wicker (1967) obtained data from four small high schools and one large high school (small schools were the same small schools mentioned above). Wicker was interested in finding out whether there were any differences in the cognitive complexity of high school Juniors as a function of school size. The number of constructs used to describe entered behavior settings was taken as a measure of cognitive complexity. Wicker found that the number of categories or constructs employed by small school students in describing school behavior settings was significantly greater than that employed by large school students. That is, small school students were more complex than their large school counterparts in describing school settings they had inhabited.

Wicker and Kauma (1974) obtained data on the effects of a merger of a small and a large church on members' behaviors and experiences. As a result of their study they report that "The small church sample felt less close to the merged church, less obligated and less welcome to participate in its activities" (pp. 24-30). These and other studies (Barker & Gump, 1964; Wicker, 1968; Wicker & Mehler, 1971; Willems, 1965b) show that behavioral differences generated by differences in the environment are accompanied by differences in subjective experiences; members of the small organizations have reported greater feelings of responsibility, involvement, and obligation to participate, and they have shown greater approval of high levels of participation.

In summary, it can be seen that these empirically-tested derivations from Barker's theory of behavior settings have yielded supportive evidence.

#### Rationale

One of the most intensive and recent ecological studies is The Qualities of Community Life (Barker & Schoggen, 1973). This study covers almost all of the findings of the studies cited thus far, and therefore, it can be thought of as one of the most substantive verifications of the theory of behavior settings. Its rationale is also the rationale of the present study to a great extent. Barker and Schoggen, in general terms, compared Americans and English as they lived in the behavior settings of Midwest and Yordale, respectively. Their study was, then, designed, from an ecological point of view, to answer questions such as: What are the differences between the habitats of Midwest and Yordale? Do American and English child-rearing

practices differ? How does man's habitat differ in different cultures and in developed and underdeveloped countries?

As a result of the study, Barker and Schoggen report that Midwest's children participate in a wide variety of the town's settings. Midwesterners prepare their children for adulthood by allowing them to participate in a wide range of settings. It is thought, in Midwest, that children are better off if they undertake tasks that are important and difficult for them even though they may not be able to do them efficiently. Participation is preferred over efficiency and this is the way children learn and grow to be adults.

Thus, Midwesterners let their children share power with adults via participation in a great number of behavior settings. This is because Midwest behavior settings are in need of personnel to carry out important functions. In other words, Midwest children are important in manning general public settings.

In Yordale, on the other hand, children are prepared for adulthood by keeping them apart from the general public settings and placing them in settings that are particularly arranged and under the supervision of expert adults. According to Dalesmen, this is how children learn and grow to be adults. It is thought, in Yordale, that some community settings are better off without children participating in them because children do not have necessary skills and attitudes for their smooth functioning. The fact that Yordale has enough competent adult inhabitants to operate its settings and expendability of children in this respect makes possible this kind of thinking and practice. Dalesmen are concerned more with smoothness and efficiency in the operation of

their community's settings while Midwesterners are concerned more with just the operation of their settings.

In the authors' words "It is clear that Midwest's Melting Pot System of child-rearing installs children in positions of relative power and worthiness in more of its habitat than does Yordale's Enlightened Colonial System, and that the adolescents, adults and aged of Midwest transact more behavior as beneficiaries (customers, spectators, guests) of children than the adolescents, adults and aged of Yordale" (Barker & Schoggen, 1973, p. 415).

Another finding reported in The Qualities of Community Life is related to outside intervention, directives or help in the operation of the towns' behavior settings. It was found that Midwesterners in comparison with Dalesmen, manage more of their towns habitat without outside intervention, directives or help, they produce more of its behavior without these external factors. That is, Midwest was found to have a greater local autonomy with respect to the operation of its settings than Yordale. Local autonomy is defined as the extent of control a town's occupants exert onto the environment in which they live. Some of the other findings reported in The Qualities of Community Life are as follows.

Midwest's total behavior output was smaller than Yordale's but greater per town inhabitant meaning that, on the average, Midwesterners relative to Dalesmen engaged in considerably more behavior in public behavior settings and these settings had, on the average, fewer human components. Hence, Midwesterners entered more settings and stayed longer. The pace of life in Midwest's public settings was, on the

average, faster, busier, and more conducive to getting things done relative to the pace of life in Yordale's public settings.

With respect to value of man and power of the people, Barker and Schoggen report that

Relative to Dalesmen, Midwesterners, on the average, are more important people, have greater responsibilities, have lower standards of adequate performance, value concrete accomplishments more and general personal qualities less, are more insecure, are more versatile, and work harder. These are the psychological costs and benefits of being more valuable as habitat components. . . . They hold more positions of power as behavior setting operatives, and as behavior setting members they control more settings, including the operatives. (1973, pp. 400-401)

Again the findings reported in The Qualities of Community Life are in accord with Barker's theory of behavior settings which asserts that the observed behavior differences result from differences in the towns' habitats.

#### Turkish vs. American

The two towns compared in The Qualities of Community Life, namely Midwest and Yordale are quite similar in two respects. First, both Midwest and Yordale represent a Judeo-Christian religious and cultural orientation, their inhabitants have, in general, the same Judeo-Christian world view. Second, the countries or nations that these two towns represent are two of the world's most developed and technologically advanced nations. On the contrary, the two towns that the present study is concerned with are quite dissimilar in these respects. These two towns are Midwest, Kansas and Yesilova, Burdur, Turkey. Yesilova represents a Muslim-Middle East Asian religious and cultural orientation. And it is an underdeveloped town in an underdeveloped, technologically

less advanced country that is Turkey. Its inhabitants have, in general, a Muslim-Asian world view. Patai (1973) after pointing out to an extremely deterministic view of human existence in Islam writes that

such a deterministic view of human existence had become an ancient Judeo-Christian heritage by the time Muhammad lived. However, in the course of their development, both Judaism and Christianity in the west have considerably modified their original determinism, allowing human will to play a more and more decisive role. Not so Islam, where absolute will is still one of God's attributes operating in the manner of an inexorable law. (p. 152)

This study is, then, an attempt, mainly, to investigate and pinpoint some of the differences in ecological environments in developed and underdeveloped countries, in Muslim and Judeo-Christian countries, as represented by Yesilova and Midwest respectively. From the behavior setting theory point of view, the Midwest-Yordale study is the most extensive cross-cultural study conducted so far and ecological psychology is in need of more of this kind of cross-cultural studies. It is hoped, ultimately, that some conditions significant for an understanding of cultural differences can be uncovered by studying Yesilova and Midwest as representatives of their larger contexts.

#### A Brief Description of the Towns

The two towns, Yesilova and Midwest, have similarities in the following aspects:

Both towns are naturally bounded regions differing from surrounding farming areas in such respects as: Greater population density, dissimilar patterns of behavior and connection with the larger culture via roads, telephones, radio, television, newspaper, and mail.

Both towns are nonindustrial, rural and retail trade centers.

Raising of grain and livestock is important economically to both towns.

Each town is an inland town situated almost equidistant from its countries borders.

Both towns are surrounded by politically conservative local regions.

The two towns have differences in the following respects:

As noted earlier, Yesilova represents a Muslim-Asian culture in a less developed country, while Midwest represents a Judeo-Christian and Western culture in a highly developed country.

Although both towns are trade and government centers for the people living in surrounding smaller settlements, Yesilova's environment is appreciably larger than Midwest's. The administrative division of Turkey is such that the whole country is first divided into 67 cities called il(s), each city being responsible for the administration of a certain number of towns called ilce(s), and each town being, in turn, the administrative center of a certain number of villages. Each town is a center of trading, post office, government, schooling, transportation and business for its villages. For example, 44 of Yesilova's 48 surrounding villages do not have a high school; none of them has a grocery store, post office, hospital, drugstore or pharmacy; in these respects, they all are dependent on the town. Such circumstances make the number of people dependent on Yesilova for the above activities significantly larger than the number of people dependent on Midwest.

Another fundamental difference between Yesilova and Midwest is in terms of population: Yesilova has a population of 4,000 and Midwest 830.

In short, what Barker and Schoggen said about Midwest and Yordale can be said too, about Midwest and Yesilova. That is, the presisting and fundamental difference with which this study is concerned is this: Yesilova is a component and expression of the Turkish human behavior system and Midwest is a component and expression of the American behavior system. This study attempts to explore some of the differences in Turkish and American systems as represented in Yesilova and Midwest, respectively (1973, p. 20).

#### Predictions

This is an exploratory study but considering some of the important differences between the towns a few predictions can be made.

Habitat extent is one of the major indices used in the comparison of Midwest and Yesilova as human habitats and a prediction can be made with respect to this habitat descriptor. Habitat extent is defined as the number of goal possibilities and obligations immediately at hand and measured in terms of centiurbs (the percentages of a hypothetical standard town called 'urb'), (see chapter on methodology for a detailed description of these measures). Yesilova's population is five times larger than that of Midwest; one might expect that Yesilova should have a larger overall habitat (more goal possibilities and obligations at hand) than Midwest. This is probably true. When the population difference between the towns is this large, however, the overall habitat extent is not a good index for comparison. In this case, a comparative statement such as "Yesilova has a larger habitat than Midwest" would make no more sense than the statement, "The United States consumes more meat than Turkey," unless a reference to the number of people

involved is made. Thus, what we are interested in, as an index for comparison, is the units (centiurbs) of habitat per person rather than the overall habitat extent.

Relative to Midwest, Yesilova is a poor town. Although Yesilova's overall habitat compared to Midwest's, may be larger--due to its larger population--chances are that the Turkish town would not be able to afford as many units of environment per person as the American town. In addition, Yesilova represents a Muslim-Middle Eastern town where--because of economical, cultural and religious circumstances--women's participation in public behavior settings is greatly reduced. Women, usually, do not work outside the home. With half of its able population often being excluded from public regions, Turkish town would not need as many centiurbs of habitat per person as the American town.

Therefore, we predict that (a) Yesilova will have a smaller portion of habitat per resident than Midwest.

The fact that women's participation in public behavior settings of Yesilova is limited to a great extent makes it sensible to predict that (b) the extent of habitat where women occupy positions of responsibility as managers, presidents, operators, etc., also will be quite limited.

A second major index of habitat is its variety defined as; "the diversity of molar behavior resources and the range of molar behavior opportunities" (Barker & Schoggen, 1973, p. 31). The number of genotypes (groups of settings with similar programs) in a town is the measure of its habitat variety.

Because of the same reasons--being poor and limited participation in public settings by women--mentioned in relation to habitat extent

per person, it is likely that Yesilova will not be able to afford and will not need as many genotypes as Midwest. Thus, it is expected that (c) the Turkish town will have a less varied habitat (smaller number of genotypes) than the American town.

Habitat extent and habitat variety are the two major indices of habitat. They are also applied to some differential habitats of the towns such as autonomy and authority habitats. Next we will consider an application of habitat extent to one of these differential habitats, that is, the habitats high or low in local autonomy.

As mentioned earlier, Yesilova is an underdeveloped town in a developing country and compared to Midwest is a poor town. Overall educational level of people is also lower relative to that in Midwest. This means that Yesilova's inhabitants either cannot afford financially, or are not able to operate some of the essential settings that are operated with no problem in the American town. Some of these essential settings for a developing town as Yesilova would have to be initiated or helped, and therefore, influenced by authorities outside the town such as government or private companies. A very centralized type of administration which prevails in virtually all institutions of Turkey would also suggest this outside intervention regarding the operation of behavior settings in Yesilova. Thus, it is expected that (d) more of Yesilova's than of Midwest's habitat will be influenced from sources located outside the towns.

Behavior output (the amount of time spent in a behavior setting, in a group of settings, or in all settings of a town by all inhabitants) is another principal measure used in the study of Yesilova and Midwest that will be considered next.

As noted in the first chapter, Barker and Schoggen (1973) report that the Midwest behavior system requires responsible participation of its children more than does the Yordale system. This is because Midwest's most able class of inhabitants is not enough for the efficient functioning of its behavior settings while Yordale has enough (probably more) number of highly able inhabitants outside of children, and therefore, does not need responsible participation of its children for the efficient functioning of its behavior settings. A comparison of the ratio of Midwest's total number of occupants in 1963-64 to the total number of its behavior settings with that of Yordale's would indicate this. For example, 1963-64, there were  $884/830 = 1.06$  settings per resident in Midwest and  $1310/758 = 0.578$  in Yordale. As a result, Barker and Schoggen found that the mean behavior output per child inhabitant in behavior settings where children occupied responsible positions as operatives of programs was greater in Midwest than in Yordale. This relationship may hold between Yesilova and Midwest, too. That is, the population of Yesilova is much greater than that of Midwest but the amount of environment relative to its population is considerably less than that of Midwest.

Thus, it can be speculated that (e) the mean behavior output per child inhabitant via behavior settings where children fill positions of responsibility will be smaller in Yesilova than in Midwest.

We noted earlier that the developmental stage, economical, religious and educational circumstances and relatively unchanged traditional housewife role attributed to women, etc., reduces women's participation in the public behavior settings of Yesilova to a great extent. In

Midwest, however, women participate in the town's public life almost equally with men. Thus, we predict that; (f) Since male residents of Yesilova would find themselves in the position of compensating for the lack of female participation, the mean behavior output per male resident will be greater in Yesilova than in Midwest. (g) Mean behavior output per female resident will be smaller in Yesilova than in Midwest. (h) Male-female difference in terms of mean behavior output per sex member will be greater in Yesilova than in Midwest.

## CHAPTER TWO

### METHODOLOGY

The method of behavior setting survey as developed by Barker (1968) in his book Ecological Psychology: Concepts and Methods of Studying the Environment of Human Behavior will be applied to Yesilova, the Turkish town, during the year 1975-76 which is the survey year for the present study. The data and results of this survey will, then, be compared with the data and results of the 1963-64 behavior setting survey of Midwest, Kansas reported by Barker and Schoggen in their book, The Qualities of Community Life. The method of behavior setting survey involves three basic steps: 1) identifying and listing all potential behavior settings; 2) discarding potential settings that after a careful check do not meet the criteria of behavior settings; and 3) describing the behavior settings.

#### Identification and Listing of the Potential Settings

This first step is the compilation of all possible behavior settings in a given domain. These are the possible settings that may fit the definition of a behavior setting. In discovering and listing all of the potential settings one can start with the inspection of the physical domain; just by walking along the streets it is possible to observe and record a lot of these walled, fenced, and otherwise bounded areas. Settings are often recognized via signs on the doors and windows. Informants can also be used: local newspapers, telephone directories, organization programs, placards and other local documents may report many such potential settings for inclusion in this initial inventory.

### Discarding Nonsettings

The second step is elimination of nonsettings from the initial list. The definition of a behavior setting provides the principles of this procedure; items that do not meet the criteria of a behavior setting are eliminated. If there is doubt or disagreement on whether an item should be eliminated or retained, it is subjected to rigorous analysis. To be retained as a behavior setting, an item, a community part must display.

1. A standing pattern of behavior
2. attached to a particular milieu complex
3. that exists independently of the standing pattern and
4. is circumjacent to the standing pattern of behavior.

The final settings list is decided upon by determining the degree of interdependence of paired settings that are rated on each of the following seven-point scales.

1. Behavioral interdependence
2. Inhabitant interdependence
3. Leadership interdependence
4. Interdependence of behavior objects
5. Interdependence in temporal contiguity
6. Spatial interdependence
7. Interdependence based on similarity of behavior mechanisms

A rating of 1 represents the greatest and a rating of 7 the least interdependence between the settings of a pair on the scale in question. Ratings on the seven scales are totaled for an estimate of the degree of interdependence of two community parts. The total interdependence

score, K, varies between 7 and 49. If the total score is 21 or greater, the two units (synomorphs) are considered to be independent settings. Synomorphs with K values of 20 or less are considered a single behavior setting. This measure of interdependence is called the K-21 test.

### Describing Behavior Settings

The final step in making a behavior setting survey is to describe the settings in terms of some of their attributes. This and other procedures in making a behavior setting survey have been discussed in detail by Barker (1968) and will not be discussed here. Instead, some additional concepts and measures developed by Barker and Schuggen (1973) for the ecological comparison of the two towns they studied will be given briefly, as they are related to the present study.

### Concepts and Operations Related to Habitat Extent

Standard town. Out of a need for a common base in comparisons of habitat extent across towns and years Barker and Schoggen created a "standard town" with three dimensions; number of behavior settings per year, mean number per day, and mean number per hour. They measured these three dimensions of the standard town by obtaining in each of them the mean of four values: Midwest in 1954-55 and in 1963-64 and Yordale in 1954-55 and in 1963-64. Thus, the calculation of these three dimensions with the actual values, reported by Barker and Schoggen, for the standard town, called an urb, is as follows:

$$\text{Behavior settings per year} = (576 + 884 + 504 + 758)/4 = 680.5$$

$$\text{Mean number per day} = (136 + 146 + 144 + 178)/4 = 151.0$$

$$\text{Mean number per hour} = (32.4 + 32.6 + 34.3 + 37.2)/4 = 34.1$$

The dimensional values of the towns, of parts of the towns, and individual behavior settings are reported in hundredths of an urb called

centiurbs. Here, as an example, are the dimensional values and extent in centiurbs of Midwest's habitat in 1963-64: (a) behavior settings per year as percentage of urb,  $100(884/680.5) = 130.0$ ; (b) mean behavior settings per day,  $100(146/151) = 96.7$ ; (c) mean behavior settings per hour,  $100(32.6/34.1) = 95.6$ ; extent in centiurbs (means of a, b and c) equals 107.4. By the same process, we can find the extent of Yesilova's habitat in 1975-76.

Standard behavior setting. In creating the standard behavior setting Barker and Schoggen thought that "the dimensional values of a behavior setting that occurs every hour of each day in a survey year provide convenient weights for determining the measurement in centiurbs of any town, part of a town, or single behavior setting" (1973, p. 27). The dimensional values of this standard setting in terms of percentages of the values for the above standard town are shown in the table below.

| <u>Dimensions</u>          | <u>Number of Settings</u> | <u>Dimensional Values</u> |
|----------------------------|---------------------------|---------------------------|
| Behavior settings per year | 1                         | $100(1/680.5) = 0.147\%$  |
| Mean BS per day            | 1                         | $100(1/151.0) = 0.662\%$  |
| Mean BS per hour           | 1                         | $100(1/34.1) = 2.932\%$   |
| Extent                     |                           | 1.125cu                   |

#### Concepts and Operations Related to Measuring Habitat Variety

Behavior setting genotypes. Habitat variety which is defined as "the diversity of molar behavior resources and the range of molar behavior opportunities" (Barker & Schoggen, 1973, p. 31) is measured via genotyping which is, in turn, defined as a classification of behavior settings of a town on the basis of some fundamental similarities in

their standing patterns of behavior or programs. That is, in order for a group of behavior settings to be included in a genotype their standing patterns of behavior have to be sufficiently similar that the basic components of any two of them can be exchanged without considerable deficiency in the functioning of either of them.

In establishing a genotype list, the first behavior setting in the final settings inventory is taken as a member of the first genotype; if the second setting is dissimilar, it starts a new genotype. Each setting, as selected, is compared to previously established genotypes and either enters one of them or begins a new genotype. Each genotype in this list represents an additional variety or "type" of behavior setting. In summary, a list of the genotypes of a town is the measure of its habitat variety, and a description of these genotypes is informative of the varieties of standing patterns taking place in its environment. (For more information on genotypes see: Barker, 1968; Barker & Wright, 1955; Barker & Schoggen, 1973.) In their study of Midwest and Yordale, Barker and Schoggen categorized genotypes ranging from fully common genotypes to both towns to those unique to one town. Common genotypes are informative as to the degree of similarity between the habitats of the two towns while unique genotypes are indicative of the degree of difference between the two habitats with respect to habitat variety.

#### Concepts and Operations Related to Describing the Habitat

Penetration qualities. Inhabitants of a town enter and participate in its settings in different capacities and with different degrees of involvement and responsibility. One index of the involvement and

responsibility of a person in a behavior setting is the position of the part he enters. Each part can be characterized in terms of the centrality of its position within its behavior setting. Six zones of centrality have been defined. The more central the zone the deeper the penetration and the greater the involvement and responsibility of its inhabitants. These zones (also called penetration zones) with their number designation and a descriptive title in each case are as follows:

Zone 1: Onlooker

Zone 2: Audience or Invited Guest

Zone 3: Member or Customer

Zone 4: Active Functionary

Zone 5: Joint Leader

Zone 6: Single Leader

Zones 4, 5, and 6 are called operating zones and inhabitants of these zones are also called performers or operatives. Two more definitions are necessary in relation to penetration qualities which are given below.

a) Habitat-claims for human components: The behavior settings that make up a town's environment designate particular positions within them. These positions or posts are called habitat claims for human components by Barker and Schoggen (1973). For example, chairmanship of a staff meeting in the Psychology Department is such a habitat claim. Each habitat claim requires a human component with specific knowledge and skills so that it can function. The number of habitat claims of a behavior setting for operatives or performers is the number of the

positions of responsibility that has to be occupied or loaded.

b) Implemented habitat-claims: A town is likely to provide its inhabitants with more opportunities of involvement in responsible positions than the number of its habitat-claims. This is so, because a habitat-claim may be carried out by more than one person. In other words, any combination of any habitat-claim with a different human component constitutes an implemented habitat-claim.

Penetration zones 4, 5, and 6 require a special comment. As pointed earlier they are called operative zones and their inhabitants operatives.

Operatives fill positions of responsibility within behavior settings; they are the human components of the habitat-claims that are most crucial for the normal operation of settings, and these habitat-claims are located within stronger force fields than other habitat-claims. In psychological language, the inhabitants of the operating zones of behavior settings carry out important and difficult actions; they are important, hard-working people; they control the settings and are controlled by it. They are the setting's most responsible inhabitants. (Barker & Schoggen, 1973, p. 39)

Authority system qualities. A behavior setting may have authority or influence over a number of other settings or it may not affect any other settings. A group of settings under the power of one setting is called an authority system. Barker and his associates grouped authority systems into five categories on the basis of the characteristics of the influential setting. These are: Private Enterprises, Churches, Government Agencies, Schools, and Voluntary Associations.

Local autonomy qualities. Sources that influence behavior settings may be located within the community or at different geographical distances from it. According to Barker, the local autonomy of a behavior setting is a rating of the degree to which four decisions regarding the

operations of the setting are made, namely:

- Appointment of performers
- Admittance of members
- Determination of fees and prices
- Establishment of programs and schedules

These occur within five geographical areas with differing proximities to the setting, as follows:

- Within the town
- Outside the town but within the school district
- Outside the district but within the county
- Outside the county but within the state
- Outside the state but within the nation (1968, p. 76)

The degree of local autonomy of a town's settings is the degree to which town inhabitants control the environment in which they live. In the Qualities of Community Life, Barker and Schoggen distinguished three levels of local autonomy: high, medium, and low.

Beneficence attributes. Behavior settings differ in the degree to which they benefit different classes of inhabitants such as children, adults, aged, males, and females.

All of these concepts and operations are related to an assessment of the quality of the environments. The next section will include a new concept that is concerned with the use of the environments.

#### Measuring Behavior Output

##### Person-Hours of Behavior

As noted earlier behavior settings are extra-individual units of environment, different people enter and leave them but their standing

patterns of behavior remain the same. In other words, behavior settings generate behavior via their inhabitants. Thus the amount of behavior a setting generates can be calculated by summing the times spent by all inhabitants in it. This sum, for a survey year, is the person-hours of behavior it produces.

So far, the subject of the study and the two towns involved have been introduced, some predictions have been made and some methodological concepts were considered. Next, we turn to a presentation of the findings.

CHAPTER THREE  
RESULTS: ENVIRONMENTAL DATA

Human Habitat Components

People who inhabit one or more behavior settings of a town (habitat), for any period of time and in any zone of penetration during a survey year are the human components of that town. Thus, human habitat components of towns include not only the residents or permanent inhabitants but also visitors and commuters, most of whom are the inhabitants of the districts and regions immediately surrounding the towns. In the coming sections permanent inhabitants will be referred to also as residents or town inhabitants.

As reported in Table 1.1, Yesilova had more human components than Midwest: more in all, more per centiurb(cu) of habitat, and more per position of responsibility (claims for operatives). The Turkish town had 4,000 permanent inhabitants in the survey year 1975-76 and the American town had 830 permanent inhabitants for the survey year 1963-64. These permanent inhabitants are the most available human components for the public inhabitants.

Yesilova had 3,170 more permanent human components than Midwest, amounting to 4.8 times as many, to 3.5 times as many per cu of habitat, and to 5.0 times as many per position of responsibility (claims for operatives). As will be reported later, Midwest, although smaller than Yesilova, had 6 times as many positions of responsibility per town inhabitant.

In summary, Midwest showed a pool of town inhabitants only one-fifth as large as Yesilova yet from this pool Midwest had to draw

performers for the implementation of a greater number of positions of responsibility. Midwest's habitat required more proprietors, secretaries, choir members, team members, umpires, waitresses, speakers, salesmen, and so on. In other words, Midwest was an undermanned town in comparison to Yesilova. Under these circumstances, it was assumed that Midwest's habitat would put more pressures on its inhabitants to get involved in their public behavior settings without excessive regard for the efficiency and capability of these inhabitants. Midwest's habitat would do this in an effort to man its settings with a limited supply of able inhabitants. Conversely, Yesilova should put less pressure and force on its inhabitants for their involvement in its behavior settings. This is because Yesilova has enough supply of able human components to fill its positions of responsibility.

Table 1.1

## Human Habitat Components

| Town Inhabitants                 | <u>MW(1963-64)*</u> | <u>YS(1975-76)*</u> |
|----------------------------------|---------------------|---------------------|
| Total N                          | 830                 | 4,000               |
| Mean N                           |                     |                     |
| per centiurb                     | 7.8                 | 27.2                |
| per claim for operatives         | .08                 | .4                  |
| Inhabitants of Town and District |                     |                     |
| Total N                          | 1,680               | 9,000               |
| Mean N per centiurb              | 15.7                | 61.2                |

\*MW = Midwest YS = Yesilova

### Size (Centiurbs) of Habitat

Data reported in Table 1.2 show clearly that Yesilova's habitat was considerably larger than Midwest's; 147 centiurbs(cu) and 107 centiurbs(cu) respectively. But, as noted earlier, when the difference between the towns' populations is too great, as it is between Yesilova and Midwest, a comparison of the overall habitat extents loses its meaning. For example, at a first glance one might infer that, because of its larger habitat, Yesilova offers its inhabitants more opportunities and requirements; but since this environment is shared by many more people, this is not true. It is more appropriate to think in terms of centiurbs of habitat per town inhabitant rather than the general habitat extent. Yesilova showed .04 cu of habitat per town inhabitant while Midwest employed .12, which is three times greater. Contrary to the impression given by the comparison of the habitats in general, on an individual basis Midwesterners had three times more grounds for community behavior than did Yesilova.

As reported in Table 1.2, Midwest generated nearly twice as many behavior settings per year as did Yesilova but on an average day there were 200 settings at hand in Yesilova and 146 at hand in Midwest. This is because regularly recurring behavior settings (measured by settings per day) contribute more to Yesilova's than to Midwest's habitat by a factor of 2.5 (243/95). That is, most of Yesilova's behavior settings operate regularly during a year while most of Midwest's behavior settings operate on an occasional basis with fewer occurrences and are scattered along the year. This is reflected also in the fact that the Turkish town had 159.6 average occurrences per setting while the

American town had 60.4 per setting. For example, of the Yesilova's yearly total of 458 settings the daily mean occurrence was 200 settings; this leaves 258 settings to be initiated and operated during the following days and months at the mean rate of 21.5 settings per month. Of the Midwest's yearly total of 884 settings, however, the daily mean occurrence was 146, leaving 758 settings to be introduced over the following days and months at a mean rate of 61 settings per month, nearly three times as many settings as that in Yesilova. (These estimates are based upon the data of Table 1.2). These habitat arrangements--whereby a larger number and proportion of Midwest's than Yesilova's behavior settings operate once a year or intermittently during the year--require more long-time planning by Midwesterners than by Yesilovans. This aspect of the towns' habitats will be considered later.

Table 1.2

## Habitat Extent in Terms of Behavior Settings and Centiurbs

|                               | <u>MW(1963-64)</u> | <u>YS(1975-76)</u> |
|-------------------------------|--------------------|--------------------|
| Behavior settings per year    | 884                | 458                |
| Mean BS per day               | 146                | 200                |
| Mean BS per hour              | 32.6               | 82.9               |
| Extent in centiurbs           | 107                | 147                |
| Mean occurrences per settings | 60.4               | 159.6              |

Claims for Operatives

Behavior settings specify people for certain slots or positions within them. Imagine, for example, a restaurant which has an owner, a manager, an assistant manager, a cashier, a hostess, 10 waitresses,

3 cooks, and 3 busboys. This restaurant has, altogether, 21 slots called claims that must be filled by people who become operatives of these claims as soon as they assume responsibility in them. These are the number of positions in behavior settings that require human components such as chairmen, shopkeepers, janitors, cooks, entertainers, presidents, etc., to make the towns' habitats operational in accordance with their prescribed programs. Such slots or positions in behavior settings are, then, called claims for operatives. The assumption underlying the investigation of a town's claims for operatives is that they are the positions of responsibility providing people with certain opportunities and making certain demands upon them. Thus, the number of claims for operatives in a town makes a difference in the behavior and lives of its inhabitants. This is so because the operatives or occupants of these claims carry out certain responsibilities and must have certain knowledge and skills.

Relevant data, reported in Table 1.3, shows that Midwest made more claims for operatives than did Yesilova. Midwest yielded a total of 10,220 habitat claims for operatives, 96 per cu and 12.3 per town inhabitant. Yesilova had a total of 9,482, 65 per cu and 2 per town inhabitant.

The number for claims for operatives in the towns means that if all the behavior settings of Midwest in 1963-64, and all the behavior settings of Yesilova in 1975-76 were to occur simultaneously, it would require 10,220 persons to operate and maintain Midwest's habitat and 9,482 persons to operate and maintain Yesilova's. The fact that Yesilova had a greater number of town inhabitants but a smaller number of

claims for operatives means that Midwest needed a larger proportion of its inhabitants to fill its positions of responsibility than did Yesilova. Midwest was an undermanned town relative to Yesilova; an inhabitant of Midwest had six times more chances to get involved in responsible positions that require certain skills and knowledge, depending on the specific programs of the settings that need these positions to be filled for their operation and maintenance.

Table 1.3  
Habitat Claims for Operatives

|                            | <u>MW(1963-64)</u> | <u>YS(1975-76)</u> |
|----------------------------|--------------------|--------------------|
| Total number               | 10,220             | 9,482              |
| Number per/cu of habitat   | 96                 | 65                 |
| Number per town inhabitant | 12.3               | 2.0                |

#### Habitat Variety

Every behavior setting has a program which prescribes a particular pattern of behavior for its inhabitants. For example, the standing pattern of a grocery store is buying and selling groceries, of a bakery is baking and selling bread, of a restaurant is preparing, serving, and eating food. Thus, in a town, there are as many programs or standing patterns of behavior as there are behavior settings. However, some of these behavior settings have similar programs prescribing similar behavior and some of them have fundamentally different programs promoting sharply different patterns of behavior. In Yesilova, for example, there are 13 coffeehouses with similar programs thus generating similar behavior in each. Coffeehouse programs are so alike that a coffeemaker of

one coffeehouse could transfer to another and be efficient in a very short period of time. Likewise, Midwest's twenty-four religious worship services operate according to the same basic rules and all generate a certain type of behavior, that is, religious activity. On the other hand, Yesilova's coffeehouses and barbershops operate according to such different programs and generate such different kinds of behavior that the experience as a coffeehouse waiter would not transfer to a barbershop; the same is true for a barber transferring to a coffeehouse.

Habitat variety is defined as the diversity of molar behavior resources. Since a group of behavior settings may have similar programs, the number of settings may not be a good indicator of the variety or diversity of town resources. If behavior settings are classified into similar categories or genotypes the number of the genotypes can represent fundamentally different kinds of behavior opportunities. The number of genotypes, in a town, would then be the measure of its habitat variety. A genotype is defined as one or more behavior settings with similar programs that could continue to function without major disruptions when their most central inhabitants are interchanged (see p. 23). If, for example, Yesilova's (or Midwest's) habitat could be mapped into behavior regions, each region would include one or more behavior settings that have similar programs and patterns of behavior. And the map would include a region for: all grocery stores, all restaurants, all family feasts, all circumcision ceremonies, and so forth. Each of these regions would then provide opportunities and resources for one type of behavior to the inhabitants of Yesilova. The number of regions

(genotypes) in the map would be the measure of the variety of Yesilova's habitat.

Data relevant to habitat variety are reported in Table 1.4. As can be seen, Midwest and Yesilova had 198 and 120 genotypes (behavior regions) respectively. Thus, Midwest had 78 more genotypes than Yesilova, amounting to 1.6 times as many. This means that the two towns differ greatly in the number of behavior opportunities and resources they provide for their inhabitants. The difference is so great that a Midwesterner would have a hard time in adjusting to the conditions of Yesilova where he would not be able to find many of the conveniences and opportunities that are taken for granted in Midwest. For example, he would not be able to find kindergarten classes and day care homes to put his child in; he would have to hand-wash his clothes since there are no laundry services in Yesilova. He would have to personally go and talk to persons who he could have telephoned in Midwest; Yesilova's genotypes provide no in-town telephone services. Female Midwesterners would find no beauty shops in Yesilova. In short, Midwesterners would have to sacrifice many of the conveniences provided by their home town genotypes. For a Yesilovan, too, it would be difficult to adjust to the conditions of Midwest because there would be greater pressures on his participation in the programs of such a large number of genotypes making the pace of life quite fast for him. These aspects of the towns will be clearer in the following sections.

Table 1.4  
Behavior Setting Genotypes

|                     | <u>HW(1963-64)</u> | <u>YS(1975-76)</u> |
|---------------------|--------------------|--------------------|
| Number of genotypes | 198                | 120                |

Nature of Habitat Variety

In the preceding section, an analogy between hypothetical behavior regions and genotypes has been made. Furthermore, it was noted that the number of these regions or genotypes, in a town, is the measure of its habitat variety. It was also reported that Midwest had 1.6 times as many genotypes as did Yesilova. This difference in the behavior resources of the towns, however, is a general one and needs elaboration. The basic question is: How similar are the towns with respect to habitat variety? Other questions follow, such as: How many of the genotypes reported above can be found both in Midwest and Yesilova? How many of them exist in one town but not in the other? These are the questions whose answers may yield information as to how and with what kind of resources the towns' habitats condition their inhabitants' lives.

A catalogue of the genotypes of a town portrays its total range of habitat and behavior opportunities and requirements. Genotype catalogues of Yesilova and Midwest are presented in Appendices A and B respectively. Each genotype is identified by name and number, a brief description of its program for the inhabitants of its different penetration zones, their extents in centiurbs and behavior settings it generated are given. Also, a more detailed description of some of

Yesilova's genotypes can be seen in Appendix F. The genotype catalogues provide an overview of the varieties of habitats within the towns. "A stranger to one of the towns who mastered its genotype programs would be 'at home' in town on arrival" (Barker & Schoggen, 1973, p. 67).

A rapid study of the extents of the genotypes in Appendices A and B, shows that while no genotypes are dominant in Midwest, in the sense that their behavior settings extend over appreciable proportion of its habitat, four of Yesilova's genotypes; School Classes, Coffeehouses, Government Offices, and Grocery Stores make up 43 centurbs (one-third) of its total habitat. The rest of Yesilova's and all of Midwest's habitat consists of many genotypes with only one or two settings in each. We now turn to the consideration of the above question referring to the similarity of habitats in relation to behavior resources.

#### Similarity of Habitats

Put in a different framework, the basic question concerning habitat variety is that how much of one town's habitat would make visitors from the other town feel at home; how much of a town would need considerable adjustment, and how much would make visitors feel as strangers. In accordance with this question, in the present study, various genotypes that make up the towns' habitats were classified into three categories depending upon the extent of common characteristics displayed in their programs. These are: 1) common, 2) partly common, and 3) unique genotypes.

Common habitats. The genotypes that occurred in both towns in their respective survey years (commonality category 1) are listed in

Table 1.5 with their extents in centiurbs. These are the common genotypes and common, here, means that the program of a certain genotype in one town is so similar to the program of a certain genotype in another that the efficient operatives or performers of one could transfer to the other and become efficient in less than a quarter of the time required by a complete novice. For example, the genotype Hotels is common to both Yesilova and Midwest, because the program of a hotel in Yesilova is so similar to the program of a hotel in Midwest that an efficient hotel manager in one town could transfer to a hotel in the other town and become efficient in less than a quarter of the time required by someone who is totally unfamiliar with hotel management. Common genotypes identify the common ground of the towns. Their settings constitute the parts of the towns that would make a Midwesterner at home in Yesilova and a Yesilovan at home in Midwest because their programs, and therefore, the patterns of behavior they display are known by the inhabitants of both towns. Table 1.5 lists 33 fully common genotypes. In extent these common genotypes add up to 43.3 centiurbs or 29.5 percent of Yesilova's total habitat and to 30.5 centiurbs or 28.5 percent of Midwest's. In other words, nearly 30 percent of the towns' habitats were common to each other in terms of extent.

In reference to common variety, Midwest residents visiting Yesilova would find about 28 percent of its genotypes at hand for inhabiting so familiar that they could enter into the on-going programs at all levels of penetration with little difficulty whereas Yesilovans visiting Midwest would find only about 17 percent of its genotypes at hand for inhabiting so familiar.

Table 1.5  
 Behavior Setting Genotypes Common to Yesilova  
 and Midwest with Their Extents in Centiurbs

| Genotype                         | Extent(cu)  |             |
|----------------------------------|-------------|-------------|
|                                  | YS(1975-76) | MW(1963-64) |
| Auto-Repair Shops                | .84         | .10         |
| Barbershops                      | 3.35        | .77         |
| Bus Terminals                    | .60         | .43         |
| Clothiers and Dry Good Stores    | 2.07        | .57         |
| Dry Cleaners' Services           | .41         | .51         |
| Electrical Appliances Stores     | .84         | .78         |
| Elections, Local                 | .34         | .05         |
| Examinations, High School Level  | .06         | .25         |
| Furniture Stores                 | .84         | .54         |
| Hallways                         | 3.08        | 1.67        |
| Hardware Stores                  | 1.26        | 1.03        |
| Hotels                           | 2.49        | .94         |
| Jails                            | 1.24        | 1.25        |
| Jewelry Stores                   | .41         | .47         |
| Judges' Offices                  | .30         | .54         |
| Libraries                        | .41         | .53         |
| Lumberers' Services              | 1.26        | .98         |
| Meetings, Business               | .90         | 5.63        |
| Meetings, Discussion             | .39         | .61         |
| Memorial Days                    | .05         | .05         |
| Movie Theaters                   | .39         | .11         |
| Parks and Playgrounds            | 3.47        | 1.28        |
| Pharmacies                       | 2.03        | .61         |
| Picnics                          | .05         | .40         |
| Post Offices                     | .60         | .61         |
| Restaurants                      | 4.60        | 2.98        |
| School Administrators' Offices   | 1.37        | .99         |
| Service Stations                 | 2.49        | 2.80        |
| Solicitation of Funds            | .05         | .52         |
| Tailors                          | 5.00        | .61         |
| Teacher Conferences with Parents | .55         | .10         |
| Trafficways                      | 1.25        | 1.25        |
| Variety Stores                   | .41         | .57         |
| Total                            | 43.30       | 30.53       |
| Percentage of Town               | 29.45       | 28.53       |

Partly common habitats. Partly common habitats of the towns come about in two ways: First, genotypes may have programs that occur in both towns in their respective survey years, but in dismantled forms. It may happen that the parts of an on-going program in one town are distributed among settings of a number of genotypes at the other town. For example, the program of a behavior setting of the genotype Knitting Classes and Services in Midwest is distributed among settings of the genotype School Classes, Girls Institutes and Sweater Makers' Services in Yesilova. It may be the case that the program as it occurs in one town is incorporated within a more inclusive genotype of the other town. For example, the program of Yesilova's genotype Butcher Shops is incorporated as part of Midwest's genotype Grocery Stores.

Secondly, genotypes may present elements which occur in both towns. This can be thought of in three sub-categories: 1) Genotypes whose programs could be transferred to settings of the other town in one-quarter to one-half of the time a novice requires to master the program. For example, basically, Midwest's genotype Photographic Studios is the same as that of Yesilova's Photographic Studios, but the details of operation and the tools and material used differ to a great extent. Therefore, it is thought that a Midwest photographer could become a Yesilova photographer in one-quarter to one-half of the time required by an untrained Midwest resident to become a photographer. 2) Parts of the programs of these genotypes occur within genotypes of the other town. For example, one sub-program of Yesilova's genotype Tailors (Ironing Services) occur in Midwest's genotype Ironing

Services. 3) Genotypes whose programs could be transferred to settings of the other town in one-quarter to one-half of the time required by a novice, as in 1, but this interchange of programs between the towns would require one-half to three-quarters as much time as is required to train a novice. For example, fundamentally, Yesilova's genotype Attorneys' Offices is the same as that of Midwest's Attorneys' Offices but the laws and procedures are so different in the towns that it would take a Yesilova lawyer one-half to three-quarters of as much time to master the program of a Midwest attorney's office as it would take a Yesilova resident without legal training. Genotypes that occur only in one town but are accessible to the inhabitants of the other town within its 12 mile radius. For example, Yesilova's genotype Concrete Block Producers does not exist in Midwest but it is available to Midwesterners in a nearby city at a distance of 12 miles. The same is true for Midwest's genotype TV-Radio Repair Shops which is absent from Yesilova but accessible to Yesilovans in a nearby village at a distance of 10 miles.

Genotypes composing the towns' partly common habitats are intermediary between the fully common and unique genotypes of the same towns. Lists of the partly common genotypes of Yesilova and Midwest and their extents in centiurbs are presented in Tables 1.6 and 1.7, respectively. Data of these tables show that 40 (33.3%) of Yesilova's genotypes were partly common to Midwest and 53 (26.7%) of Midwest's genotypes were partly common to Yesilova. In extent measures, the partly common genotypes add up to 60.30 centiurbs (41.02%) of Yesilova's and 34.82 centiurbs (32.54%) of Midwest's total habitats.

Table 1.6  
Partly Common Genotypes of Yesilova  
and Their Extents in Centiurbs

| Genotype                                          | <u>Extent(cu)</u><br><u>YS(1975-76)</u> |
|---------------------------------------------------|-----------------------------------------|
| Agricultural Chemicals Stores                     | .84                                     |
| Attorneys' Offices                                | .41                                     |
| Auto-Parts Stores                                 | .41                                     |
| Auto-Repair Shops                                 | .84                                     |
| Bakery Services                                   | 2.38                                    |
| Banks                                             | .84                                     |
| Battery Makers, Chargers, and Repairers' Services | .41                                     |
| Butcher Shops                                     | .84                                     |
| Candy Shops                                       | .35                                     |
| Communication Centers                             | 1.24                                    |
| Court Sessions                                    | .62                                     |
| Dentists' Offices and Services                    | .41                                     |
| Detention Cells                                   | 2.49                                    |
| Educational Offices                               | .84                                     |
| Examinations, Elementary School Level             | .06                                     |
| Glass Shops                                       | .41                                     |
| Government Offices; Records and Business          | 9.96                                    |
| Grocery Stores                                    | 9.81                                    |
| Kitchen Appliances Stores                         | 1.01                                    |
| Loan Association Offices                          | .80                                     |
| Military Police Stations                          | 1.24                                    |
| Municipal Offices                                 | .41                                     |
| Photographic Studios                              | 1.15                                    |
| Physicians' Offices and Services                  | .93                                     |
| Police Stations                                   | 1.24                                    |
| Prosecutors' Offices                              | .30                                     |
| Repair Shops                                      | .36                                     |
| Rug and Carpet Stores                             | .10                                     |
| School Classes                                    | 11.63                                   |
| School Social Nights                              | .05                                     |
| Shoe Makers and Repairers' Services               | .84                                     |
| Shoe Shops                                        | 1.16                                    |
| Thread and Yarn Shops                             | .47                                     |
| Tire Repairers' Services                          | .60                                     |
| Tire Stores                                       | .28                                     |
| Tractor Drivers' Licence Courses                  | .05                                     |
| Visitors' Days, Jail                              | .12                                     |
| Watch Repairers' Services                         | 1.26                                    |
| Weddings, Modern                                  | 1.06                                    |
| Wound Dressing Services                           | 1.24                                    |
| Total                                             | 60.30                                   |
| Percentage of Town                                | 41.02                                   |

Table 1.7  
Partly Common Genotypes of Midwest  
and Their Extents in Centiurbs

| Genotype                                                          | Extent(cu)  |
|-------------------------------------------------------------------|-------------|
|                                                                   | MW(1963-64) |
| Agricultural Advisers' Offices                                    | .43         |
| Animal Feed Mills                                                 | .61         |
| Animal Feed Stores                                                | .54         |
| Athletic Equipment Rooms                                          | .28         |
| Attorneys' Offices                                                | 1.70        |
| Automobile Washing Services                                       | .10         |
| Bakery Services, to Order                                         | .10         |
| Banks                                                             | .43         |
| Building Construction and Repair Services                         | 2.00        |
| Card Parties                                                      | .46         |
| Classrooms, Free Time                                             | 2.53        |
| Cooking Classes                                                   | .15         |
| Court Sessions, County                                            | .25         |
| Court Sessions, District                                          | .08         |
| Custodial Work Groups                                             | .26         |
| Delivery and Collection Routes                                    | 1.36        |
| Dentists' Offices and Services                                    | .40         |
| Elementary School Basic Classes                                   | 2.99        |
| English Classes                                                   | .28         |
| Farm Implement Agencies                                           | .84         |
| Floor Laying Services                                             | .13         |
| Garages                                                           | 1.21        |
| Government Offices; Business and Records                          | 3.33        |
| Grocery Stores                                                    | 1.33        |
| Home Economics Classes                                            | .42         |
| Ironing Services                                                  | .72         |
| Knitting Classes and Services                                     | .15         |
| Machinery Repair Shops                                            | .91         |
| Mathematics Classes                                               | .23         |
| Motor Vehicle Operators' Classes and Examinations                 | .18         |
| Music Classes, Instrumental                                       | .94         |
| Music Classes, Vocal                                              | 1.13        |
| Painting Classes                                                  | .08         |
| Parades                                                           | .36         |
| Photographic Studios                                              | .25         |
| Physical and Biological Science Classes                           | .35         |
| Physical Education Classes                                        | 1.78        |
| Plumbing, Heating, and Electrical Service and<br>Appliance Stores | .79         |
| Refuse Hauling Services                                           | .34         |
| Sales Routes                                                      | .63         |
| School Enrollment Periods                                         | .15         |

Table 1.7 (continued)  
Partly Common Genotypes of Midwest  
and Their Extents in Centiurbs

|                                        | <u>Extent(cu)</u>  |
|----------------------------------------|--------------------|
|                                        | <u>MW(1963-64)</u> |
| School Offices                         | .59                |
| Sewing and Dress Making Classes        | .16                |
| Sheriffs' Offices                      | .43                |
| Sign Painting Services                 | .15                |
| Social Science Classes                 | .33                |
| Tank-Trunk Lines                       | .34                |
| Timber Sales and Tree Removal Services | .18                |
| Tool Sharpening Services               | .27                |
| Wall Papering and Painting Services    | .17                |
| Water Supply Plants                    | .30                |
| Weddings, Civil                        | .05                |
| Weed Inspectors' Offices               | .24                |
| Total                                  | 34.82              |
| Percentage of Town                     | 32.54              |

These are the parts of the town's habitats providing behavior resources that are salient and thus noticeable by exchange visitors between the towns and require more time than would common habitats and less time than would unique habitats for these visitors to become efficient operatives of their behavior settings in which they are operatives in their home towns.

Unique habitats. The third category consists of genotypes that occur only in one of the towns and are absent from the other town. For example, Yesilova's genotype Cart Makers' Services does not exist in Midwest and its skilled operatives have almost no advantage in becoming programmed for any behavior setting of Midwest. The same is also true for Midwest's genotype Baseball Games; the experience of its skilled

players would have no use in any behavior setting of Yesilova.

Unique genotypes that occur in Yesilova but not in Midwest and vice versa are reported in Tables 1.8 and 1.9, respectively. As these tables show, 48 (40%) of Yesilova's and 113 (57%) of Midwest's total genotypes were unique. In extent measures, unique genotypes comprised 44.40 centiurbs (30.20%) of Yesilova's and 42.06 centiurbs (39.31%) of Midwest's total habitats. Thus, nearly one-third of Yesilova's and more than half of Midwest's genotypes were unique to themselves. In comparison, Midwest had 2.3 times as many unique genotypes as did Yesilova.

Hence, a Yesilovan visiting Midwest would find a significantly greater number of programs and a larger portion of habitat that are new and relatively unknown to him than a Midwesterner visiting Yesilova. In other words, differences in habitat variety are not small. Supposing that a Midwest resident wanted to settle in Yesilova and a Yesilova resident wanted to settle in Midwest, it would be difficult for the Midwesterner because he would not be able to find more than half of the programs or behavior opportunities in Yesilova that were available to him in Midwest. It would be difficult for the Yesilovan because he would have difficulty in coping with all this new environment and its requirements in Midwest. In short, both would feel quite strangers in their new towns for opposing reasons. It would be too little for one and too much for the other. And, in general, this is actually what happens even considering the larger contexts, namely

Table 1.8

Unique Genotypes: Yesilova Genotypes  
that Occur in Yesilova but not in Midwest

| Genotype                                         | Extent(cu)  |
|--------------------------------------------------|-------------|
|                                                  | YS(1975-76) |
| Agricultural and Dairy Products Wholesale Stores | .41         |
| Animal Fattening Services                        | .60         |
| Baths, Turkish                                   | .41         |
| Beachhouses                                      | 1.59        |
| Bedcover and Mattress Makers' Services           | 1.35        |
| Beet Weighing and Storing Stations               | .31         |
| Bicycle Repairers' Services                      | .30         |
| Book Stores                                      | .41         |
| Cart Makers' Services                            | .41         |
| Cattle Gathering Stations                        | .31         |
| Cemeteries                                       | .60         |
| Circumcision Ceremonies                          | .21         |
| Coffeehouses                                     | 11.51       |
| Concrete Block Producers                         | 2.00        |
| Feasts, Family                                   | .39         |
| Forest Cadestre Committee Offices                | .41         |
| Girls' Institutes                                | .25         |
| Gravestone Engravers' Services                   | .24         |
| Harvesting Places (Threshing Grounds)            | .14         |
| Heavy Grape Syrup Makers' Services               | .28         |
| Ironworks and Welders (Black Smiths)             | 1.67        |
| Laboratories, Hospital                           | .60         |
| Leather Workers' Services                        | .41         |
| Letter Writers' Services                         | 1.42        |
| Liquor Stores                                    | .41         |
| Markets, Public                                  | .18         |
| Maternity Rooms, Hospital                        | 1.24        |
| Mevluts (Chanting of the Nativity Poem)          | .12         |
| Military Training Classes                        | .22         |
| Mills, Grain                                     | 4.99        |
| National Holiday Celebrations                    | .20         |
| Pastries                                         | .92         |
| Political Party Headquarters                     | .25         |
| Religious Festival Prayers                       | .10         |
| Religious Worship Services                       | 2.00        |
| Rug Weaving Services                             | .84         |
| Shipping Agencies                                | .10         |
| Slaughterhouses                                  | .47         |
| Soccer Games                                     | .11         |
| State Monopoly Products Department Services      | .92         |
| Stove Makers and Repairers' Services             | .74         |

Table 1.8 (continued)

Unique Genotypes: Yesilova Genotypes  
that Occur in Yesilova but not in Midwest

| Genotype                 | <u>Extent(cu)</u>  |
|--------------------------|--------------------|
|                          | <u>YS(1975-76)</u> |
| Sweater Makers' Services | .56                |
| Tinners' Services        | .78                |
| Town Headman's Offices   | .31                |
| Wards, Hospital          | 1.24               |
| Weddings, Traditional    | 1.06               |
| Wine Makers' Services    | .41                |
| Total                    | 44.40              |
| Percentage of Town       | 30.20              |

Turkey and the United States. Americans are often unable to cope with conditions of life in Turkey, largely because they cannot find the variety of habitat resources and conveniences provided by the resources, that are taken for granted in their own country. And they cannot cope with the way things are done; programs of genotypes operated in Turkey. Turks, on the other hand, are often unable to cope with such a large variety of habitat resources and requirements in the United States because it is not easy for them to adjust to so much novelty and it is incompatible with their concept of time and sense of promptness. The pace of life is too fast and needs considerable planning to which they are relatively unaccustomed. Thus, not being able to participate in the settings of their new habitat gives rise to the feelings of being left out, and eventually, many of them go back. (Findings reported here suggest that a Turkish student planning to marry an American girl and live permanently in Turkey or an American planning to marry a Turkish girl and live permanently in the U. S. should think twice.)

Table 1.9

Unique Genotypes: Midwest Genotypes  
that Occur in Midwest but not in Yesilova

| Genotype                                             | Extent(cu)<br>MW(1963-64) |
|------------------------------------------------------|---------------------------|
| Abstract and Title Company Offices                   | .51                       |
| Agronomy Classes                                     | .10                       |
| Animal Husbandry Classes                             | .20                       |
| Auction Sales, Household Furnishings and Merchandise | .10                       |
| Auditing and Investing Company Offices               | .46                       |
| Award Ceremonies                                     | .15                       |
| Baseball Games                                       | .85                       |
| Basketball Games                                     | .79                       |
| Beauty Shops                                         | .60                       |
| Billiard Parlors and Taverns                         | .71                       |
| Bowling Games                                        | 2.02                      |
| Carnivals                                            | .05                       |
| Cemeteries, including Graveside Services             | .45                       |
| Charivaris                                           | .05                       |
| Chiropractors' Offices                               | .25                       |
| Civil Engineers' Offices                             | .43                       |
| Club Officers' Training Classes                      | .05                       |
| Commercial Classes                                   | .27                       |
| Commercial Company Offices                           | .43                       |
| Dances                                               | .20                       |
| Day Care Homes and Nurseries                         | .77                       |
| Dinners and Banquets                                 | .66                       |
| Dinners with Dances                                  | .05                       |
| Dinners with Business Meetings                       | .87                       |
| Dinners with Recreational and Cultural Programs      | .80                       |
| Educational Methods Classes                          | .61                       |
| Elections, Polling Places                            | .20                       |
| Examinations, Boy Scout                              | .05                       |
| Excavating and Contracting Services                  | .51                       |
| Excursions and Sightseeing Trips                     | .76                       |
| Factory Assembly Shop                                | .10                       |
| Fashion Shows                                        | .10                       |
| Fire Alarms and Fire Fighting                        | .11                       |
| Fire Drills                                          | .11                       |
| Fire Stations                                        | .40                       |
| Fireworks Sales Stands                               | .40                       |
| Food and Rummage Sales                               | .35                       |
| Football Games, American Football                    | .29                       |
| Funeral Directors' Service, including Funerals       | .16                       |
| Funeral Services, Church                             | .16                       |
| Gift Showers                                         | .16                       |
| Golf Games                                           | .39                       |

Table 1.9 (continued)

Unique Genotypes: Midwest Genotypes  
that Occur in Midwest but not in Yesilova

| Genotype                               | <u>Extent(cu)</u><br><u>MW(1963-64)</u> |
|----------------------------------------|-----------------------------------------|
| Graduation and Promotion Ceremonies    | .20                                     |
| Hayrack Rides                          | .05                                     |
| Hikes and Camps                        | .24                                     |
| Home Economics Competitions            | .10                                     |
| Horseshoe Pitching Contests            | .05                                     |
| Ice Cream Socials                      | .10                                     |
| Installation and Induction Ceremonies  | .15                                     |
| Insurance Offices and Sales Routes     | .78                                     |
| Kennels                                | .65                                     |
| Kindergarten Classes                   | .13                                     |
| Land Condemnation Hearings             | .05                                     |
| Landscaping and Floriculture Classes   | .05                                     |
| Latin Classes                          | .25                                     |
| Laundries, Self-Service                | 1.25                                    |
| Laundry Services                       | .50                                     |
| Locker and Shower Rooms                | .32                                     |
| Lodge Meetings                         | .46                                     |
| Meetings, Cultural                     | 1.09                                    |
| Meetings, Social                       | .16                                     |
| Music Competitions                     | .10                                     |
| Newspaper Reporters' Beats             | .09                                     |
| Newspaper and Printing Plants          | .51                                     |
| Nursing Homes                          | .68                                     |
| Optometrists' Services                 | .05                                     |
| Parking Lots                           | .58                                     |
| Parties                                | 1.23                                    |
| Parties, Stag                          | .05                                     |
| Pastors' Studies                       | .33                                     |
| Piano Recitals                         | .10                                     |
| Plays and Programs                     | 1.45                                    |
| Programs of Band Music                 | .27                                     |
| Programs of Choral Music               | .30                                     |
| Psychological Research Offices         | .43                                     |
| Psychological Service Offices          | .31                                     |
| Public Speaking and Drama Competitions | .10                                     |
| Real Estate Agents Offices             | .48                                     |
| Receptions                             | .10                                     |
| Refreshment Stands                     | .05                                     |
| Religion Classes                       | 3.26                                    |
| Religious Study Groups                 | 1.50                                    |
| Religious Fellowship Meetings          | .56                                     |

Table 1.9 (continued)

Unique Genotypes: Midwest Genotypes  
that Occur in Midwest but not in Yesilova

| Genotype                                       | <u>Extent(cu)</u><br><u>MW(1963-64)</u> |
|------------------------------------------------|-----------------------------------------|
| Religious Prayer and Meditation Services       | .39                                     |
| Religious Worship Services                     | 1.55                                    |
| Retarded Children Classes                      | .08                                     |
| Roller Skating Parties                         | .16                                     |
| Sales Promotion and Patron Attracting Openings | .46                                     |
| Sales Promotion Parties                        | .05                                     |
| Savings Stamp Sales Stands                     | .06                                     |
| School Rallies                                 | .28                                     |
| Scout Meetings                                 | .48                                     |
| Sewing Club Meetings                           | .16                                     |
| Soil Conservation Service Offices              | .43                                     |
| Solicitation of Goods                          | .06                                     |
| Speech Therapy Services                        | .17                                     |
| Spelling Bees                                  | .05                                     |
| Street Fairs                                   | .10                                     |
| Swimming Excursions and Classes                | .22                                     |
| Taverns                                        | .34                                     |
| Telephone Automatic Exchange Buildings         | .30                                     |
| Telephone Books                                | .31                                     |
| Track and Field Meets                          | .38                                     |
| Tractor Pulling Contests                       | .05                                     |
| Trips by Organizations to Visit the Sick       | .06                                     |
| TV and Radio Repair Shops                      | .45                                     |
| Vocational Counseling Services                 | .05                                     |
| Volleyball Games                               | .10                                     |
| Weddings, Church                               | .10                                     |
| Welfare Offices                                | .43                                     |
| Welfare Workers' Classes                       | .05                                     |
| Woodworking and Machine Shop Classes           | .21                                     |
| X-Ray Laboratories                             | .05                                     |
| Total                                          | 42.06                                   |
| Percentage of Town                             | 39.31                                   |

An overview of the unique genotypes. Results of the ecological studies reviewed in the first chapter indicate that the ecological environment shape up its inhabitants and different ecological environments shape up their inhabitants differently. They do this by providing

their inhabitants with different behavior resources and opportunities and subjecting them to different kinds and amounts of forces and coersions. Thus, an examination of the unique genotypes of the towns grouped on the basis of some similarities in their programs may give the reader a general idea as to how ecological environments support certain behaviors and as such shape up their inhabitants. The groups of unique genotypes with at least one common characteristic in their programs will next be reported point by point.

1. As can be seen from the list below, Midwest generated a considerable number of unique genotypes whose programs have to do, in varying degrees, with behavior patterns of buying and selling. These are as follows:

- Auction Sales
- Auditing and Investing Company Offices
- Commercial Classes
- Commercial Company Offices
- Fireworks Sales Stands
- Food and Rummage Sales
- Insurance Offices and Sales Routes
- Real Estate Agents Offices
- Sales Promotion and Patron Attracting Openings
- Sales Promotion Parties
- Savings Stamps Sales Stands

2. Midwest displayed some unique genotypes that prescribe playful competition and entertainment as shown in the following list.

- Baseball Games
- Basketball Games
- Bowling Games
- Football Games, American Football
- Golf Games
- Home Economics Competitions
- Horseshoe Pitching Contests
- Music Competitions
- Public Speaking and Drama Competitions
- School Rallies
- Tractor Pulling Contests
- Volleyball Games

- Carnivals
- Dances
- Dinners with Banquets
- Dinners with Recreational and Cultural Programs
- Fashion Shows
- Hikes and Camps
- Ice Cream Socials
- Parties
- Piano Recitals
- Plays and Programs
- Programs of Choral Music
- Roller Skating Parties
- Spelling Bees
- Street Fairs
- Vocational Counseling Services

3. Midwest had the following unique genotypes whose programs had to do with teaching and learning.

- Agronomy Classes
- Animal Husbandry Classes
- Club Officers Training Classes
- Commercial Classes
- Educational Methods Classes
- Kindergarten Classes
- Landscaping and Floriculture Classes
- Latin Classes
- Pastors' Studies
- Religion Classes
- Religious Study Groups
- Retarded Children Classes
- Swimming Excursions and Classes
- Welfare Workers' Classes
- Woodworking and Machine Shop Classes

4. It is difficult to group Yesilova's unique genotypes in a similar fashion because of their smaller number and the heterogeneity of their programs. The following genotypes, however, have similarities from a different perspective. All of them are devoted to a retail production and repairment of certain commodities mainly by hand and they are absent from Midwest as a result of advanced technology and mass production of commodities in the larger context that is, the United States. Yesilova is a place where things are used repaired and reused

whereas Midwest can be thought of as a part of a use and throw-away society. Yesilova's unique genotypes with these characteristics are as follows:

- Concrete Block Producers
- Gravestone Engravers' Services
- Harvesting Places (Threshing Grounds)
- Heavy Grape Syrup Makers' Services
- Ironworks and Welders (Black Smiths)
- Leather Workers' Services
- Rug Weaving Services
- Stove Makers' and Repairers' Services
- Tinners' Services
- Wine Makers' Services

5. There are some unique genotypes in Yesilova that gather masses of people ranging from 30 to 5,000. These are listed below.

- Beachhouses
- Circumcision Ceremonies
- Coffeehouses
- Feasts, Family
- Markets, Public
- Mevluts (Chanting of the Nativity Poem)
- Religious Festival Prayers
- Weddings, Traditional

In order to enrich the reader's comprehension, some of the Turkish genotypes, unique or not, have been described in considerable detail in Appendices C and D.

#### Authority System Habitats

In the section on habitat variety, behavior settings of the towns were grouped into genotypes or hypothetical behavior regions on the basis of the similarities in their programs or standing patterns of behavior. As a result, Midwest had 198 and Yesilova 120 such regions each representing a particular brand of behavior.

Behavior settings of a town can be classified, in an analogous fashion, into preset, more inclusive categories on the basis of another

criterion--the power relationships among settings. This should give more general and simplified pictures of the towns as human habitats. Usually, there are three kinds of settings in a town; those that have control over one or more other settings (executive settings), the ones that are controlled by these settings, and the kind of settings that have no power over any other settings and are influenced by no other settings. For example, in Yesilova, the behavior setting District Governor's Office has authority over 54 other settings ranging from the Town Police Station to the Turkish Airways Fund-Raising Association Regional Office. Ozkan Shipping Agency, on the other hand, is not under the control of, and has no power over, any other setting. According to Barker (1968) both of these sets, 54 settings under the control of District Governor's Office and Ozkan Shipping Agency are authority systems, the former constituting a multi-setting authority system and the latter a single-setting authority system. A town's habitat is, then a network of such authority systems as shown in Figure 1.2. Here, we are interested in a classification of these authority systems into authority system classes. The assumption underlying the investigation of authority system classes is that differences in the extents to which these different classes of influential settings control the towns' habitats may be the cause of significant differences for inhabitant experience and behavior.

The authority system to which a behavior setting belongs identifies one category of influence upon its program. For example, what goes on and how things are done in Yesilova's behavior setting High School Deputy Administrators' Office are controlled by the setting High School

Administrator's Office. High School Administrator's Office can determine the kind and time of work done in the Deputy Administrators' Office and it has this power over the activities of all settings under its control. The latter settings constitute the High School Administrative Office authority system of Yesilova. The controlling or the executive settings of all schools of a town, and all the behavior settings they control, make up the class of the School Authority Systems of the town. Thus, each town has classes of Church Authority Systems; Government Agencies Authority Systems; Private Enterprise Authority Systems; and Voluntary Associations Authority Systems--as shown in Figure 1.1.

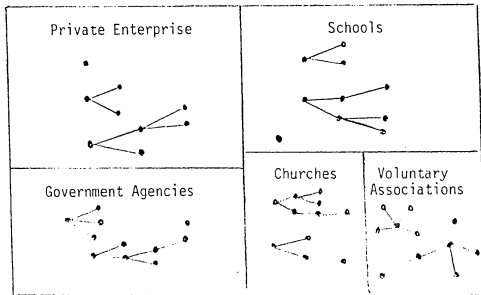


Figure 1.1. Schematic Representation of the Relationship between Settings, Authority Systems, and Authority System Classes.

Authority Systems →      Single-Setting •      Multi-Setting V      Network of Settings

Barker (1968) grouped authority systems into five classes on the basis of the following characteristics of the controlling settings:

Churches: All settings that are controlled by central administrative settings of churches or religious institutions.

Government Agencies: All behavior settings controlled by executive settings of town, county, state or federal governments excluding school controlled settings.

Private Enterprises: All settings under the control of behavior settings operated by private citizens in order to earn a living.

Schools: All settings under the authority of administrative settings operated by private or public educational agencies of town, county, state, and federal governments.

Voluntary Associations: All settings that are excluded from the first four classes (see Barker, 1968, p. 90).

Each behavior setting of a town occurs in only one authority system and authority system class and the above five classes of authority systems contain all of the public behavior settings of a town. Findings related to each of the authority system classes will be considered next in terms of habitat extent, claims for operatives and variety.

#### Church Authority System

Behavior settings controlled by central administrative settings of churches or religious institutions constitute a town's Church Authority System. As noted in the first chapter, Yesilova and Midwest are inhabited by people of two different religious persuasions in that Yesilovans are Muslims and Midwesterners are Christians. In addition,

it was noted that compared to Midwest, Yesilova is a poor, less developed town where general educational level of people is low and women are excluded, to a great extent, from the public behavior settings, especially from those related to churches. Thus, the basic questions that the data on church habitats might render answers are: How much room or place do these Muslim and Christian towns allot for religion? What are the ranges of behavior resources in their religious habitats? Findings with respect to habitat extent, claims for operatives and variety will be reported next. Basic data for Church habitats are presented in Table 2.1.

Table 2.1

## Church Authority System Basic Habitat Data

|                             | <u>MW(1963-64)</u> | <u>YS(1975-76)</u> |
|-----------------------------|--------------------|--------------------|
| Extent of habitat           |                    |                    |
| Behavior settings per year  | 193                | 16                 |
| Mean BS per day             | 10.0               | 4.2                |
| Mean BS per hour            | .6                 | 1.8                |
| Centiurbs (N)               | 12.2               | 3.4                |
| Centiurbs (% of town total) | 11.4               | 2.3                |
| Claims for operatives       |                    |                    |
| Number                      | 1,682              | 93                 |
| Number (% of town total)    | 16                 | 1                  |
| Amount of variety           |                    |                    |
| Genotypes (N)               | 31                 | 6                  |
| Genotypes (% of town total) | 16                 | 5                  |

Habitat extent. The Church habitats make up 3.4 centiurbs of Yesilova's and 12.2 centiurbs of Midwest's total habitats. Thus, Midwest's Church habitat was larger than Yesilova's. We mentioned earlier that

the number of settings per year, mean number per day and mean number per hour are the three contributors to the centiurbs measure of habitat extent. When we say Midwest had a larger Church habitat then, this means either Midwest had greater numbers of all these three (number of settings per year, mean number per day, mean number per hour) or it had one or two of these measures incomparably greater that still would make Midwest's Church habitat larger than Yesilova's regardless of the other measures. Table 2.1 shows that the latter was the case in relation to Church habitats. That is, Midwest's Church habitat consisted of 193 settings per year while Yesilova's consisted of 16. The mean number of settings per hour, in Yesilova, however, was three times greater than it was in Midwest indicating that Midwest's settings under its Church Authority System occurred on an occasional basis while Yesilova's occurred on a regular basis.

Considering the fact that a much greater number of settings per year is the main factor responsible for Midwest's greater church habitat compared to Yesilova's, one may draw two conclusions from these findings. First, a comparatively richer, more developed Midwest can afford and has the capacity for a much greater number of settings per year; thus a larger Church habitat than a poorer, relatively less educated, and less developed Yesilova. Second, Christianity is more flexible; thus more tolerant of the extensions of basic religious settings into other, non-religious areas than Islam, which allows only the most basic settings and no more. These aspects of the towns' religious habitats will become clearer in the section on variety (p. 60).

Claims for operatives. Church habitats of Yesilova and Midwest had 93 and 1,682 claims for operatives, respectively. There were 38 claims for operatives (responsible positions) per cu of Yesilova's and 138 per cu of Midwest's Church habitats. This means that Yesilova's Church habitat was less richly furnished with responsible positions. In other words, if all behavior settings within the towns' Church habitats were in operation simultaneously, it would take only 93 persons (operatives) in Yesilova as opposed to 1,682 persons in Midwest to enact all essential programs. Thus, compared to Midwest's, Yesilova's religious habitat provides only a handful of responsible positions with opportunities or requirements to be shared by its inhabitants.

These findings may result from the rigid insistence of Islam on staying purely religious. Compared to the more flexible Christian town, the number of settings Yesilova's Church habitat can initiate and operate is so small that this habitat can accommodate only a limited number of responsible positions. In addition, because of the same inflexibility Yesilova's Church habitat excludes women almost completely, thus putting further limitations on the number of settings and claims for operatives in them.

Variety in the Church habitats. Yesilova's Church habitat had 6 and Midwest had 31 genotypes. As can be seen, the difference is enormous. These findings are the most clear-cut reflection of the fact that Islam is less flexible and tolerant of variations and extensions of basic religious activities compared to Christianity. For example, Midwest's Church Authority System includes the following genotypes:

Day Care Homes and Nurseries  
 Dinners with Business Meetings  
 Dinners with Recreational and Cultural Programs  
 Excursions and Sight Seeing Trips  
 Hayrack Rides  
 Ice Cream Socials  
 Music Classes  
 Parties  
 Picnics  
 Plays and Programs  
 Programs of Choral Music  
 Religious Fellowship Meetings  
 Restaurants and Organization Dinners for the Public  
 Roller Skating Parties  
 Swimming Excursions and Classes

Most of these genotypes or the kinds of behaviors they prescribe are discouraged by Muslim Church. According to Islam, or at least according to religious preachers, almost all kinds of entertainment are considered bad: music, painting, drinking, and dancing. Christianity, on the other hand, has more tolerance for entertainment and other kinds of activities that are not necessarily religious. The inflexibility of Islam in this area has been noted by others (Patai, 1973).

#### Government Agency Authority System

Behavior settings regulated by the administrative settings of town, county, state, or federal governments (except school-controlled settings) comprise a town's Government Agency Authority System. Yesilova is an underdeveloped town in a developing country, whose inhabitants have less and inadequate education compared to Midwest. Therefore, it was predicted that Yesilova either would not be able to afford and/or was not capable of operating some of the essential settings needed in a developing town. Such deficiencies would make outside help and influence necessary in Yesilova. The most likely source for this outside help is the central government or state. As a partial confirmation of the above

prediction then, one would expect Yesilova, in comparison to Midwest, to have a larger government agency habitat with a greater number of claims for operatives and behavior resources. Findings reported in the following sections yield information as to the importance and place of government agencies in developing versus developed communities. Basic data for the Government Agency habitats are presented in Table 2.2.

Table 2.2  
Government Agency Authority System  
Basic Habitat Data

|                             | <u>MW(1963-64)</u> | <u>YS(1975-76)</u> |
|-----------------------------|--------------------|--------------------|
| Extent of habitat           |                    |                    |
| Behavior settings per year  | 114                | 79                 |
| Mean BS per day             | 22.5               | 47.0               |
| Mean BS per hour            | 7.1                | 24.1               |
| Centiurbs (N)               | 17.5               | 37.7               |
| Centiurbs (% of town total) | 16.3               | 25.6               |
| Claims for Operatives       |                    |                    |
| Number                      | 740                | 5,801              |
| Number (% of town total)    | 7                  | 61                 |
| Amount of variety           |                    |                    |
| Genotypes (N)               | 52                 | 36                 |
| Genotypes (% of town total) | 26                 | 30                 |

Habitat extent. The Government Agency habitats constituted 37.7 cu of Yesilova's and 17.5 cu of Midwest's total habitats. Although Yesilova had a smaller number of behavior settings per year in its Government Agency habitat, the other two contributors of the centiurbs measure of habitat, namely, mean behavior settings per day and per hour were much greater there than in Midwest. Hence, Yesilova's Government Agency

habitat was more than twice as large as Midwest's. On the average, an observer would find 24.1 government settings open at an average hour on an average day in Yesilova and only 7.1 in Midwest. This indicates that Yesilova's Government Agency habitat contained mostly regularly recurring settings while Midwest's contained many occasional governmental settings besides its daily ones. Thus, Yesilova was more of a government center than Midwest.

Claims for operatives. The Government Agency habitats had 5,801 claims for operatives in Yesilova and 740 in Midwest. Yesilova's Government Agency habitat was more heavily populated with responsible positions than Midwest's in that Yesilova had 154 claims for operatives per cu of its Government Agency habitat as opposed to 42 per cu of Midwest's. Among its five authority systems, Yesilova's Government Agency habitat contains the largest number of claims for operatives--61% of town total; Midwest's governmental habitat contains the second smallest number of such claims--7% of the town total. The Turkish town would be quite empty without claims for Government Agency operatives; the Turkish town provided more chances for its inhabitants to assume responsibilities in governmentally-controlled settings.

Variety in the Government Agency habitats. These habitats consisted of 36 genotypes in Yesilova and 52 genotypes in Midwest. In other words, if the towns exhibited, at the same time, the total range of behavior setting programs within their Government Agency habitats, Yesilova would call for 36 different offices and meeting rooms with the proper facilities, 36 differently trained personnel, and 36 different experts as directors, managers, administrators, etc.; and Midwest would call

for 52 different places, personnel and leaders. Yesilova's Government Agency habitat had less variety (behavior resources) than Midwest's--somewhat contrary to what might have been expected. This is the case, however, for all of the authority system habitats because of Midwest's much greater number of overall genotypes (198) compared to Yesilova's (120).

#### Private Enterprise Authority System

Behavior settings put into operation by private citizens in order to earn a living make up a town's Private Enterprise habitat. We noted earlier that both Midwest and Yesilova are business centers and market places for the surrounding smaller settlements. It was also pointed out that the settlements around Yesilova had a much larger population than the settlements around Midwest. Thus, Yesilova has to answer the needs of this larger population as far as the production and supplement of certain commodities are concerned. One would expect, then, that this situation would boost private enterprise type of settings more in Yesilova than in Midwest. The next findings deal with the extent to which the towns habitats support behaviors that can be classified as business or private enterprise. Basic data for Private Enterprise habitats are presented in Table 2.3.

Table 2.3  
Private Enterprise Authority System Basic

| Habitat Data                |                    |                    |
|-----------------------------|--------------------|--------------------|
|                             | <u>MW(1963-64)</u> | <u>YS(1975-76)</u> |
| Extent of habitat           |                    |                    |
| Behavior settings per year  | 132                | 167                |
| Mean BS per day             | 65.7               | 121.3              |
| Mean BS per hour            | 20.1               | 51.3               |
| Centiurbs (N)               | 41.0               | 85.0               |
| Centiurbs (% of town total) | 38.0               | 57.8               |
| Claims for operatives       |                    |                    |
| Number                      | 450                | 890                |
| Number (% of town total)    | 4                  | 9                  |
| Amount of variety           |                    |                    |
| Genotypes (N)               | 70                 | 67                 |
| Genotypes (% of town total) | 35                 | 56                 |

Habitat extent. The Private Enterprise habitats comprise 85 cu of Yesilova's and 41 cu of Midwest's total habitats. Yesilova's Private Enterprise habitat was more than twice as large as Midwest's. This is the only authority system where Yesilova had a greater number of settings per year than Midwest, and it is the largest authority system habitat in both towns. More than half of Yesilova's total habitat was under the control of Private Enterprise Authority System. Hence, as would be expected, Yesilova is more of a business center and market place than Midwest as far as the extents of the Private Enterprise habitats are concerned.

Claims for operatives. The Private Enterprise habitats contained 890 claims for operatives in Yesilova and 450 in Midwest. In other words, if all behavior settings within the towns' Private Enterprise

habitats were to be put into work simultaneously, it would take 890 persons in Yesilova and 450 persons in Midwest to activate all essential programs. Thus, Yesilova had nearly twice as many claims for Private Enterprise operatives as did Midwest. Remembering that Yesilova's Private Enterprise habitat was two times larger than Midwest's, this is expected. When it comes to the question of how densely populated the Private Enterprise habitats are, however, the difference seems to disappear. That is, the number of responsible positions per cu of Private Enterprise habitat was 10.4 in Yesilova and 10.9 in Midwest.

Variety in the private enterprise habitats. The amounts of variety displayed by the towns' Private Enterprise habitats were about the same: 67 genotypes in Yesilova and 70 in Midwest. We reported earlier that, in centiurbs measure, Yesilova's Private Enterprise habitat was twice as large as that of Midwest. As can be seen, this difference disappears concerning variety as was the case with respect of habitat claims for operatives. It is true that Yesilova has a larger Private Enterprise habitat but this habitat is largely made up of genotypes that were more repetitious than those comprising Midwest's Private Enterprise habitat, thus, adding up to the extent measure but contributing not much to variety. For example, there were 22 Grocery Stores, 13 Coffeehouses, 11 Tailors, etc., in Yesilova, and only 3 Grocery Stores, 2 Taverns, 2 places for Sewing Services, etc., in Midwest. Thus, Midwest's Private Enterprise habitat included genotypes with smaller number of behavior settings relative to Yesilova's.

### School Authority System

School Authority System includes all settings under the aegis of administrative settings operated by private or public educational agencies. The settings that are most closely associated with the word school are usually school classes and school offices. Every school has classes. A town where there are more and larger schools is expected to have also more school classes than a town where schools are smaller in size and number. Yesilova is a bigger town and has more children than Midwest. Accordingly, it has more schools and should have more school classes. Thus, everything else being equal, Yesilova should have a larger, more varied School habitat with a greater number of responsible positions in it. School habitats of the towns, however, are not limited to school classes; non-class and extra-curricular settings may enter School habitats. If Yesilova's School habitat turns out to be larger and more varied than Midwest's, this is what would have been expected simply because Yesilova is a larger town with more schools. If, however, Midwest's turns out to be larger and more varied than Yesilova's this will be, largely, because of non-class extra-curricular, yet school-controlled, settings. Thus, findings on the School habitats of the towns should provide information with respect to the scope of school activities in Yesilova and Midwest. Basic data for School habitats are reported in Table 2.4.

Table 2.4  
School Authority System  
Basic Habitat Data

|                             | <u>MW(1963-64)</u> | <u>YS(1975-76)</u> |
|-----------------------------|--------------------|--------------------|
| Extent of habitat           |                    |                    |
| Behavior settings per year  | 233                | 128                |
| Mean BS per day             | 41.8               | 26.1               |
| Mean BS per hour            | 4.2                | 4.8                |
| Centiurbs (N)               | 24.8               | 16.7               |
| Centiurbs (% of town total) | 23.1               | 11.4               |
| Claims for operatives       |                    |                    |
| Number                      | 3,999              | 1,777              |
| Number (% of town total)    | 39                 | 19                 |
| Amount of variety           |                    |                    |
| Genotypes (N)               | 68                 | 13                 |
| Genotypes (% of town total) | 34                 | 11                 |

Habitat extent. The School habitats were: 16.7 centiurbs in Yesilova and 24.8 centiurbs in Midwest. Midwest's School habitat was significantly larger than Yesilova's. An overview of the data of Table 2.4 in relation to habitat extent, shows that Midwest's School habitat had nearly twice as many behavior settings per year as Yesilova's. Mean behavior settings per hour, however, was slightly greater in Yesilova's than in Midwest's School habitat, indicating that Yesilova's School controlled settings were a more regular and continuous type of settings than Midwest's. The preceding section reported that Yesilova is a bigger town with more schools and more school classes. Yet, Midwest has a larger School habitat. This means that most of Midwest's settings under the aegis of its School habitat were non-class, extra-curricular settings and almost all of Yesilova's settings controlled by its School

habitat were usual school classes and offices (see variety). In other words, Yesilova Schools hardly do anything else other than teaching, while Midwest Schools are involved in non-class activities as well as in class activities. As will be remembered, this difference in the "spread" of settings was also the case for the Church habitats of the towns. Yesilova's Church habitat included only the religious type of settings while Midwest's Church habitat displayed many non-religious settings.

Claims for operatives. There were 1,777 and 3,999 claims for operatives in Yesilova's and Midwest's School habitats, respectively. In other words, if all behavior settings within the towns' School habitats were operative simultaneously, it would take 1,777 persons in Yesilova and 3,999 persons in Midwest to exhibit all essential programs. Thus, Midwest's School habitat had more claims for school operatives than Yesilova's. Midwest's School habitat was more densely furnished with claims for operatives than Yesilova's. There were 161 claims for operatives per cu of Midwest's and 106 per cu of Yesilova's School habitats. In sum, Midwest's School habitat, reaching far beyond school classrooms, established more than twice as many positions of responsibility as did Yesilova's, which was largely confined to classes and few offices.

Variety in the school habitats. The School habitats had 13 genotypes in Yesilova and 68 genotypes in Midwest. The number of genotypes under the aegis of Yesilova's School Authority System was only one-fifth of the number of genotypes under the aegis of Midwest's School controlled habitat. Assuming that Yesilova is a bigger town with more

children in its schools and also assuming that class activities in the traditional sense would not make much difference, there is only one way this can happen. That is, Midwest's School habitat extends past traditional school activities whereas Yesilova's confines itself largely to classes. For example, the following types of genotypes with extra-curricular programs are usual in Midwest's but not in Yesilova's School habitats:

- Basketball Games
- Dinners with Dances
- Excursions and Sight-Seeing Trips
- Fire Drills
- Food and Rummage Sales
- Graduation and Promotion Ceremonies
- Landscaping and Floriculture Classes
- Music Competitions
- Parties
- Photographic Studios
- Picnics
- Programs of Band Music
- Programs of Choral Music
- Public Speaking and Drama Competitions
- Psychological Service Stations
- Roller Skating Parties
- School Rallies
- Solicitation of Funds
- Speech Therapy Services
- Track and Field Meets
- Vocational Counseling Services

#### Voluntary Association Authority System

All behavior settings not included in any of the preceding four authority system habitats constitute a town's Voluntary Association authority system habitat. Usually, these are the settings that are freely organized by the citizens for the pursuit of some interests. Data on voluntary habitats give an idea as to the involvement of people in the organized but less necessary activities in developed versus developing communities and in Muslim versus Christian countries.

Different cultures may place different degrees of emphasis on the ways interests are pursued. Basic data for Voluntary Association habitats are shown in Table 2.5.

Table 2.5  
Voluntary Association Authority System Basic  
Habitat Data

|                             | <u>MW(1963-64)</u> | <u>YS(1975-76)</u> |
|-----------------------------|--------------------|--------------------|
| Extent of habitat           |                    |                    |
| Behavior settings per year  | 212                | 69                 |
| Mean BS per day             | 5.7                | 1.7                |
| Mean BS per hour            | .6                 | .8                 |
| Centiurbs (N)               | 12.3               | 4.5                |
| Centiurbs (% of town total) | 11.4               | 3.1                |
| Claims for operatives       |                    |                    |
| Number                      | 3,349              | 922                |
| Number (% of town total)    | 33                 | 10                 |
| Amount of variety           |                    |                    |
| Genotypes (N)               | 48                 | 12                 |
| Genotypes (% of town total) | 24                 | 10                 |

Habitat extent. The Voluntary Association habitats make up 4.5 cu of Yesilova's and 12.3 cu of Midwest's total habitats. Midwest had 8 more cu of Voluntary Association habitat than Yesilova, amounting to 2.7 times as many centiurbs. The difference is even greater in the number of behavior settings per year. The towns' Voluntary Association habitats consisted of 212 behavior settings per year in Midwest and 69 in Yesilova. These data show clearly that Yesilova has less grounds of organized and voluntary activities in the pursuit of interests compared to Midwest.

Claims for operatives. Yesilova's Voluntary Association habitat accommodated 922 claims for operatives and Midwest's accommodated 3,349. If all behavior settings within the towns' Voluntary Association habitats were to function simultaneously, it would take 922 persons in Yesilova and 3,349 persons in Midwest to operate all essential settings. There were 205 claims for operatives per cu of Yesilova's and 272 per cu of Midwest's Voluntary Association habitats. That is, Midwest's Voluntary Association habitat was more heavily populated with positions of responsibility than Yesilova's. As a result, it can be concluded that Midwesterners had more chances to get involved in, and to be shaped by, organized voluntary activities than Yesilovans.

Variety in the Voluntary Association habitats. Voluntary Association habitats showed 12 genotypes in Yesilova and 48 in Midwest. Yesilova's Voluntary Association habitat had only one-fourth of the kinds of behavior resources encountered in Midwest's. Behavior settings that constitute a town's Voluntary Association habitat are usually initiated and operated by recreational, cultural, and service organizations that are more common in developed than in underdeveloped countries. Yesilova, as a part of a developing nation, had less such organizations and, thus, a smaller and less varied Voluntary Association habitat than Midwest, which is part of a highly developed nation. In addition, some activities similar to those seen in Midwest's Voluntary Association habitat occur in Yesilova, too, but on a spontaneous basis without much planning and organization and usually as parts of other settings. As such, either they are not included in the survey or are classified into other authority systems; in both cases the size and variety of the town's Voluntary Association habitat are limited.

An overview of data regarding authority systems then, will show that the towns present different "shapes." The American community enhances voluntary association type of activities, non-worship side of churches, and extra-curricular aspects of school although private enterprises and government agencies are both fundamental parts of the town's operation, these are small relative to their counterparts in Yesilova. The Turkish community, in contrast, has a dominant investment in government and much investment in private enterprises; the town has almost no environment devoted to voluntary associations.

#### Autonomy of the Habitats

Behavior settings differ in the degree to which their functioning is influenced by sources originating within the community and at different geographical distances from it. For example, principle elements of the program of Yesilova's behavior setting District Religious Affairs Administrative Office are influenced from the national level by executive settings located outside of Yesilova, outside of the surrounding rural district, and outside of the administrative city; performers are appointed and program is determined at a great distance from Yesilova. Hence, District Religious Affairs Administrative Office has a low degree of local autonomy. On the other hand, the performers and program of Yesilova's behavior setting Mayor's Office are determined, almost completely, by the town's residents. The Mayor's Office has a high degree of local autonomy.

Barker (1968) distinguished three degrees of local autonomy: high, medium, and low. A behavior setting controlled by occurrences originating within the town or the surrounding district, approximately

a four-mile radius of the town, is considered to be a high local autonomy setting. A behavior setting predominantly controlled from sources located outside the town and district, but within the surrounding rural region, approximately four to ten miles from the town, is thought to be a medium local autonomy setting. A behavior setting predominantly controlled from sources beyond the town, district and region, at the state and national levels is considered a low autonomy setting. Accordingly, all behavior settings of a town can be grouped into three categories to constitute the town's high, medium, and low autonomy habitats.

The assumption underlying such autonomy measures is that

it makes a difference to the behavior and experience of the towns' inhabitants whether decisions with respect to officers, membership rules, agendas, meeting places, space, equipment, budget, and other concerns of the settings they inhabit are made nearby, where the inhabitants can continually participate directly, or whether directives come from headquarters at distances, where continual, direct participation is not possible. Geographical closeness of habitat control centers is judged to be positively correlated with power of inhabitants over their habitats. (Barker & Schoggen, 1973, p. 215)

We are interested in the towns' high and low local autonomy habitats. Findings related to these habitats will be reported in terms of extent in centiurbs, number of habitat claims for operatives, and variety as indicated by number of genotypes.

#### High Local Autonomy

Behavior settings for which decisions regarding appointment of performers, admission of members, establishment of programs and policies, etc., are dictated largely by sources located within the setting, the town, or surrounding school district make-up a town's local autonomy habitat. Basic data for the locally controlled habitats are shown in Table 2.6.

Table 2.6  
High Local Autonomy  
Basic Habitat Data

|                             | <u>MW(1963-64)</u> | <u>YS(1975-76)</u> |
|-----------------------------|--------------------|--------------------|
| Extent of habitat           |                    |                    |
| Behavior settings per year  | 409                | 175                |
| Mean BS per day             | 56.9               | 72.4               |
| Mean BS per hour            | 14.5               | 28.1               |
| Centiurbs (N)               | 46.8               | 52.0               |
| Centiurbs (% of town total) | 43.6               | 35.4               |
| Claims for operatives       |                    |                    |
| Number                      | 4,290              | 1,311              |
| Number (% of town total)    | 42                 | 14                 |
| Amount of variety           |                    |                    |
| Genotypes (N)               | 120                | 60                 |
| Genotypes (% of town total) | 61                 | 50                 |

Habitat extent. The locally controlled (high autonomy) habitats extended over 52.0 cu (35.4%) of Yesilova's and 46.8 cu (43.6%) of Midwest's total habitats. Yesilova's locally controlled habitat was slightly larger than Midwest's. This comparison in terms of centiurbs, however, may not involve the best measurement because one of the towns had a much larger overall habitat than the other. Thus, the sizes of the local autonomy habitats should be compared in terms of their proportions to the respective overall habitats. The question to be answered is: What percentages of the towns are controlled by the local sources?

As the percentages of the locally controlled habitats show, compared to Yesilovans, Midwesterners had a larger proportion of their habitat at their disposal to make and experience decisions with respect

to such crucial features of the consisting behavior settings as: the appointment of leaders, determination of membership rules, budgets, fees and prices, and the establishment of programs and policies. Considering the fact that Midwest is a smaller town and had less than one-fourth of Yesilova's population, as reported earlier, the chances were greater for Midwesterners to get involved and have knowledge in such decision-making than they were for Yesilovans.

Claims for operatives. The locally controlled habitats included 1,311 claims for operatives in Yesilova and 4,290 in Midwest. In other words, if all the behavior settings within the towns' locally controlled habitats were to function simultaneously, it would take Yesilova 1,311 persons and Midwest 4,290 persons to execute essential programs. These are the numbers of positions or slots bearing responsibilities that must be carried out without directives, interventions and help from outside the town or immediately surrounding district.

These findings indicate clearly that Midwest's locally controlled habitat, compared to Yesilova's, was much richer in positions of responsibility that must be shouldered by the town's people. If the contention that ecological environments shape up their inhabitants is true, this is how it is done. Persons who occupy such positions are decision and policy makers. They are the ones who know how to do things on their own and there are more of them in Midwest than in Yesilova. Compared to Yesilova, then, Midwest is a town of decision and policy makers. It has more presidents, managers, teachers, and administrators who carry out tasks without outside help or directives.

Variety in the locally controlled habitats. The locally controlled habitats varied as many as 60 genotypes in Yesilova and 120 genotypes in Midwest. This is to say that if the complete range of behavior-setting programs within the towns' local autonomy habitats were to be activated simultaneously, Yesilova would need 60 different halls and exhibit rooms with their proper facilities, 60 differently trained and experienced personnel and 60 experts as operators, managers, chairmen, and so on, whereas, Midwest would need 120 different halls, personnel, and leaders. Thus, Midwest's locally controlled habitat had more variety (different programs) than Yesilova's.

As indicated by these findings, Midwesterners managed to carry out more different programs on their own such as: Laundry Services, Fire Stations, Fire Drills, Nurseries, Day Care Homes, etc., than did Yesilovans. In other words, a large proportion of the variety of things that were done in Midwest were done under the initiative of Midwesterners.

#### Low Local Autonomy

Behavior settings for which decisions regarding appointment of performers, admission of members, determination of fees and prices, and establishment of programs and policies are dictated largely by sources located beyond the town, beyond the circumjacent district, and beyond the surrounding region make-up a town's low local autonomy habitat, a habitat that is controlled from a distance. The extent to which what goes on in a town are planned, initiated and ended not by those who live in it but by remote authorities may have important implications concerning the behavior and experience of inhabitants.

The data on distantly controlled habitats of Yesilova and Midwest should give an idea as to what sort of environments these towns make for their inhabitants with respect to practice of power and socialization. Basic data for the distantly controlled habitats are reported in Table 2.7.

Table 2.7  
Low Local Autonomy  
Basic Habitat Data

|                             | <u>MW(1963-64)</u> | <u>YS(1975-76)</u> |
|-----------------------------|--------------------|--------------------|
| Extent of habitat           |                    |                    |
| Behavior settings per year  | 76                 | 169                |
| Mean BS per day             | 11.2               | 61.6               |
| Mean BS per hour            | 2.3                | 25.7               |
| Centiurbs (N)               | 8.5                | 47.0               |
| Centiurbs (% of town total) | 7.9                | 32.0               |
| Claims for operatives       |                    |                    |
| Number                      | 500                | 5,856              |
| Number (% of town total)    | 5                  | 61                 |
| Amount of variety           |                    |                    |
| Genotypes (N)               | 31                 | 37                 |
| Genotypes (% of town total) | 16                 | 30                 |

Habitat extent. The habitats of the towns controlled from a distance extended over 47 cu (32.0%) of Yesilova's and 8.5 cu (7.9%) of Midwest's total habitats.

Thus, compared to Midwesterners, Yesilovans experienced a greater portion of habitat where major decisions were made, dictated or directed by remote sources, and where their influence on these decisions was reduced to a minimum. In this part of their town, Yesilovans do what

they are told to do, and here, they have to depend not on themselves but on others who are far away.

Claims for operatives. The distantly controlled habitats contained 5,836 claims for operatives in Yesilova and 500 in Midwest.

Habitat claims for operatives contained by distantly controlled habitats are implemented by people on whose appointments the towns' inhabitants have no or limited influence. As reported in Table 2.7, 61 percent of Yesilova's as opposed to only 5 percent of Midwest's total positions of responsibility are occupied by persons who are chosen, appointed or employed by remote authorities. This would lead to a diminished power for Yesilovans on their habitat's operation first, as members of behavior settings; second, as operatives of behavior settings. Most of Yesilova's operatives would be those who do not receive local initiatives regarding public behavior settings.

Variety in the low local autonomy habitats. The number of genotypes included in the towns' distantly controlled habitats did not differ very much. These habitats consisted of 37 genotypes in the Turkish town and 31 genotypes in the American town. The difference in terms of percentages was, however, substantial. Genotypes contained in Yesilova's distantly controlled habitat added up to 30 percent of its total genotypes while genotypes in Midwest's distantly controlled habitat made up 16 percent of its total genotypes.

This is to say that, compared to Midwest's, a greater proportion of Yesilova's programs were out of its inhabitants' control, again, diminishing the power of Yesilovans over their environment.

### Attendance at the Habitats

Behavior settings differ in the extent to which they encourage and discourage participation by different persons and population subgroups. Children, for example, are required to attend school classes but are prohibited from entering coffeehouses in Yesilova. This is, in a sense, how a town socializes its children and teaches them to be adult members of its community. Coffeehouses prohibit children from entering and participating in their programs because Yesilovans believe that, if children were allowed to attend coffeehouses, they would acquire some undesirable behaviors--gambling, smoking, bad language, disrespect for older age groups and untimely knowledge about sexual and family matters. School classes, on the other hand, require attendance and participation by children because Yesilovan's think that school is the second step, after home, on the road to adequate adulthood. In this study, only child and adolescent attendance habitats have been investigated and findings will be reported only in terms of extent in centiurbs.

The detailed definitions and procedures of attendance habitats can be found in Barker (1968) under the title "Pressure." Here, Barker considers five classes of behavior settings differing with respect to their pressures upon children and upon adolescents to attend them: attendance required, attendance encouraged, behavior settings neutral, attendance discouraged, and attendance prohibited. Behavior settings belonging to each of these classes are treated as a differential habitat.

Deviating from the usual way of presenting the findings with respect to previously discussed authority system and autonomy habitats,

findings related to attendance habitats will be reported in less detailed graphic summaries in the order of required, encouraged, neutral, discouraged, and prohibited attendance habitats.

#### Definitions

Attendance required. Behavior settings that make up this part of a town's habitat give no choice to children regarding whether or not they attend; children must go. Pressures from the family and, if necessary, from the police force of the community require child attendance. These are almost exclusively school settings.

Attendance encouraged. These behavior settings put pressures on eligible children to attend but they also give some choice. Demands are not as strict as of those in the first category. Boys are invited but not required to take part in the setting Boy Scout Cub Pack Meeting of Midwest. April 23rd Children's Festival in Yesilova is another example. Children are selected out of other age groups as the particular subjects to attendance forces generated by such settings.

Neutral. Here, behavior settings do not discriminate among age groups. They generate no special pressures upon children either to attend or not to attend. Examples include grocery stores, trafficways, and restaurants.

Attendance discouraged. These behavior settings generate pressures upon children to stay out of them but they do not prohibit entrance and participation of children. They resist, discourage, and discriminate against children as a group but persistent children do enter them. Children are discouraged from entering Attorneys' Offices in Midwest and most of Government Offices in Yesilova.

Attendance prohibited. Behavior settings included in this part of a town's habitat prohibit children as an age group from entering (except emergency situations). Pressures against entrance of children are great and irresistible. For example, Coffeehouses, Business and Discussion Meetings in Yesilova do not tolerate presence of children.

Extent of Child Attendance Habitats

As can be seen in Figure 2.1, the most salient difference between the towns was in the habitat neutral to child attendance. This habitat made up 93.2 cu (more than three-fifths) of Yesilova's and 43.0 cu (two-fifths) of Midwest's total habitats. Thus, more of Yesilova's than of Midwest's environment left children on their own whether or not to attend. The next most salient difference was in the habitat that encouraged child attendance. The extent of this habitat was negligible (1.2 cu) in Yesilova while it constituted 12 cu (one-ninth) of Midwest's total habitat. There was also a noticeable difference in the habitat requiring child attendance which comprised 4 cu of Yesilova's and 8 cu of Midwest's total habitats. Differences in the child exclusion habitats were negligible as reported in Figure 2.1.

Children in Midwest are required or encouraged to attend public behavior settings to a greater extent and they were on their own to a lesser extent than are the children in Yesilova. This is how Midwesterners want to raise their children and, to them, it is the proper way for children to learn and grow to be adults. In fact, there are claims these days that, in the United States, by the time a child is five, he has undergone as much intellectual growth as will occur over the next 12 or 13 years. This is, perhaps, because of this adultlike treatment

of children by the environment. Yesilovans believe that when children are interested, they will learn about adult affairs anyway; there is no need to hurry. Yesilovans are more likely to leave children on their own to attend behavior settings.

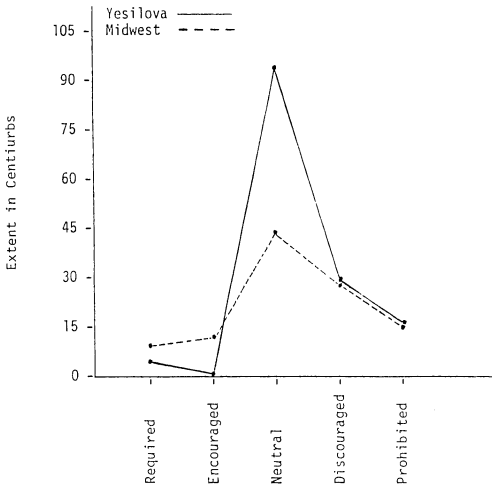


Figure 2.1. Extent of Child Attendance Habitats.

#### Extent of Adolescent Attendance Habitats

As in the child attendance habitats, differences between the towns were striking in two of the adolescent attendance habitats; the habitat neutral to adolescent attendance and the habitat where adolescent attendance was encouraged. Differences in the remaining adolescent attendance habitats were negligible, as shown in Figure 2.2. The habitat

neutral to adolescent attendance comprised 106 cu (more than two-thirds) of Yesilova's and 51 cu (less than half) of Midwest's total habitats. That is, a larger part of Yesilova's total habitat gave adolescents the choice to attend or not to attend its public behavior settings compared to Midwest's. The most striking difference, between the towns, was in the habitat that encouraged adolescent attendance. It amounted to almost nothing (2 cu) in Yesilova and to 29 cu (more than one-fourth of the total habitat) in Midwest.

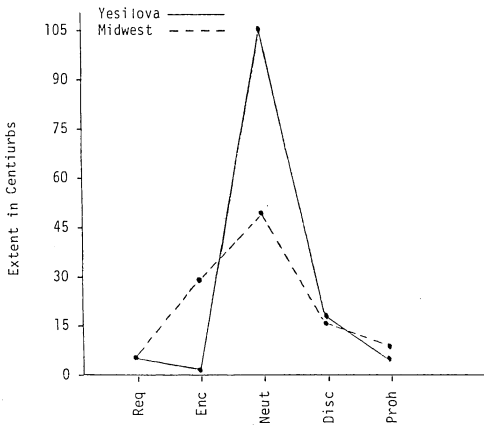


Figure 2.2. Extent of Adolescent Attendance Habits

More of Midwest's environment encouraged adolescents to enter and take part in its behavior settings than did Yesilova partly because of the belief, in Midwest, that this is how adolescents grow to be efficient adults and partly because adolescents are needed more in the operation of the town's habitat. This concern and understanding in Yesilova, however, is in the opposite direction. In learning about adulthood Yesilovans leave the initiative to adolescents; further, as will be noted later, adolescents are not so needed to maintain the community's affairs.

### Beneficence at the Habitats

Most of a town's behavior settings treat its population subgroups equally, but some settings have programs that selectively benefit or serve particular subgroups. Some behavior settings are programmed to serve primarily children, or primarily adolescents, or primarily adults, and so forth. Because of the special interest of this study in the treatment of children and adolescents by Midwest's and Yesilova's habitats, findings will be reported concerning only these two; the presentation will follow the model employed for attendance habitats.

Barker and Schoggen (1973) investigated four categories of behavior settings on the basis of the nature of the services with which each category related to child and adolescent inhabitants. These are: settings benefitting children (adolescents) directly, settings benefitting children (adolescents) indirectly, settings unconcerned with these groups of inhabitants, and settings where children (adolescents) benefit others. In the next section behavior settings falling into each of these categories will be treated as identifiable habitats.

The investigation of beneficence habitats may show the amount of attention toward children and adolescents and the amount of contribution to the operation of a town's habitat by children. And it shows the power of these subgroups as operatives of the behavior settings. Thus, findings should point out to the differences, if any, between the town's treatment of children and adolescents.

#### Definitions

Children benefitted directly. This part of a town's habitat consists of behavior settings designed to serve the welfare of their child

inhabitants. These settings are programmed specifically to influence child inhabitants in a special way, such as, to educate, provide recreation for, entertain or feed them; School settings are good examples.

Children benefitted indirectly. These settings serve the well-being of child inhabitants of other behavior settings; the settings do not have any child members, but they instigate, support and control other settings that benefit children directly. Yesilova's Primary Education Administrative Office has no child member but its main objective is to promote the educational well-being of children in other settings; it would cease if the School settings it supports were abolished.

Unconcerned with children. Such settings as stores have no more interest in children than in other population subgroups and they promote only the interests of other age groups, even to the extent of discouraging or prohibiting participation by children, as in high school classes.

Children benefit others. Behavior settings put into operation by child operatives for the benefit of members of other age groups comprise this part of a town's habitat. Here, child occupants educate, entertain, provide recreation for, or otherwise serve people of other population subgroups as operatives. Midwest's Elementary School Christmas Program, which is heavily attended by parents and adult friends, is an example.

#### Extent of Child Beneficence Habitats

The habitat unconcerned with children was the largest in both towns, and the habitats benefitting children directly, benefitting children

indirectly, and the habitat where children benefitted others followed in descending order both in Yesilova and Midwest. A graphic summary of the findings are presented in Figure 2.3.

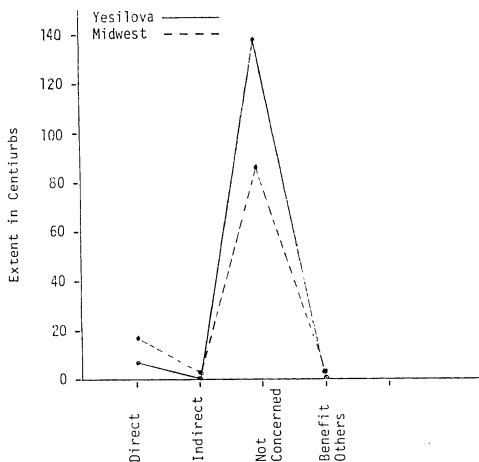


Figure 2.3 Extent of Child Beneficence Habitats

The most salient difference between the towns was in the habitat that provided no special benefits for children. It covered 139.1 cu of Yesilova's and 85.7 cu of Midwest's total habitat. Thus, with the exception of elementary school classes, Yesilova's habitat was almost totally unconcerned with children. The next salient difference was in the habitat that benefitted children directly. This habitat amounted to 6.7 cu in Yesilova and 17.0 cu in Midwest. There was also a notice-

noticeable difference in the habitat where children, as operatives of programs, benefitted other age groups, although the cu values were small in both towns. It amounted to .3 cu in Yesilova and 2.1 cu in Midwest. In short, all child beneficence habitats that had to do with children were smaller in Yesilova than they were in Midwest.

Behavior settings can be categorized with respect to the classes of inhabitants who implement their programs as operatives and with respect to the classes who participate in their programs as users (members, customers, and spectators). The most crucial difference between operatives and users in behavior settings is that the former have more power than the latter. An example of the first category behavior settings is Yesilova's April 23rd Children's Festival where children as a special group occupy the most central positions of responsibility and implement the prescribed program for the benefit of other population subgroups who are users as spectators. Thus, children have more power in this setting than in a setting where they are sheer users. An example to the second category is the Midwest's behavior setting Anita Kelly, Piano Lessons where adults, as program operators, benefit (educate) children as pupils. Here, children are mere users and their power over the implementation of the particular program is very limited. Only a minority of the habitats of both towns have these operative-beneficence aspects; 88 percent (139.1 cu) of Yesilova's and 80 percent (85.7 cu) of Midwest's total habitats benefit all age groups equally. Nevertheless, considering the fact that Midwest's habitat having children as operatives and other age groups as users was seven times larger than that of Yesilova's and its habitat benefiting children

selectively as a special group was two-and-a-half times larger than that of Yesilova one can conclude that Midwesterners displayed more interest in having their children enter public settings and in sharing power with them.

#### Adolescent Beneficence Habitats

In this section, a summary of the findings for adolescent beneficence habitats in terms of extent will be presented utilizing parallel definitions and the general format of the section on child beneficence habitats.

#### Extent of Adolescent Beneficence Habitats

The pattern of the findings was similar to that in child beneficence habitats. The most noticeable difference between the towns was, again, in the habitat unconcerned with adolescents. It covered 139 cu of Yesilova's and 83 cu of Midwest's total habitats. Thus, with the exception of high school classes, Yesilova's habitat was almost completely unconcerned with its adolescent inhabitants. The next noticeable difference was in the habitat that benefitted adolescents directly. This habitat amounted to 8.1 cu in Yesilova and 20.2 cu in Midwest. Although the cu values were small, there was also a considerable difference in the habitat where adolescents benefitted other age groups as program operators. It covered .3 cu in Yesilova and 2.3 cu in Midwest. A graphic summary of the findings are presented in Figure 2.4.

Thus, Midwest's habitat where adolescents were benefactors of others as program operatives was 7.6 times larger than Yesilova's and Midwest's habitat that benefitted adolescents directly was 2.5 times larger than Yesilova's. Yesilova's habitat was unconcerned with

adolescents to a greater extent than Midwest's. These data indicate, therefore, that Midwest's adolescents, like its children, were more likely to be the center of a greater interest and also were likely to be more frequently integrated into regular behavior settings of the town, whereas, in Yesilova, adolescents, like children, were left alone. In short, Midwest's adolescents, compared to Yesilova's, had a greater portion of habitat at their disposal to get involved in responsible positions that gave them chances to experience and practice power, and a greater portion of habitat where they were subject to influences from other age groups.

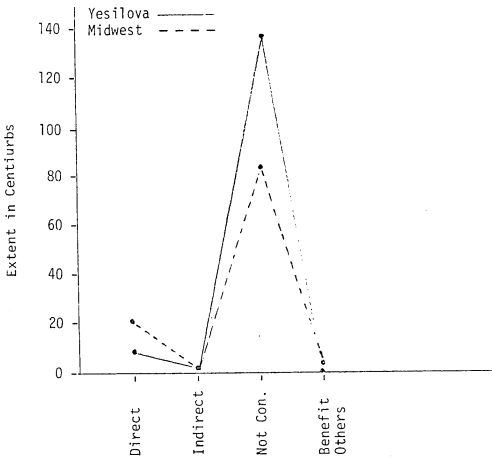


Figure 2.4. Extent of Beneficence Toward Adolescents Habitats

### Subgroup Habitats

As noted in the chapter on methodology, a town's population can be partitioned into population subgroups as; children, adolescents, males, females, and so forth. This is necessary if one is interested in finding out how a town accomodates inhabitant subgroups into its public habitat and, thus, molds them into its behavior system. We will deal, briefly, with population subgroups partly as a part of our interest in children and women inhabitants of Yesilova and Midwest and partly to give background information for the coming sections on behavior output of inhabitant subgroups and differential habitats such as authority system and autonomy habitats. Because of the large size difference between the towns, comparisons of extent will be made in terms of percentages of the towns' total habitats rather than absolute centiurb values.

### Inhabitant Subgroups and Their Populations

The inhabitant subgroups dealt with by this study and their proportions to the respective total populations are reported in Table 2.8.

Table 2.8

Inhabitant Subgroups and the Number  
of Town Residents Included in Them

| Subgroup    | <u>MW(1963-64)</u> |     | <u>YS(1975-76)</u> |     |
|-------------|--------------------|-----|--------------------|-----|
|             | N                  | %*  | N                  | %*  |
| Children    | 159                | 19  | 1,129              | 28  |
| Adolescents | 84                 | 10  | 521                | 13  |
| Adults      | 411                | 49  | 2,100              | 52  |
| Aged        | 176                | 21  | 250                | 6   |
| Town Total  | 830                | 100 | 4,000              | 100 |
| Males       | 415                |     | 1,955              |     |
| Females     | 415                |     | 2,045              |     |

\*Percentage of town total

As can be seen from this table, Yesilova's total population was almost five times greater than that of Midwest's. In addition, there were considerable differences in the proportions of child and aged inhabitants to the towns' total populations. Child inhabitants constituted 28 percent of Yesilova's as opposed to 19 percent of Midwest's total populations. This difference was reversed and even greater concerning aged inhabitants who made up only 6 percent of Yesilova's as opposed to Midwest's total populations.

#### Extent of Subgroup Habitats

Territorial range of subgroups. The territorial range is defined as the extent in centiurbs of settings with claims for subgroup members in any penetration level. For example, the territorial range of the adolescent subgroup consists of behavior settings inhabited by one or more adolescents as onlookers, customers, members, leaders, etc., during the survey year. The territorial range of inhabitant subgroups in centiurbs, and as percentages of the towns' total habitats, are presented in Table 2.9

Table 2.9

#### Territorial Range of Inhabitant Subgroups

| Subgroup    | <u>MW(1963-64)</u> |     | <u>YS(1975-76)</u> |     |
|-------------|--------------------|-----|--------------------|-----|
|             | N                  | %*  | N                  | %*  |
| Children    | 80.0               | 74  | 105.3              | 72  |
| Adolescents | 81.3               | 75  | 115.1              | 78  |
| Adults      | 107.4              | 100 | 147.0              | 100 |
| Aged        | 77.7               | 72  | 135.0              | 92  |
| Town Total  | 107.4              |     | 147.0              |     |
| Males       | 102.3              | 95  | 146.7              | 100 |
| Females     | 99.4               | 93  | 107.3              | 73  |

\*Percentage of town total

Territorial range of subgroups as percentages of the overall habitats in the above tables show that the aged inhabitants could enter a greater proportion of Yesilova's than of Midwest's total habitats, whereas female inhabitants could enter a larger proportion of Midwest's than of Yesilova's total habitats. Differences in other subgroup habitats in terms of their proportions to the respective total habitats are negligible.

Operational range of subgroups. The operational range is defined as the extent of a town's behavior settings with habitat-claims for subgroup operatives. (See the section on habitat-claims for operatives, p. 22.) It is a measure of the amount of habitat where subgroup members have responsibilities. For example, the operational range of children consists of behavior settings where one or more children were operatives for any period of time during the survey year. The operational range of inhabitant subgroups in centiurbs and as percentages of the overall habitats are reported in Table 2.10.

Table 2.10  
Operational Range of Inhabitant Subgroups  
in Centiurbs and as Percentages of the Overall Habitats

| Subgroup    | <u>MW(1963-64)</u> |    | <u>YS(1975-76)</u> |    |
|-------------|--------------------|----|--------------------|----|
|             | N                  | %  | N                  | %  |
| Children    | 10.6               | 10 | 7.3                | 5  |
| Adolescents | 33.3               | 31 | 45.6               | 31 |
| Adults      | 102.0              | 95 | 139.4              | 95 |
| Aged        | 29.2               | 27 | 9.7                | 7  |
| Town total  | 107.4              |    | 147.0              |    |
| Males       | 85.8               | 80 | 137.7              | 94 |
| Females     | 75.6               | 70 | 21.6               | 15 |

As the percentages in this table show, differences were noticeable in the operational range of child, aged, male, and female inhabitant subgroups. The children of Yesilova took responsibilities in 5 percent of its total habitat while the child inhabitants of Midwest assumed responsibility in 10 percent of its total habitat. Aged persons occupied responsible positions in 7 percent of Yesilova's as opposed to 27 percent of Midwest's total habitats. Male inhabitants of Yesilova carried out responsibilities in 80 percent of overall habitat. The most salient difference fell into the operational range of female inhabitant subgroup. Females of Yesilova were operatives of programs in only 15 percent of its overall habitat while females of Midwest were operatives of programs in 70 percent of the town's total habitat.

## CHAPTER FOUR

### BEHAVIOR OUTPUT OF THE TOWNS' HABITATS

So far, we have reported findings in relation to the extent of the towns' total and differential habitats with additional data on two other habitat descriptors; variety and claims for operatives in the total and differential habitats. But the actual amount of behavior output of these habitats or grounds has not been reported. To understand the concept of behavior output, one can think of the farming areas of Yesilova and Midwest as an analogy. Up to now, we have determined the total acreage of these areas, and the acreage of some qualitatively different subareas such as alkaline and permeable regions. What has not been determined yet is the actual amount of grain, fruits, and vegetables harvested at the end of the year. Thus, this chapter is devoted, mainly, to the presentation of findings with respect to the amount of behavior produced by the towns' total and differential habitats.

The amount of wheat harvested from a certain acreage of field is usually measured in bushels and it is said that the field produced so many bushels per acre. The measurement of behavior output of a town or parts of it can be done in an analogous way. The first thing to do is to find a unit of measurement. Barker and Schoggen (1973) thought that

The inhabitants of a behavior setting act continuously in accordance with its standing pattern; therefore, the sum of the times all inhabitants spend in it is a measure of the amount of behavior with the attributes of its standing pattern. This sum for a survey year is the person-hours of behavior it produces. (p. 46)

Total person-hours was the most comprehensive measure these investigators used to determine the amount of behavior generated by the total and

differential habitats of Midwest and Yordale and it was used in the same way by the present study. For example, in Midwest in 1963-64, the 830 inhabitants inhabited the town's public behavior settings for 1,125,134 hours. This time, for certain analytic purposes, can be partitioned among population subgroups, among authority systems (Churches, Schools, etc.), among habitats high or low in autonomy and so forth.

The assumption underlying the measurement of behavior output in the towns' total and differential habitats is that it may give an idea as to the life styles of the inhabitants and cultural aspects of the towns by documenting such matters as: How inhabitants distribute their time among activities; the distribution of total behavior output among population subgroups; and how the total behavioral investment was divided between settings under the control of local authorities, and settings under the influence of distant sources.

We also report the towns' total number of implemented habitat-claims--that is, habitat-claims together with their human components or habitat-claims in operation. For example, a traditional wedding in Yesilova has a habitat-claim in its program called "Sadclik" (usually a younger brother standing with the bridegroom during the money pinning ceremony) and the setting is incomplete without a particular human component to fill this spot. When a brother of the bridegroom stands beside him during the ceremony, this is one habitat-claim in operation. Likewise, Midwest's behavior setting Presbyterian Church Worship Service has a position or habitat-claim in its program known as "Pastorate" and the Presbyterian Church Worship Service is incomplete without a

particular individual filling this position. When George Smith of Midwest starts preaching, this position becomes an implemented habitat claim; a combination of a particular human component with a particular position in action becomes "Presbyterian Pastor Smith Preaching." Other implemented habitat-claims are Midwest's English Teacher Mrs. White teaching, Saddle Club Secretary Mrs. White recording, Saddle Club Chairman Mr. Smith chairing, and Yesilova's New Mosque Muezzin calling for prayers, and Circumciser Buyuktekin circumcising. We are interested in the towns' implemented habitat-claims because the number of such claims shows the responsible, important, and difficult actions their inhabitants perform in the process of operating and maintaining the towns' habitats.

It was noted earlier that all persons who enter one or more of a town's behavior settings for any period of time during a survey year are considered as inhabitants of that town's public habitat regardless of whether they are residents, commuters, visitors, or just passersby. We then grouped these inhabitants into two classes: one that includes all--residents, commuters, visitors, etc., and the one that includes only the residents--people who live in the towns on a regular basis. The above two measures of behavior output, person-hours (P-H) and implemented habitat-claims (IH-C), will be reported for only the latter class of inhabitants; that is, the town inhabitants or residents. The resulting two sets of data, and the terms and abbreviations identifying them are as follows:

1. Town behavior product (TBP); this is the person-hours of behavior via town inhabitants or residents.

2. Town implemented-habitat claims (TIH-C); this is the implemented habitat-claims via town residents or town inhabitants.

It should be noted, however, that these data referring to all town residents are quite general and pose difficulties in comparisons between the towns as was the case with the overall centiurbs measures of the habitats. Since Yesilova's population was almost five times larger than Midwest's, in most cases, these overall output data are expected to be greater in Yesilova. Therefore, a meaningful comparison between Yesilova and Midwest requires more specific measures which can be derived from the overall data. Thus, throughout this chapter we will emphasize the following measures rather than the ones just mentioned:

a. Mean person-hours per centiurb of habitat; the proportion of the town behavior product (TBP) of the habitat in consideration to the centiurbs measure of the same habitat. This is analogous to a density measure showing how heavily a particular part of a town's habitat is used by its inhabitants.

b. Mean person-hours per resident or town inhabitant; the proportion of the town behavior product (TBP) of the habitat in consideration to the number of resident inhabitants. This shows how much time individual residents committed to the habitat in question during the survey year.

d. Mean person-hours per subgroup member; the proportion of TBP of a particular habitat to the population of the same subgroup.

A similar procedure will be followed regarding the measures on implemented habitat-claims.

Behavior Output of Subgroup Habitats

Person-Hours of Behavior by Subgroups Within Their Territorial Range

As will be remembered, territorial range of a subgroup is defined as the extent in centiurbs of behavior settings with human components drawn from the subgroup in any penetration level. Here, we report the amount (person-hours) of behavior generated by subgroups within their territorial range. That is, the total amount of participation by subgroup members in the towns' public habitats as onlookers, customers, members, and leaders. Basic data are presented for town residents in Table 3.1.

Table 3.1  
Person-Hours of Behavior Produced  
via Inhabitant (Resident) Subgroups Within Their  
Territorial Range

| Subgroup    | <u>MW(1963-64)</u> |            | <u>YS(1975-76)</u> |            |
|-------------|--------------------|------------|--------------------|------------|
|             | Overall            | Per Member | Overall            | Per Member |
| Children    | 187,575            | 1,179      | 910,548            | 807        |
| Adolescents | 189,381            | 2,254      | 732,192            | 1,405      |
| Adults      | 655,683            | 1,595      | 2,473,688          | 1,178      |
| Aged        | 82,923             | 471        | 132,420            | 530        |
| Town total  | 1,125,134          | 1,356      | 4,248,898          | 1,062      |
| Males       | 602,913            | 1,453      | 3,210,231          | 1,605      |
| Females     | 499,281            | 1,203      | 1,038,648          | 519        |

A brief study of the data of Table 3.1 shows clearly the difficulty involved in comparing the towns with respect to overall person-hours generated by their subgroup habitats. Because of Yesilova's much bigger size and population, differences between the towns are so great that a meaningful comparison is almost impossible. Data show that all of Yesilova's

subgroups, without exception, generate much greater overall person-hours than their counterparts in Midwest. When we report behavior output in terms of person-hours per member, however, emerges a totally different picture. On an individual basis, all of Midwest's subgroups with the exception of aged and females, outnumber their counterparts in Yesilova. Thus, comparisons should make more sense on an individual basis than reported in general.

As can be seen from Table 3.1, differences were considerable regarding all subgroups. Individually, female inhabitants of Yesilova produced much less behavior than the female inhabitants of Midwest. P-H of behavior per female member was 519 in Yesilova and 1,203 in Midwest. Male inhabitants of Yesilova, however, produced more P-H per member than their counterparts in Midwest; 1,605 versus 1,453, respectively. Yesilova's aged inhabitants was another subgroup that engaged in more behavior in public settings, individually, than the same subgroup members in Midwest; 530 P-H versus 471 P-H, respectively. Differences were especially striking concerning child, adolescent, and female inhabitant subgroups.

Male-female difference in P-H per member was much greater in Yesilova (1,605 versus 519, respectively) than in Midwest (1,453 versus 1,203, respectively).

Person-hours per inhabitant in general amounted to 1,063 P-H in Yesilova and 1,356 P-H in Midwest.

Due to their importance, differences reported here will be elaborated later.

Person-Hours of Behavior by Subgroups Within Settings Where Members  
Members Were Operatives

The amount of time spent by an inhabitant subgroup within settings where some of its members are operatives--within its operative range--has special psychological importance, especially for children, aged and women. At these times these subgroups would see their peers as belonging to an important class of inhabitants; their peers would be chairing meetings, entertaining audiences, operating businesses and so forth. Because of our special interest in child, adolescent, aged, and female inhabitants of the towns only these groups will be considered in this section. Basic output data for these inhabitant subgroups are presented in Table 3.2.

Table 3.2  
Person-Hours of Behavior Produced via Inhabitant  
Subgroups Within Their Operational Range

| Subgroup    | <u>MW(1963-64)</u> |            | <u>YS(1975-76)</u> |            |
|-------------|--------------------|------------|--------------------|------------|
|             | Overall            | Per Member | Overall            | Per Member |
| Children    | 13,920             | 87         | 44,267             | 39         |
| Adolescents | 70,462             | 839        | 300,881            | 577        |
| Aged        | 52,801             | 300        | 60,648             | 242        |
| Females     | 517,029            | 1,246      | 240,352            | 120        |

As the person-hours per subgroup member in this table show, there were significant differences, between the town, regarding all subgroups under consideration. On the average, child inhabitants of Yesilova and Midwest spent, individually, 39 and 87 hours, respectively, in behavior settings where they were able to see their peers as belonging to an important class of inhabitants. The same was true for the aged but the

difference was not as drastic. On the average, each aged inhabitant of Midwest spent 68 hours more than each aged of Yesilova in settings where some of the responsible positions were occupied by their peers. The most striking difference was in relation to the female inhabitants of the towns. Female inhabitants, individually, spent, on the average, 1,045 hours in Midwest and 120 hours in Yesilova within behavior settings where some operatives were female.

These data show, the extent to which child, adolescent, aged, and female inhabitants of the towns would see their peers and themselves, as members, as being able to do something important in their environment.

The issue of women and the young will be reconsidered later in the chapter on discussion.

#### Behavior Output of Total Town

##### Habitats Via Residents

##### Person-Hours of Behavior

Yesilova's total behavior output via town inhabitants or residents (TBP) was greater than Midwest's; it was greater per centiurb of habitat, but smaller per resident, in general. Output data for the towns' total habitats are reported in Table 3.3.

Table 3.3

##### Person-Hours of Behavior

|                                   | <u>MW(1963-64)</u> | <u>YS(1975-76)</u> |
|-----------------------------------|--------------------|--------------------|
| Output via town inhabitants (TBP) | 1,125,134          | 4,248,898          |
| Mean per cu of habitat            | 10,479             | 28,904             |
| Mean per town inhabitant          | 1,356              | 1,062              |
| Mean per male inhabitant          | 1,453              | 1,605              |
| Mean per female inhabitant        | 1,203              | 519                |

Yesilova produced 4.2 million P-H via its 4,000 residents and Midwest produced 1.1 million via its 830 residents, amounting to 1,062 P-H per resident in Yesilova and to 1,356 P-H per resident in Midwest. On the basis of a 16-hour waking day, Yesilovans spent 18 percent and Midwesterners 23 percent of their time in the public regions of their towns. Thus, individually, Yesilovans spent less time in public behavior settings relative to Midwesterners.

These data employ averages and, considering the large sex difference in Yesilova, are misleading; therefore we also reported in Table 3.3, data for sexes. As can be seen, the above conclusion that Yesilovans compared to Midwesterners spent less time in public behavior settings is true concerning only the female residents of the towns. Behavior output per female inhabitant in Yesilova was much less than half of that in Midwest; 519 P-H versus 1,203 P-H respectively. Behavior output per male inhabitant, however, was slightly greater in Yesilova than in Midwest; 1,605 P-H and 1,453 P-H respectively. Put in a different framework, individually, female residents of Yesilova spent, on the average, 1 hour 25 minutes per day in their public habitat while female residents of Midwest spent 3 hours 17 minutes per day. This was 4 hours 24 minutes per day for individual male inhabitants of Yesilova and 4 hours per day for those of Midwest.

There was also a large difference between the towns, regarding P-H of behavior per centiarbof habitat in that Yesilova's habitat produced 28,904 P-H per cu as opposed to 10,479 P-H per cu by Midwest's. These data indicate that Yesilova's habitat was used more heavily than Midwest's, that human behavior was more "densely packed" in Yesilova than in Midwest.

### Implemented Habitat-Claims

As noted earlier, number of implemented habitat-claims (IH-C) is a measure of the important and difficult actions, the responsibilities a town's inhabitants are required to carry out in the process of keeping its habitat livable. And Yesilova's total output of IH-C was smaller than Midwest's; it was smaller per cu of habitat, and smaller per town inhabitant. Findings are reported in Table 3.4.

Table 3.4

#### Implemented Habitat-Claims

|                                     | <u>MW(1963-64)</u> | <u>YS(1975-76)</u> |
|-------------------------------------|--------------------|--------------------|
|                                     | N                  | N                  |
| Output via all inhabitants (Total)  | 14,249             | 11,138             |
| Output via town inhabitants (TIH-C) | 6,442              | 5,488              |
| Percent of total                    | 47                 | 49                 |
| Mean per cu of habitat              | 62                 | 37                 |
| Mean per town inhabitant            | 8.0                | 1.4                |

The total number of IH-C involved in the operation and maintenance of the public habitats of Midwest and Yesilova may be better understood by an example. Suppose that, in Yesilova or in Midwest, a person is limited to a single duty during a year. In such a case, if Yesilova's inhabitant Aziz Kazanoglu teaches at one or more occurrences of the behavior setting High School Literature Class, he cannot also preside at any club meeting, he cannot be the secretary of any organization, or he cannot be the organizer of the Ataturk's Day of Death Memorial. In short, he cannot implement a habitat-claim for operatives in any other behavior setting. The same is also true for Midwesterner George Smith, chairman of the behavior setting Saddle Club Organizational Meeting;

George Smith cannot also be a pastor in Midwest's behavior setting the Presbyterian Church Worship Service. Such a one-man one-duty system would, then, require 11,130 persons to implement the programs and maintain the physical existence of behavior settings that make up Yesilova's habitat; Midwest would require 14,249 persons to do the same for its habitat. Under these circumstances, the 4,000 residents of Yesilova could carry out 36 percent and the 830 residents of Midwest 6 percent of their town's essential operational and maintenance tasks. In reality, however, resident inhabitants of Yesilova managed to carry out 49 percent and resident inhabitants of Midwest 47 percent of their town's IH-C.

As the data of Table 3.4 show, Yesilova produced a smaller number of IH-C via its resident inhabitants than Midwest; 5,488 versus 6,442, respectively. This means that, on the average, each Yesilovan undertook responsibilities in 1.4 habitat-claims for operatives directed toward the maintenance of the town as a habitat, and each Midwesterner undertook similar responsibilities in 8 claims for operatives. Yesilova had 37 IH-C via residents per cu of habitat and Midwest had 62, indicating that Midwest's habitat was more heavily populated with implemented habitat-claims than Yesilova's.

In psychological terms, these findings indicate that, on the average, Midwesterners in comparison with Yesilovans, undertook more responsible tasks and worked harder in public behavior settings.

# Behavior Output of the Towns'

## Differential Habitats

### Behavior Output of Authority System Habitats

In the preceding sections, differences with respect to the amount of behavior produced by the towns' overall environments have been reported. Here, we report findings that may give an idea as to where these differences come from. Output data concerning authority system habitats should yield information as to the behavior areas (religious, governmental, educational, etc.) where the towns differ, and behavior areas where the towns have similarities.

Church authority system. Yesilova residents generated more behavior through the town's church habitat than Midwest residents. Person-hours of behavior via church habitats amounted to 5 percent of Yesilova's and 3 percent of Midwest's town behavior products (TBP). Output data for the church habitats are reported in Table 3.5.

Table 3.5

### Church Authority System

#### Output of Person-Hours (P-H)

| <u>Output via town inhabitants</u> | <u>MW(1963-64)</u> | <u>YS(1975-76)</u> |
|------------------------------------|--------------------|--------------------|
| Total P-H                          | 33,173             | 208,369            |
| Percent of TBP                     | 3                  | 5                  |
| Mean P-H per cu                    | 2,715              | 61,285             |
| Mean P-H per town inhabitant       | 40.0               | 52.1               |
| Mean P-H per male resident         | 28.2               | 104.0              |
| Mean P-H per female resident       | 50.6               | 3.1                |

As indicated by the mean P-H per cu, church settings of the Turkish town were used many times more heavily than the church settings of the American town. As the reader will notice in the following sections,

this is a general pattern concerning all authority systems, and it means that since Yesilova's overall habitat in proportion to its town population was smaller than Midwest's (.04 and .13, respectively) Yesilovans seem to compensate for this deficiency by using more heavily their existing overall and differential habitats.

The church habitats of the towns produced a mean of 52 P-H per town inhabitant in Yesilova and 40 P-H per town inhabitant in Midwest. When presented for sexes, however, this difference becomes much more pronounced. As shown in Table 3.5, the mean church behavior output per male resident amounted to 104 P-H in the Turkish town and 28.2 P-H in the American town. The difference was reversed and more salient concerning females. The church settings of the towns generated a mean of 50.6 P-H per female resident in Midwest.

Thus, males were the prominent sex in Yesilova's church settings whereas females were the prominent sex in those of Midwest.

Government agency authority system. The government agency habitats generated 29.3 percent of Yesilova's and 16.6 percent of Midwest's TBP. Output data for the government agency habitats are presented in Table 3.6.

Table 3.6

## Government Agency Authority System

## Output of Person-Hours (P-H)

| Output via town inhabitants  | MW(1963-64) | YS(1975-76) |
|------------------------------|-------------|-------------|
| Total P-H                    | 186,896     | 1,247,144   |
| Percent of TBP               | 16.6        | 29.3        |
| Mean P-H per cu              | 10,694      | 33,080      |
| Mean P-H per town inhabitant | 225.2       | 311.7       |
| Mean P-H per male resident   | 253.0       | 469.8       |
| Mean P-H per female resident | 206.6       | 160.7       |

As indicated by the mean P-H per cu, government agency settings of the Turkish town were much more busy than the government agency settings of the American town.

The mean behavior output per town inhabitant produced by the government agency settings was 311.7 P-H in Yesilova and 225.2 P-H in Midwest. These figures are in general and show that on the average, Yesilovans engaged in more behavior in their town's government agency habitat than Midwesterners in their town's government agency habitat. In reality this is true only concerning male residents while the difference is in the opposite direction with respect to female residents. The mean government agency behavior per male resident amounted to 469.8 P-H in Yesilova and 253.0 in Midwest. Means for females were 160.7 P-H and 206.6 P-H for Yesilova and Midwest, respectively.

Thus, male residents were more prominent than female residents in both of the towns' government agency habitats but this was much more pronounced in the Turkish town.

Private enterprise authority system. The private enterprise habitat was the most prominent authority system in both towns; it produced 45 percent of Yesilovans and 47 percent of Midwest's TBP

Table 3.7

## Private Enterprise Authority System

## Output of Person-Hours (P-H)

| Output via town inhabitants  | MW(1963-64) | YS(1975-76) |
|------------------------------|-------------|-------------|
| Total P-H                    | 531,555     | 1,929,724   |
| Percent of TBP               | 47.2        | 45.0        |
| Mean P-H per cu              | 13,085      | 22,702      |
| Mean P-H per town inhabitant | 640.4       | 482.4       |
| Mean P-H per male resident   | 664.6       | 846.0       |
| Mean P-H per female resident | 564.2       | 134.8       |

Yesilova's private enterprise habitat was used more heavily than Midwest's. Mean P-H per town inhabitant via private enterprise habitat was considerably less in Yesilova than in Midwest; 482.4 versus 640.4, respectively. When these means are partitioned between sexes, the difference becomes more pronounced and reverses in case of male residents. That is, on an individual basis, male residents of Yesilova engaged in considerably more behavior in their town's private enterprise habitat than the male residents of Midwest while the reverse was true for female residents of the towns with a more drastic difference.

Thus, private enterprise habitats were male dominated in both towns but this was much more so in the Turkish town.

School authority system. The school habitats generated 18.5 percent of Yesilova's and 27.6 percent of Midwest's TBP. Output data for school habitats are given in Table 3.8.

Table 3.8

## School Authority System

## Output of Person-Hours (P-H)

| Output via town inhabitants  | MW(1963-64) | YS(1975-76) |
|------------------------------|-------------|-------------|
| Total P-H                    | 310,516     | 786,421     |
| Percent of TBP               | 27.6        | 18.5        |
| Mean P-H per cu              | 12,531      | 47,091      |
| Mean P-H per town inhabitant | 374.1       | 196.6       |
| Mean P-H per male resident   | 376.2       | 203.0       |
| Mean P-H per female resident | 363.0       | 190.0       |

Yesilova's school habitat produced more behavior per cu than Midwest's indicating that the settings of the former were used more heavily than those of the latter.

The Turkish town produced 196.6 P-H of behavior per resident via its school habitat while the American town produced 374.1 P-H per resident via its school habitat. These data are in general including both male and female residents of the towns. When divided for sexes, the difference still holds for both sexes as a specialty of school habitats. That is, both male and female residents of Yesilova were far behind their counterparts in Midwest regarding the mean P-H of behavior they individually engaged in their town's school habitat. As will be remembered, in all of the other authority system habitats considered so far, male residents of Yesilova, on an individual basis, engaged in more community behavior than their counterpart in Midwest.

In summary, then, male residents engaged slightly more behavior in their respective school habitats than the female residents in both towns. And it appears that school habitats came closer than any other authority system habitats to treating sexes equally both in Yesilova and Midwest.

Voluntary association authority system. The voluntary association habitats of the towns produced, respectively, 1.8 percent of Yesilova's and 5.6 percent of Midwest's TBP. Output data are presented in Table 3.9.

Table 3.9

## Voluntary Association Authority System

## Output of Person-Hours (P-H)

| Output via town inhabitants  | <u>MW(1963-64)</u> | <u>YS(1975-76)</u> |
|------------------------------|--------------------|--------------------|
| Total P-H                    | 62,994             | 77,238             |
| Percent of TBP               | 5.6                | 1.8                |
| Mean P-H per cu              | 5,134              | 17,164             |
| Mean P-H per town inhabitant | 75.9               | 19.3               |
| Mean P-H per male resident   | 82.8               | 14.5               |
| Mean P-H per female resident | 67.0               | 24.0               |

The few voluntary association settings found in Yesilova produced more behavior per setting than did those in Midwest; 17,238 P-H per cu and 5,134 per cu, respectively.

On the average, individual Yesilova residents relative to individual Midwest residents engaged in very little behavior in the voluntary association controlled settings. It should also be noted that most of the behavior settings constituting Yesilova's voluntary association habitat are weddings which were classified into other authority systems in Midwest. This is true for both sexes and voluntary association habitat is the second authority system habitat where male residents of Yesilova, individually, engaged in less activity than the male residents of Midwest. And it is the only authority system habitat where females of Yesilova produced, on an individual basis, more P-H of behavior than the males of the same town; 24.0 versus 14.5, respectively. Means per sex member in Midwest were 82.8 P-H for males and 67.0 P-H for females.

Thus, females of Yesilova spent more time in their voluntary association habitat than the males, but still females of Midwest generated nearly three times as much behavior per member.

#### Behavior Output of High and Low Autonomy Habitats

Here, we report output data in relation to those parts of the towns' environments where inhabitants have power over the operation of behavior settings and where inhabitants do not have such power.

High local autonomy. Person-hours of behavior generated by the towns' locally controlled habitats amounted to 16 percent of Yesilova's and 46 percent of Midwest's town behavior product (TBP). That is, a much greater proportion of Midwest's than of Yesilova's TBP occurred in

behavior settings where the town residents practiced power. Output data for the high local autonomy habitats are reported in Table 3.10.

Table 3.10  
High Local Autonomy  
Output of Person-Hours (P-H)

| Output via town inhabitants  | <u>MW(1963-64)</u> | <u>YS(1975-76)</u> |
|------------------------------|--------------------|--------------------|
| Total P-H                    | 517,790            | 698,064            |
| Percent of TBP               | 46                 | 16                 |
| Mean P-H per cu              | 11,062             | 13,424             |
| Mean P-H per town inhabitant | 623.8              | 174.0              |
| Mean P-H per male resident   | 700.8              | 286.0              |
| Mean P-H per female resident | 555.2              | 68.0               |

Yesilova's high local autonomy habitat produced more behavior per cu than Midwest's but the difference was not as great as it was in any of the previously discussed authority system habitats.

The mean P-H per town inhabitant was much less in Yesilova's than in Midwest's locally controlled habitat; 174.0 versus 623.8, respectively. This is to say that, on an individual basis and in general, Yesilova residents spent significantly less time than Midwest residents in behavior settings where they could make program and policy decisions. The difference holds for both sexes; that is, the behavior output per male resident and the mean output per female resident were both smaller in Yesilova than in Midwest. The female-female difference between the towns was much greater than the male-male difference; the females of Yesilova spent very little time in high autonomy settings compared to the females of Midwest.

In summary, on an individual basis Midwesterners engaged in more behavior than Yesilovans in behavior settings controlled by the residents.

Low local autonomy. It might be supposed that if Yesilovans spent little time in settings of high autonomy, they necessarily must have spent many hours in settings of low autonomy. This outcome is not a logical necessity since they could be heavily invested in settings of medium autonomy; data on low autonomy are needed to complete the picture.

Behavior output of the towns' distantly controlled habitats constituted 31 percent of Yesilova's and only 4.3 percent of Midwest's TBP. Output data are presented in Table 3.11.

Table 3.11

## Low Local Autonomy

## Output of Person-Hours (P-H)

| Output via town inhabitants  | <u>MW(1963-64)</u> | <u>YS(1975-76)</u> |
|------------------------------|--------------------|--------------------|
| Total P-H                    | 48,755             | 1,329,448          |
| Percent of TBP               | 4.3                | 31.0               |
| Mean P-H per cu              | 5,747              | 27,697             |
| Mean P-H per town inhabitant | 58.8               | 332.3              |
| Mean P-H per male resident   | 65.4               | 502.1              |
| Mean P-H per female resident | 52.8               | 170.0              |

Yesilova's low local autonomy habitat produced more behavior per cu than Midwest's; 27,697 P-H versus 5,747 P-H, respectively.

The mean P-H of behavior per town inhabitant was 5.6 times greater in Yesilova than in Midwest; 332.3 versus 58.8, respectively. Thus, Yesilova residents compared to Midwest residents engaged in much more behavior in settings where program and policy decisions are made not by themselves but by sources located far from their town. This is, of course, in general but the difference applies to sexes too, in that both males and females of Yesilova produced much more behavior per

member than their counterparts in Midwest.

Thus, in all aspects, the Turkish town was more of a low local autonomy town than the American town.

Now we turn to the presentation of findings in relation to attendance and beneficence habitats.

#### Behavior Output of Attendance Habitats

As noted earlier we have investigated five attendance habitats: attendance required, attendance encouraged, neutral, attendance discouraged, and attendance prohibited. Because of our special interest in child and adolescent inhabitants of the towns we investigated attendance habitats concerning only these inhabitant subgroups. The output data for child and adolescent attendance habitats are presented in graphic summary form and only in terms of P-H per town inhabitant.

Child attendance habitats; mean P-H per town inhabitant. Habitats neutral to child attendance generated far more P-H than any of the other child attendance habitats--nearly 700 P-H per town inhabitant. As can be seen from Figure 3.1, all of Midwest's child attendance habitats produced greater mean P-H per town inhabitant than their counterparts in Yesilova.

The greatest difference between the towns occurred in the habitats that encourage child attendance; for these the mean P-H per town inhabitant was 6 times greater in Midwest than in Yesilova. The second largest difference was in the habitats that discouraged child attendance, Midwest's generating more behavior per town inhabitant than Yesilova's.

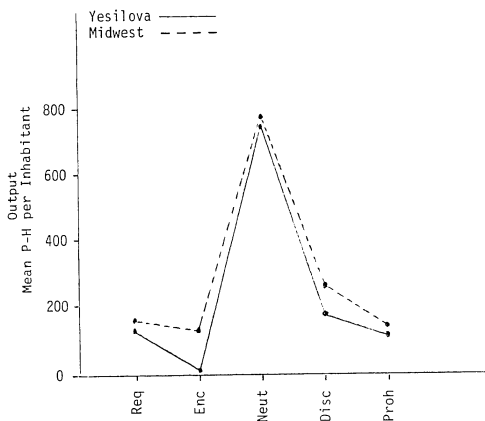


Figure 3.1. Behavior Output of Child Attendance Habitats: Mean P-H per Town Inhabitant.

These findings indicate, in general, that Midwest produced greater P-H per town inhabitant than Yesilova in those parts of its habitat where children are close-watched for their attendance and not attendance.

Adolescent Attendance Habitats; Mean P-H per Town Inhabitant. The largest output in both towns occurred in the habitats neutral to adolescent attendance. Outputs of these habitats were nearly equal both in Yesilova and Midwest.

As shown in Figure 3.2, Yesilova's adolescent attendance habitats on the positive side of neutral produced more behavior per town inhabitant than their counterparts in Midwest while the reverse occurred concerning the attendance habitats on the negative side of neutral. The greatest differences, however, appeared in relation to habitats encouraging and discouraging adolescent attendance. Midwest's habitat encouraging adolescent participation produced 20 times more P-H per town inhabitant than Yesilova's; the latter's habitat that discouraged adolescent attendance, however, generated nearly twice as many P-H per town inhabitant as did the parallel Midwest habitat.

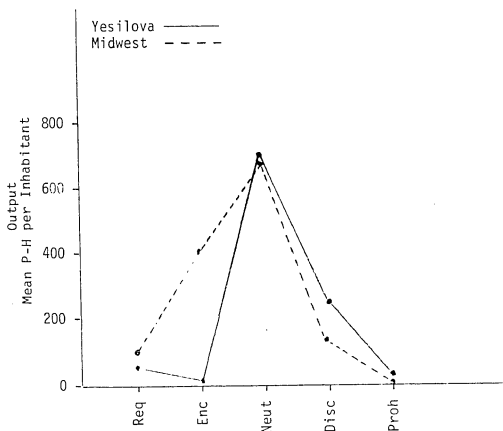


Figure 3.2. Behavior Output of Adolescent Attendance Habitats: Mean P-H per Town Inhabitant.

These findings indicate that Yesilova produced fewer P-H per town inhabitant than Midwest in those attendance habitats where adolescents are required or encouraged to attend and more P-H per town inhabitant in those habitats where adolescent attendance is resisted.

#### Behavior Output of Beneficence Habitats

Here, we are interested in four beneficence habitats as they relate to child and adolescent subgroups of the towns; the habitat that serves children (adolescents) directly, the habitat that serves these groups indirectly, the habitat unconcerned with children and adolescents and the habitat where these children and adolescents serve other age groups. As with the attendance habitats, the data for these habitats are presented in graphic summary form.

Child beneficence habitats; mean P-H per town inhabitant. The habitat not concerned with children as a special group had the greatest output in both towns. In second rank, but far below, was the habitat which benefitted children directly. The other two habitats had small outputs in both towns. Output data for the beneficence habitats are shown in Figure 3.3.

All of the child beneficence habitats in Yesilova produced fewer P-H per town inhabitant than their counterparts in Midwest. The largest difference occurred in the habitats that served children directly. It is interesting to note, however, that the habitat where children benefitted other age groups produce 7 times more P-H per town inhabitant in Midwest than in Yesilova, although the values were small.

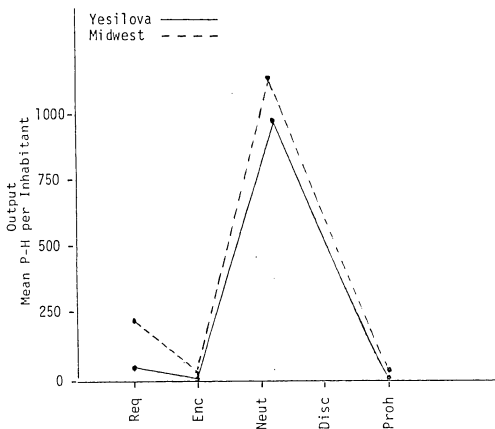


Figure 3.3. Behavior Output of Child Beneficence Habitats: Mean P-H per Town Inhabitant.

Adolescent Beneficence Habitats; Mean P-H per Town Inhabitant.

The habitat not concerned with adolescents as a special group had by far the greatest output in both towns; in second rank, but much smaller in output, was the habitat that benefitted adolescents directly. The remaining two habitats had very small outputs in both towns. Data are presented in Figure 3.4.

In comparison to their counterparts in Midwest, all of Yesilova's adolescent beneficence habitats generated fewer P-H per town inhabitant. The largest difference appeared in relation to the habitats that served adolescents directly. That is, habitat serving adolescents directly produced far more P-H per town inhabitant in Midwest than in Yesilova.

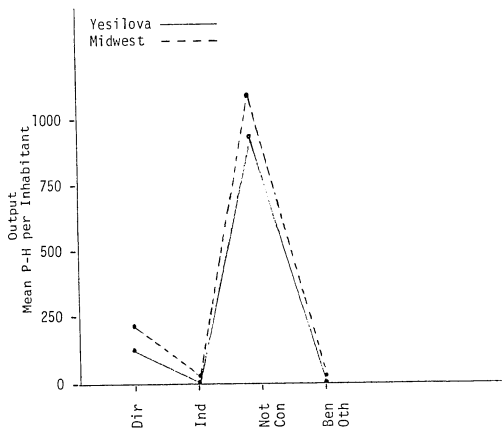


Figure 3.4. Behavior Output of Beneficence Toward Adolescents Habitats: Mean P-H per Town Inhabitant.

## CHAPTER FIVE

### DISCUSSION

#### An Overview

Various ecological environments regulate and shape the behavior of their inhabitants differently. They do this by making available, for their inhabitants, particular constellations of behavior settings that impose certain patterns of behaviors upon inhabitants. Differences in ecological environments, in turn, stem from variances in culture, religion, economical circumstances, developmental stages, etc. In other words, differences in the latter are reflected in the former. Thus, a comparative study of two ecological environments differing in culture is, in essence, a study of cultural differences. For example, the nature of a Muslim community can be better understood if one compares its religious habitat with that of a non-Muslim community. The purpose of the present investigation has been an exploratory study of ecological differences between two cross-cultural towns: Yesilova, Burdur, Turkey and Midwest, Kansas, U.S. A study of this sort necessitates the collection of objective, quantitative, and comparable data. Methods of collecting such data are reported by Barker (1968) in his book, Ecological Psychology: Concepts and Methods for Studying the Environment of Human Behavior. Utilizing one of these methods--the method of behavior setting survey--we gathered data concerning the Turkish town. With regard to the American town, we used the data already collected and reported by Barker and Schoggen (1973) in their book, The Qualities of Community Life. Since the method of behavior setting survey involves nothing more than counting and sorting what is

already there in the environment, and since data with respect to both towns under consideration were collected via application of this same method, objective and quantitative comparisons were possible. We, then, looked into the nature of the particular constellations of settings the two towns made available for their inhabitants. We compared a relatively larger, poorer, less developed, Muslim Turkish town with a relatively smaller, richer, more developed, Christian American town.

Data descriptive of the towns' overall and differential habitats have been reported in terms of habitat extent in centiurbs, habitat claims for operatives, and habitat variety as indicated by number of genotypes, followed by output data; person-hours of behavior generated by the towns' overall and differential habitats.

#### Overall Habitats

Extent. Findings reported in Tables 1.1 and 1.2 show that although Yesilova's overall habitat in absolute centiurb values was 1.4 times larger than Midwest's, it was 1/4 times as large in proportion to population. Thus, as predicted, centiurbs of habitat per resident was appreciably smaller in Yesilova than in Midwest. On a per person basis, Yesilova faced its inhabitants with less public behavior opportunities and requirements than Midwest. Another way of stating this is that, compared to Yesilova, Midwest had extensive habitat for the size of its population. Later in the discussion we will make note of how this limited environment in Yesilova, and the richer environment in Midwest were handled by the towns' inhabitants.

The most striking differences, in relation to total habitats, was in the number of behavior settings. Midwest had nearly twice as many behavior settings per year as did Yesilova, contrary to what would have been expected on the basis of its smaller overall habitat. Yesilova, on the other hand, had more settings per day and per hour. These differences come about because a great majority of Midwest's behavior settings occurred on an occasional basis with fewer occurrences and scattered along the year while more of Yesilova's occurred on a regular basis. This distinction was reflected in the fact that the American town displayed 60.4 average occurrences per setting whereby a smaller number and proportion of Midwest's than Yesilova's behavior settings are readily available by the day and hour and a greater number and proportion are introduced on an irregular basis with fewer occurrences--meaning that Midwesterners must engage in more long-time planning and more long-continued actions than Yesilovans. This finding is confirmatory to the common observation by many writers that the Americans or Westerners are more time conscious and planning oriented than the peoples of the Middle East. In Yesilova "in one hour" may mean several hours, even days. Planning, in a real sense, is a new concept in Turkey entering the politics and institutions of the country after 1960. The saying, "The Turk thinks at the last moment," is the expression of this late-coming and still not popular state of planning in Turkey. Consistent with their general attitude, Yesilova's habitat operates on a day to day basis and does not require much planning and promptness; in Midwest, however, the normal operation of the town's habitat requires vigorous planning and promptness.

Output. There was less habitat per resident in Yesilova than in Midwest and accordingly the Turkish town produced somewhat less community behavior per resident than the American town: 1,062 versus 1,356 person-hours, respectively. Compared to Midwest's habitat, Yesilova's was sparse for the size of its population. Our findings show that Yesilovans compensated for this habitat limitation to a certain extent, by using their existing environment much more heavily than Midwesterners; that is, Yesilova produced almost three times as much behavior per centiurb of habitat as did Midwest.

Positions of responsibility and involvement in their implementation. Midwest had 10,220 responsible positions to be filled by its 830 inhabitants, while Yesilova had 9,482 for 4,000 inhabitants. In other words, compared to Yesilova, Midwest possessed a much smaller pool of inhabitants from which to draw performers for the implementation of its greater number of claims for operatives. Relative to Yesilova, then, Midwest was an undermanned town. Among others, undermanning has the following two corollaries:

a) The inhabitants of the undermanned town, in general, assume responsibilities more frequently in public settings. On the average, each Midwesterner undertook responsibilities in eight habitat-claims for operatives while each Yesilovan undertook similar responsibilities in about one-and-a-half claims for operatives. Thus, in order to compensate for the man power shortage they were experiencing, Midwesterners assumed more multiple responsibilities and worked harder in public behavior settings than Yesilovans who did not have such shortage. Ecological psychologists speculate that the inhabitants of an undermanned town, compared to those of an optimally manned or overmanned town, feel themselves as being more important people and see themselves as having greater functional

importance. (Data supportive of this speculation exists for parts of communities; see findings for large and small high schools on p. 7.

b) The undermanned town pulls less suitable inhabitants into the operating zones of its behavior settings. Less suitable inhabitants can be those who are objectively less suitable (children usually are not as efficient operatives as adults). Less suitable also can be culturally defined; Turkish citizens would believe that women are less suitable as church leaders, as business operatives, etc. Findings reported in the section on the extent of subgroup habitats show that Midwest, compared to Yesilova, pulls more of its less suitable inhabitants into operations. Yesilova's children could enter into the operating zones of behavior settings in only 5 percent of the town's total habitat while Midwest's children were operatives in 10 percent of its total habitat. Females of Yesilova assumed responsibilities in only 15 percent of the total habitat while females of Midwest filled responsible positions in 70 percent of the town's total habitat.

Variety. Yesilova displayed 120 genotypes and Midwest 198. Yesilova housed a larger population than Midwest yet the number of its genotypes (different activities) was much smaller. Thus, it was probable that Yesilovans engaged in a narrower range of activities than Midwesterners because there were more people in Yesilova to carry out its smaller number of activities. A question might be raised here. That is, what does this involvement in a wider or a narrower range of activities mean for people? According to Barker (1968) people who engage in more multiple roles are likely to be more versatile and see themselves as able to carry out satisfactorily a greater variety of tasks.

In addition to mere variety or number of genotypes in the habitats, the degree of similarity or difference between the towns' environments, as measured by the number of common and unique genotypes, is another issue here. There were 33 genotypes common to both towns. That is, the exchange visitors to the towns would find only 33 different activities that occur similarly in their home towns. On the other hand, 47 of Yesilova's genotypes were unique to Midwest and 113 of Midwest's genotypes were unique to Yesilova. Thus, as far as what goes on in their public habitats are concerned, the towns were more different than similar.

Some groupings of unique genotypes show that, relative to Yesilova, Midwest's environment is more supportive of competitive behavior, organized entertainment, and formal learning. The Turkish town, on the other hand, exhibited a number of unique genotypes whose settings gathered massive numbers of people as users. Examples are: Weddings, Traditional; Markets, Public; Religious Worship Services; Feasts, Family; and so forth.

#### Authority System Habitats

Data on authority system habitats provide profiles of the towns by outlining, in a categorized form, what goes on in their habitats. Thus, related findings are informative as to the allocation of the towns' resources to certain, fairly general, activity areas. In this section, some important findings in relation to authority systems will be considered and some references to the involvement of sexes in these habitats will be made because of the special situation the Turkish town presents

Church habitat. Normally, one would expect a larger Church habitat for Yesilova than for Midwest since Yesilova had a much larger population than Midwest. Surprisingly Midwest's religious habitat turned out to be 3.6 times larger than Yesilova's: a brief study of the genotype catalogues of the towns shows how this occurred. The Church habitat in the Turkish town was purely religious while in the American town it was more than that. One could see from the lists of settings under Midwest's genotypes, that the basic religious settings extended into other areas which were not necessarily religious. This was not possible in Yesilova because of the intolerance and inflexibility of the church for such extensions into non-religious life. Thus, the main reason for a smaller Church habitat in Yesilova was this confinement into strictly religious settings which were not too many.

Output data point out to another sharp contrast between the Church habitats of the towns in connection to the involvement by sexes. Person-hours of behavior per female was significantly greater than that per male in Midwest while Yesilova's Church habitat excluded females completely.

In summary, Midwest's Church habitat with its larger size and greater number of claims for operatives contributed to a wider range of the town's public life than did the Church habitat in Yesilova.

Government agency and private enterprise habitats. Government Agency habitats contained 61 percent of Yesilova's and only 7 percent of Midwest's total claims for operatives. Yesilova and the region it serves is underdeveloped and needs help from more remote sources. There is one major source of help and this is the national government, which

is involved in religion, in schools, in business--in short, in every aspect of public life. Without such government involvement Yesilova's public habitat would be in a more primitive condition. As will be discussed later, this government control over Yesilova's environment is the main reason for the town's larger habitat controlled from a distance. In Midwest, however, government is not so intrusive and local control is more prominent.

Findings on behavior output show that both Government Agency and Private Enterprise habitats were male dominated in Yesilova and gave more similar representation to sexes in Midwest.

School habitats. Another surprising finding was related to School habitats. Being a larger town, Yesilova had more child and adolescent inhabitants and more schools than Midwest. Normally, one would expect Yesilova to show a substantially larger school habitat than Midwest. On the contrary, Yesilova's school habitat was appreciably smaller than Midwest's. Yesilova's school habitat displayed also a smaller number of claims for operatives and less variety. Assuming that the class activities in the traditional sense would not make much difference in terms of extent, claims for operatives and variety, there was only one way Yesilova could have less of these three indices. That is, Yesilova restricted itself strictly to traditional class activities while Midwest implemented a wide range of extra-curricular programs (genotypes). There was hardly any school unit in Yesilova that carried out an extracurricular program. Directives and suggestions on enriching school life through extra-academic affairs were received from the government and higher educational offices but they were not implemented. One

of the reasons for Yesilova's school habitat to be strictly curricular was its undermanning in comparison to the town's other authority system habitats. There were not enough teachers for the town's school age population because it was difficult to recruit teachers. Therefore, the existing teachers had to undertake very heavy class schedules, managing classes for six hours a day with little time and energy remaining for organizing and implementing non-class activities. This undermanning of Yesilova's school habitat had a second important effect; women were employed by the schools almost equally with men--this in spite of the fact that Yesilovans consider women less suitable operatives than men. Thus, it is important to note that Yesilovans began to observe women as operatives first in their school habitat and this habitat may be crucial in future efforts to further women's equality.

Voluntary association habitats. Yesilova exhibited a much smaller voluntary association habitat than Midwest. In addition, behavior settings included in Yesilova's and Midwest's voluntary association habitats were largely of different types; we classified weddings under voluntary association habitat in Yesilova whereas weddings of Midwest were classified into Church and Government Agency habitats. If the same had been done concerning Yesilova, the Turkish town would hardly have any voluntary association habitat. A few voluntary association type of activities such as agricultural contests are carried out as parts of government agency settings. Behavior settings that constitute a town's voluntary association habitat are usually initiated and operated by recreational, cultural, and service organizations. Yesilova maintained hardly any such organizations and thus only a tiny voluntary association habitat developed.

Voluntary association behavior settings provide, as part of past-time activities, experience in community leadership which is evident in the finding that 33 percent of Midwest's total claims for operatives were in its voluntary association habitat. One could speculate, therefore, that the lack of voluntary association habitat and the lack of claims for voluntary association operatives in Yesilova might result in the lack of community leaders. According to this author's knowledge, the Turkish town has very few such leaders.

Consistent with its smaller size, Yesilova's voluntary association habitat produced less behavior per resident than Midwest's. This habitat constituted the only authority system habitat in Yesilova, where females engaged in more behavior than males. This is because, the voluntary association habitat in the Turkish town consisted mainly of Weddings and Weddings are one kind of setting in Yesilova where women are the prominent participants.

#### Autonomy Habitats

Considering the fact that Yesilova is a poor underdeveloped town whose inhabitants have less and inadequate education compared to Midwest, it was predicted that the inhabitants of Yesilova would lack the financial resources or the competences to maintain some of the essential settings that are operated without difficulty in Midwest; therefore, out-of-town help, intervention, and influence would become necessary. This, in turn, would reduce the power of Yesilovans over their own environment.

As predicted, more of Yesilova's habitat than of Midwest's was controlled from remote sources; 32 percent and 8 percent, respectively.

The contrast between the towns' remotely controlled habitats becomes more manifest with regard to claims for operatives in that 61 percent of Yesilova's as opposed to only 5 percent of Midwest's total claims for operatives were in the habitat controlled by distant sources. These findings have two corollaries: 1) Yesilovans, in comparison to Midwesterners, controlled less of their environment as behavior setting members, including the programs the operatives implemented. 2) Yesilovans less frequently occupied powerful, responsible positions in which they managed the programs of the town's behavior settings.

Data on settings under local control (i.e. high autonomy habitat) provided reciprocal and confirmatory evidence showing Yesilova to be a much less autonomous community than Midwest.

Barker and Schoggen make the following speculation about analogous autonomy differences between Midwest and Yordale:

Having power over one's habitat, whether as operatives of behavior settings or as members of behavior settings with control of the operatives, promotes interest and activity, whereas powerlessness of either kind breeds detachment and passivity. (1973, p. 402)

If this speculation is correct, then, it should be applicable to Yesilova and Midwest, too. Of some relevance here are comments by observers of the Turkish situation who point out that powerlessness over the environment can result in apathy, lack of initiative, and a passive-dependent attitude (Hotham, 1972; Ozturk & Volkan, 1977).

#### Attendance and Beneficence Habitats

Here, we looked at the habitats as they related to child and adolescent inhabitants. The towns' behavior settings were first, classified into five categories on the basis of whether they required, encouraged, were neutral to, discouraged, or prohibited attendance of children and

adolescents. Second, behavior settings of each town were classified into four groups on the basis of whether they served children and adolescents directly, served indirectly, were unconcerned with these groups, or were settings where children and adolescents, as operatives, served other age groups.

Attendance habitats. As reported in Figure 2.1, more of Yesilova's than of Midwest's habitat was neutral to child attendance while more of Midwest's than of Yesilova's required and encouraged attendance and participation by children.

In output, attendance habitats that encouraged and discouraged child participation produced considerably more behavior per resident in Midwest than their counterparts in Yesilova (Figure 3.1).

In general, these findings indicate that Yesilova's public habitat leaves it to the interests of children, to a greater extent than Midwest's, whether or not to attend behavior settings. According to Yesilovans, this is how children would be raised. As a result of his observations of children in a Turkish village Pierce reports that:

The mores and activities of the village are transmitted by example rather than in a formal teaching situation. Children have no schedule and are rarely punished. Very young children awaken early in the morning, are given some bread and fruit, grapes or black olives, and out they go. Very young boys play, listen to the men talk, or watch their elders as they work, and the girls stay close to their mothers. Both sexes seem anxious to learn the tasks of their parents and are permitted to do so as soon as the older ones feel they are capable. . . . As an example of the haphazard way in which the children were brought up, we were always amused by the procedure, or more accurately the lack of any procedure, at bedtime. In the evening children played outside until they decided to come in. Once inside they were petted, loved and allowed to go about their business until they fell asleep somewhere about the house. They were allowed to remain wherever they were until it was convenient for some adult to put them to bed, which was done without awakening the child in so far as this was possible. (1964, p. 90)

To this author's observation, the lack of procedures pointed out by Pierce is not limited to bedtime but is a part of bringing up children in Yesilova. Midwest's public habitat require and encourage child attendance and participation to a greater extent than Yesilova's because this is the way Midwesterners bring up their children. For example, Barker and Schoggen report:

Midwesterners think it is of particular benefit to children to undertake tasks that are important and difficult for them before they can discharge the tasks with complete adequacy. . . . This is why 'doing your part' is especially valued, even if 'your part' cannot be carried out with great effectiveness. (1973, p. 405)

It was partly because of this belief that Midwest's habitat produced more behavior per resident than Yesilova in those settings where children were closely watched for their attendance and non-attendance.

Adolescent attendance habitat data showed that more of Yesilova's than of Midwest's habitat was neutral to attendance by adolescents; that a smaller portion of Yesilova's public habitat encouraged adolescent attendance and participation. Output data indicated that Yesilova, in comparison to Midwest, generated considerably more behavior per resident via the habitats that were neutral to and discouraged adolescent attendance and considerably less behavior per resident via behavior settings where adolescent attendance was discouraged.

Yesilova's community habitat was neutral to and discouraged adolescent attendance because the town's most able class of inhabitants were capable of operating their public settings efficiently without much need for adolescent participation. Midwest's public habitat on the other hand, encouraged more and discouraged less the attendance of its adolescent inhabitants because the efficient operation of Midwest's extensive

habitat was far beyond the capacity of its most able class of inhabitants and adolescent participation was clearly needed.

The findings that Yesilova's public habitat encouraged child and adolescent attendance less than Midwest's seem to be contributed by another factor in addition to those already pointed out. That is, child and adolescent inhabitants of Midwest have their own habitats; these are child and adolescent beneficence settings such as: Basketball Games, Dances, Excursions and Sightseeing Trips, Graduation and Promotion Ceremonies, Parties, and many others. (These child and adolescent settings naturally encourage child and adolescent attendance.) This author has no explanation for this difference between the towns other than pointing out that it is a cultural difference.

Beneficence habitats. Yesilova's beneficence habitats serving children directly and indirectly were smaller than their counterparts in Midwest while the Turkish town displayed a larger portion of habitat than the American town that was unconcerned with children as a special group. Output data point to the same differences. Thus, Yesilova's public habitat showed less interest in its child inhabitants than Midwest's. A small but highly important difference existed regarding those parts of the towns where children served others as operatives of behavior settings. Compared to Yesilova, Midwest exhibited a larger portion of habitat where children had the opportunity to practice power as occupants of responsible positions.

The pattern of the findings concerning the towns' adolescent beneficence habitats was similar to that in child beneficence habitats. Except for the High School classes. Yesilova's public habitat was almost completely unconcerned with adolescents while Midwest's displayed

considerable interest in its adolescents, by reserving a greater community area for their participation. Also, Midwest exhibited a larger area of habitat where adolescents served other age groups as operatives of behavior settings, where they could exercise power.

#### Territorial and Operational Range of Subgroups

Because of an excessive sex bias in Yesilova and more equal treatment of sexes in Midwest, it is difficult to make sense out of findings with respect to adolescent, adult, and aged inhabitant subgroups. Thus, findings referring only to child, male, and female subgroups which do not have this complication will be discussed here.

Territorial range. The territorial range of an inhabitant subgroup is the extent in centiurbs of behavior settings with claims (slots) for subgroup members in any penetration level. Because of the large size difference between Yesilova and Midwest, territorial and operational range of subgroups were reported as percentages of the total environments.

Equal proportions of the towns' total environments were open for their child and male inhabitants. Females, however, inhabited significantly less of Yesilova's habitat.

In relation to behavior output of subgroups within their territorial range, it was predicted that: a) Mean behavior output per female would be smaller in Yesilova than in Midwest. b) Since male residents of Yesilova would find themselves in the position of compensating for the lack of female participation in public settings, mean behavior output per sex member would be much greater in Yesilova than in Midwest. All of these predictions have been confirmed by the findings. In addition, findings show that child inhabitants of Yesilova, individually,

engaged in significantly less behavior in community settings than the child inhabitants of Midwest.

Operational Range. Operational Range of an inhabitant subgroup is the extent in centiurbs of a town's behavior settings with habitat-claims for subgroup members, it is a measure of the amount of habitat where subgroup members carry out responsibilities.

Differences in the operational range of children and females were much more manifest than the differences in their territorial range. Behavior settings with child operatives amounted to 5 percent of Yesilova's and 10 percent of Midwest's total habitats. Thus, a smaller proportion of Yesilova's than of Midwest's overall habitat was open to children as operatives of behavior settings. This is because Yesilovans place a greater emphasis on children's learning about adult affairs by "example" while Midwesterners think children are better off if they learn by "doing."

Females were operatives in only 15 percent of Yesilova's as opposed to 70 percent of Midwest's total habitats. Two main factors seem to be contributing to this difference. First, certain religious beliefs, traditional housewife roles attributed to women, etc., make females of Yesilova "less suitable" for operative roles in community settings than females in Midwest. Second, Yesilova had enough male inhabitants for an efficient operation of its public habitat, thus, there was less need for female participation who are considered to be less efficient. Whereas the operation of Midwest's habitat requires far more than the capacity of its male inhabitants, thus, making females needed for operative positions almost as much as males. In other words, because of its

undermanned situation Midwest can not afford to keep its females out of operative roles.

Output data show, in accordance with the habitat findings just mentioned, that child and female inhabitants of the Turkish town had, actually, engaged in much less behavior than their counterparts in the American town in behavior settings where they were able to see their members as belonging to an important class of inhabitants.

As a conclusion, we want to restate several of the most salient understandings developed by this research.

Midwest's population was sparse for the operation of its environment and Yesilova's was plentiful. Ecological research indicate that an environment handles sparsity of inhabitants in two ways: by loading its most able inhabitants with multiple responsibilities and by pulling its less suitable occupants into operative positions. The reverse is true for an environment with excess population. Therefore, women who were less suitable for operative positions were not in demand in Yesilova's public areas. To a great extent, they were kept out of responsible positions. Of course, the treatment of women by the towns' habitats cannot be explained entirely by the need for operatives; cultural factors are involved. Midwest, relative to Yesilova, represents an egalitarian society in which women are considered more or less equal to men. Thus, women should also take more or less equal responsibility in the operation of their environment and they do. Yesilova represents a male dominant society where traditional religious attitudes and cultural values oppose participation

of women in the operation of the public habitat. In other words, there is a two-way interaction between environment and cultural values; they create one another.

Children and youth also were less engaged by settings in Yesilova than in Midwest. On the one hand, Midwesterners are more concerned with preparation of children for the operation of their habitat and in this preparation they place a greater emphasis on learning by "doing" which is realized by encouraging and allowing children to share power with adults. On the other hand, and apart from the considerations of preparing children for the environment, Midwest as one of its cultural aspects, reserves some portion of its habitat for child use for its own right. Yesilovans, however, place a greater emphasis on children's learning by "example" which does not necessitate much participation and Yesilova as one of its cultural peculiarities concerned less with its child inhabitants in public settings.

All sections of Midwest's environment (Churches, Government Agencies, Private Enterprises, etc.) have expansionistic trends in that churches go beyond religious affairs, schools go beyond traditional class activities and private enterprises entered areas beyond strictly business. Yesilova, however, with the exception of government agencies exhibited a more restrictive attitude: Church meant strictly worship ritual, school meant strictly classroom work.

In accordance with the all-American capitalistic attitude, "Do your own business," Midwesterners did their own business. They experienced less intervention from distant authorities and more power over their environment. Power was relevant in two contexts for inhabitants:

As members of the community and as operatives with responsibilities. Since Midwesterners lived more in both contexts, it might imply that Midwest raises more independent, self-starting people. Yesilovans did not have such control over their habitat. Interventions and influences from remote sources were much higher relative to Midwest. There seems to be an ironic circulation here. Writers suggest that the Turks do well under a strong leadership yet Yesilova's habitat seems an ineffective school for training such leaders. On the contrary, it was suggested by some observers that powerlessness over the habitat leads to apathy, diminished autonomy and a passive-dependent attitude.

It should be noted, however, that at least one aspect of Yesilova is changing, that is, the situation of women. Although we have not presented data on all of these matters, there are now more girls in schools, and more and more women are being employed by the government, the schools, and by private enterprises. Attitudes towards women, are changing and, as noted earlier, schools are pioneering in the presentation of females in operative roles with the result that the town's inhabitants see them as capable of carrying out responsibilities. One might predict that the more women are seen occupying such positions, the faster attitudes towards them will change.

Sparse population in proportion to environment suggest limitations in terms of environmental expansion and excess population suggest more expansionistic trends. Barker and Schoggen (1973) presented data as to new settings added to and settings eroded during a ten year period. We have not done this in Yesilova. It is, however, this author's observation that Yesilova's environment with its excess

human components is expanding quite rapidly. If we had obtained data with regard to additions and erosions, it is probable that we would have found less erosion and more expansion in Yesilova; some of the new settings introduced to Yesilova in the last ten years include: Two banks, one high school, one religious high school, one police station, two pharmacies, two doctors' offices, one lawyers office, one artisan's loan association and one textile factory under construction which is to employ a hundred women.

It would be challenging to describe the future development in Yesilova in terms of those behavior setting and output variables used in the present research.

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## APPENDIX A

CATALOGUE OF YESILOVA BEHAVIOR  
SETTING GENOTYPES, 1975-76

All behavior setting genotypes occurring in Yesilova in 1975-76 are listed by identification number and name, and each genotype is described by a brief summary of the programs of its different penetration zones (see Chapter on methodology). Following each genotype description are the behavior settings belonging to the genotype, listed by number and name.

1. Agricultural Chemicals Stores. Owner-manager (6) manages business, orders and prices agricultural chemicals, serves customers, accepts payments, stocks shelves; customers (3) give orders (verbal) to manager, wait for goods, pay, may pick up own goods sometimes; guests (2) converse, drink tea.
  1. Gok Agricultural Chemicals Store
  2. Turgut Agricultural Chemicals Store
2. Agricultural and Dairy Products Wholesale Stores. Owner-manager (6) manages business, bargains with customers, buys, weighs, stores, and pays for agricultural and dairy products; customers (3) bring merchandise, bargain with the manager, accept payment; guests (2) converse, drink tea.
  1. Tokgoz Agricultural and Dairy Products Wholesale Store
3. Animal Fattening Services. Owner-manager (6) manages barn, takes care of cattle, orders and buys animal feed, shows barn to customers, bargains with customers, accepts payment; wife (4), children (4) take care of barn in the absence of husband; customers (3) bargain with manager, make payment; guests (2) converse, drink tea. (See also Appendix D, Description #1.)
  1. Imran Animal Fattening Services
4. Attorney's Offices. Lawyer (6) initiates legal actions in civil and criminal cases, gives legal advice, manages office, carries out office routines; clients (3) seek legal advice and pay for service; guests (2) converse, drink tea.
  1. Avci Attorney Office
5. Auto-Parts Stores. Owner-manager (6) manages business, waits on and may bargain with customers, accepts payments; helpers (4) wait on customers, may bargain with customers, clean store; customers (3) buy, and pay for auto-parts, may bargain with manager for price; guests (2) converse, drink tea.
  1. Vural Auto-Parts Store
6. Auto-Repair Shops. Owner manager (6) manages business, waits on and bargains with customers for price, accepts payment; apprentices

- (4) assist manager in his work, open shop in the mornings, clean shop; customers (3) bring cars or tractors to be repaired, bargain with manager, pay for services, pick up repaired autos; guests (2) sit, watch, converse, drink tea.
1. Ak Auto-Repair Shop
  2. Aktur Auto-Repair Shop
7. Bakery Services. Owner-baker or bakers (6 or 5) manage business, prepare and bake bread, wait on customers, may take orders, take money; helpers (4) apprentices (4) help baker prepare dough, wait on customers, sell bread, clean bakery; customers (3) buy and pay for bread; guests (2) sit, watch, converse, drink tea. (See also Appendix C, Picture #1.)
1. Dursun & Akpınar Bakery
  2. Goren Bakery
  3. Korkmaz Bakery
  4. Simsek Bakery
8. Banks. President (6) manages all operations, makes loans, provides credit information; cashier (4) receives deposits, keeps records; clerks (4) engage in office routines; bank examiners (4) come at intervals to examine the routines, the assets and liabilities of the bank in relation to legal standards; customers (3) deposit and withdraw money, arrange for or pay back loans and converse; guests (2) converse, drink tea.
1. Agricultural Bank
  2. Turkish Republic Peoples Bank
9. Barbershops. Barber (6) shaves, cuts hair, takes money; customers (3) wait for service, converse, have hair cut, have shave, pay barber; guests (2) converse, drink tea. (See Appendix B, p. 16, #16.)
1. Bizim Barbershop
  2. Cakir Barbershop
  3. Genc Barbershop
  4. Isiklarli Barbershop
  5. Kadipinar Barbershop
  6. Kaleci Barbershop
  7. Yildirim Barbershop
10. Baths, Turkish. Manager (6) manages business, serves customers, accepts payment; customers (3) take bath, pay for services; guests (2) converse, drink tea. (See also Appendix D, Description #2.)
1. Municipal Turkish Bath (Sehir Hamami)
11. Battery Maker's, Repairer's and Charger's Services. Owner-manager (6) waits on customers, takes orders, makes, repairs and charges batteries, charges for the services; apprentices (4) help manager, clean shop, open shop in mornings; customers (3) bring batteries, give orders, pick up charged or repaired batteries, pay for services, converse; guests (2) watch, converse, drink tea.
1. Turan Battery Maker, Repairer and Chargers Services

12. Beachhouses. Manager (6) manages business, cooks, waits on customers, serves food and alcoholic drinks, cleans up, accepts payment; helpers (4) help manager; customers (3) eat, drink, pay for food and drinks, converse, play card games; guests (2) converse, drink tea.
  1. Salda Beachhouse
  2. Yesilova Beachhouse
13. Bedcover and Mattress Maker's Services. Owner-manager (6) manages business, cards cotton, makes bedcover and mattress, takes orders, waits on and bargains with customers for price, makes appointments, accepts money; helpers (4) help manager in his work, clean up; customers (3) bring material (clothes, cotton, etc.), bargain for a price, give orders, pick up ready material, pay for services; guests (2) watch, converse, drink tea. (See also Appendix C, Picture #2 and Appendix D, Description #4.)
  1. Akin Bedcover and Mattress Maker
  2. Aran Bedcover and Mattress Maker (Father)
  3. Aran Bedcover and Mattress Maker (Son)
14. Beet Weighing and Storing Stations. Government appointed operators (5) operate weighing machine, keep records, make schedules for customers, give tickets indicating amount of beet weighed; storage controller (4) controls storing, leads customers to appropriate storing places, marks tickets; customers (3) weigh beet, unload trucks and tractors, get their schedule and ticket as to the amount of beet sold; guests (2) watch people unloading trucks and tractors, converse, drink tea. (See Appendix D, Description #5.)
  1. Yesilova and Vicinity Beet Weighing and Storing Station
15. Bicycle Repairer's Services. Owner-manager (6) manages business, takes orders, bargains with customers concerning price, repairs bicycles, takes money; customers (3) bring bicycles to be repaired, negotiate the price, pick up repaired bicycles, pay for services.
  1. Cetin Bicycle Repairer
16. Bookstores. Owner-manager (6) manages business, shelves books, waits on customers, wraps books, accepts payment; customers (3) look and select books, pay; guests (2) converse, drink tea.
  1. Kaya Bookstore
17. Bus Terminals. Terminal manager (6) manages business, sells tickets, schedules busses; assistant drivers (4) load and unload luggage, control tickets; customers (3) buy and pay for tickets, wait for busses, watch their luggage; guests (2) converse, drink tea.
  1. Yesilova Bus Terminal
18. Butchershops. Owner-butchers (6 or 5) manage business, wait on customers, cut, weigh and wrap meat, chop meat, take money; customers (3) give orders (verbal), buy and pay for meat; guests (2) converse.
  1. Kasap Hasan Butchershop
  2. Kayan Butchershop
  3. Sen Butchershop

19. Candy Shops. Owner-manager (6) manages business, weighs and packages candies, waits on customers, accepts payment; customers (3) give orders (verbal), choose candies, pay, converse.
  1. Altintas Candy Shop
20. Cart Makers' Services. Owner-managers (5) manage business, wait on customers, negotiate price with customers, take orders, prepare material, make appointments, charge for services; customers (3) bring carts to be repaired, order new carts, negotiate price, pick up repaired carts, pay for services; guests (2) converse, watch, drink tea. (See Appendix D, Description #6.)
  1. Cart Maker Sabri Usta
21. Cattle Gathering Stations. Herdsman (6) gathers cattle at the station, converses with people bringing cattle to the station, takes cattle to pasture; wife (4), children (4) help herdsman; customers (3) bring cattle to the station, converse herdsman and his helpers. (See Appendix C, Picture #4 and Appendix D, Description #7.)
  1. Town Cattle Gathering Station
22. Cemeteries. Family (5) arranges burial services, invites imam, makes necessary preparations, makes shroud; imam (5) washes and shrouds corpse, leads prayers at the graveside, performs burial services according to ritual; grave diggers (4) dig graves; mourners (3) attend service, carry coffin to the graveyard, pray at the graveside, bury coffin, visitors (2) visit cemetery, bring flowers, pray. (See also Appendix C, Picture #5.)
  1. Town Cemetery
23. Circumcision Ceremonies. Parents (5) arrange for the ceremony, hire musicians, hire circumciser, prepare food, prepare their house for the occasion, invite guests, serve food; circumciser (5) circumcises children according to tradition; musicians (4) play music, sing, dance, tell jokes, eat, drink, converse; children (4) dress according to tradition, wear a crown, get circumcised; imam (4), religious singers (4) pray, sing prophet Mohammad's Birthday Song, eat, converse; guests (2) eat, pray, sing, dance, watch, converse, congratulate parents. (See Appendix D, Description #8.)
  1. Ahmet Postaci Circumcision Ceremony
  2. Aziz Kazanoglu Circumcision Ceremony
  3. Durali Dikici Circumcision Ceremony
  4. Sukran Kubilay Circumcision Ceremony
24. Clothier's and Dry Goods Stores. Owner-manager (6) manages business, serves customers, negotiates price with customers, stocks shelves, accepts money; assistants (4) help manager, clean up store, customers (3) see, select, negotiate price, buy and pay for merchandise; guests (2) converse, drink tea.
  1. Acar Clothier and Dry Goods Store (material)
  2. Gokoglu Clothier and Dry Goods Store (material)
  3. Kiyak Clothier and Dry Goods Store (material)
  4. Kunt Clothier and Dry Goods Store (ready made)
  5. Tokcan Clothier and Dry Goods Store (material)

25. Coffeehouses. Owner-manager (6) manages business, makes tea and coffee, waits on customers, takes money; waiters (4) help manager, wait on and serve customers, take money, clean up, load the stove; customers (3) converse, drink tea, coffee, and beverages, gamble, play card games, watch TV, watch gamblers, warm up around the stove, pay for services. (See Appendix C, Pictures # 9 and 10 and Appendix D, Description #9.)
  1. Akgun Coffeehouse
  2. Akin Coffeehouse
  3. Alpaslan Coffeehouse
  4. Altintas Coffeehouse
  5. Aslan Coffeehouse
  6. City Club
  7. Erturgut Coffeehouse
  8. Kent Coffeehouse
  9. Military Police Station Casino
  10. Sakar Coffeehouse
  11. Senel Coffeehouse
  12. Teachers' Association (TOB-DER) Club
  13. Town Officials' Club
26. Communication Centers. Soldier-operator (6) operates switchboard, communicates with surrounding villages and other military police stations in the vicinity to notify witnesses, to get information about criminal cases and fugitives; military police personnel (3) get information, make telephone calls. (See Appendix D, Description #10.)
  1. Military Police Station Communications Center
27. Concrete Block Producers. Owner-manager (6) manages business, orders sand and cement, may operate machines, negotiate price with customers, takes orders, accepts payment; workers (4) make concrete blocks, keep place clean; customers (3) negotiate for price, pay for blocks; guests (2) watch, converse, drink tea. (See Appendix D, Description #11.)
  1. Adak Concrete Block Producer
  2. Kapan & Akin Concrete Block Producers
  3. Kaya Concrete Block Producer
28. Court Sessions. Judge (6) opens court, hears charges and witnesses, sentences defendant in criminal cases, determines liability in civil cases; clerk of the court (4) swears in witnesses, keeps order; court reporter (4) records proceedings; attorneys (4) present clients' case; prosecutor (4) brings charges; witnesses (4) give evidence; plaintiff (4) gives evidence; spectators (2) listen and watch.
  1. Advanced Court Sessions
  2. Preliminary Proceedings
29. Dentists' Offices and Services. Dentist from apprenticeship (6) examines patients using mouth mirrors, explores, fills, extracts, and replaces teeth using hand instruments, manages office, makes

appointments, accepts payment, conducts office routines; patients (3) wait, are treated, pay, converse; guests (2) converse, watch, drink tea.

1. Disci Ibrahim Dental Service Office
30. Detention Cells. Military Police chief (6), Police Sergeant (6) has responsibility for the treatment of detainees; policemen (4), deputy military police chiefs (4), soldiers (4) treat detainees, converse; detainees (4) converse, eat, sleep; visitors (2) bring food, blankets, converse. (See Appendix D, Description #12.)
  1. Military Police Station Detention Cell
  2. Police Station Detention Cell
31. Dry Cleaners' Services. Owner-manager (6) manages business, operates dry cleaning machine, makes appointments, dry cleans, charges for work; apprentices (4) help manager, learn how to dry clean; customers (3) bring garments for dry cleaning, pick up cleaned garments, pay for services; guests (2) converse, drink tea.
  1. Kaygisiz Dry Cleaning Services
32. Educational Offices. Government appointed officials (6 or 5) manage office, work as required by law; clerks (4) carry out office routines; members (3) obtain information; guests and visitors (2) converse, drink tea.
  1. Public Education Administrator's Office
  2. School District Primary Education Administrator's Office
33. Elections, Local. President (6) conducts the election by an open voting system, counts votes, congratulates winners; committee members (4) help president conduct the election, congratulate winners; government representative (4) witnesses the election; members (3) vote, congratulate winners, converse.
  1. Red-Moon (Red-Cross) General Staff Election
  2. Town's Agricultural District Chief Guard Election
  3. Turkish Airways Fund-raising Association General Staff Election
  4. TV Popularization Association Executive Board Election
  5. Yesilova Agriculturists' Association Executive Board Election
  6. Yesilova Drivers' Association Executive Board Election
  7. Yesilova Irrigation Association Executive Board Election
34. Electrical Appliances Stores. Owner-manager (6) manages business, prices goods, stocks shelves, totals charges, takes money; customers (3) see, select appliances from shelves and cases, pay for merchandise; guests (2) converse, drink tea.
  1. Dogus Electrical Appliances Store
  2. Koray Electrical Appliances Store
35. Examinations, Elementary School Level. Examination committee president (6) supervises examination, has responsibility as to the conduct of examination according to rules; examination committee members (elementary school teachers) (4) distribute examination

- papers, answer questions about the examination, give directions, watch students; students (3) take examinations, ask questions about the examination, answer questions, write down answers, hand in examination papers.
1. Central Elementary School Graduation Examinations
  2. Hurriyet Elementary School Graduation Examinations
  3. Teachers Training Schools Admission Examination
36. Examinations, High School Level. High school administrator (6) supervises examinations; high school teachers (4) distribute examination papers, dictate questions, answer questions about the examination, give directions, watch students; students (3) take examinations, ask questions, write down answers, hand in examination papers.
1. High School Graduation Examinations
37. Feasts. Family (5) prepares food, invites guests and a group of religious singers, serves food, gives away food; religious singers (4) sing prophet Mohammad's Birthday song, pray, eat, converse; relatives (4) help family; guests (2) eat, listen, pray, converse, say good wishes. (See Appendix D, Description #13.)
1. Acar Family Feast
  2. Akinci Family Feast
  3. Cevin Family Feast
  4. Dedes Family Feast
  5. Kazanoglu Family Feast
  6. Kunt Family Feast
  7. Kulcuoglu Family Feast
  8. Palvan Family Feast
38. Forest Cadestre Committee Offices. Forest Cadestre Committee Chief (6) manages office, schedules visits to forests, supervises work; technicians (4) go to forests from time to time, report to the chief; clerks (4) carry out office routines; guests (2) converse, drink tea. (See Appendix D, Description #16.)
1. 13th Forest Cadestre Committee Office
39. Furniture Stores. Owner-manager (6) manages business, waits on customers, gives information regarding products, bargains with customers about price, accepts money; employees (4) keep books, wait on customers, service appliances; customers (3) see, select, bargain with manager for price, buy, pay for merchandise; guests (2) converse, drink tea.
1. Ozenal Furniture Store
  2. Turan Furniture Store
40. Girls' Institutes. Teacher (6) teaches home economics, sewing, tailoring, handcrafting, child care, manages school, carries out office routings; students (3) learn, tailor, sew, ornament, recite, study, cook, etc. (See Appendix D, Description #15.)
1. Yesilova Girls' Institute

41. Glass Shops. Owner-manager (6) manages business, waits on customers, keeps books, cuts glass, charges for services; customers (3) give measures, buy glass, and pay; guests (2) converse, drink tea.
  1. Yilmaz Glass Shop
42. Government Offices: Records and Business. Elected or appointed government official (6) manages office, is responsible for records and accounts, answers questions, works as required by law; clerks (4) carry out office routines; customers (3) pay fees, make donations, pay taxes, obtain information, documents, etc.; guests (2) converse, drink tea. (See Appendix C, Picture #8.)
  1. District Agricultural Affairs Technician's Office
  2. District Beet Cooperation Administration Office
  3. District Birth and Death Registrar's Office
  4. District Court Clerk's Office
  5. District Election Committee Chief's Office
  6. District Finance Affairs Accountant's Office
  7. District Finance Affairs Administrator's Office
  8. District Finance Affairs Cashier's Office
  9. District Forestry Office
  10. District Governor's Office
  11. District Governorship Clerk's Office
  12. District Health Affairs Administration
  13. District Health Center Administrative Office
  14. District Internal Revenue Service Personnel Office
  15. District Land Registration and Preservation Office
  16. District Religious Affairs Administrative Office
  17. District Veterinary Affairs Office
  18. District Opium Plantation Controller's Office
  19. Military Police Station Administrative Office
  20. State Property Affairs Personnel Office
  21. State Real Estate Registrar's Office
  22. State Tax Collector's Office
  23. Turkish Airways Fund-Raising Association Regional Office
43. Gravestone Engraver's Services. Owner-manager (6) manages business, engraves gravestones, negotiates price with customers, takes orders, makes appointments, accepts money; customers (3) give orders (verbal), negotiate price with the manager, buy engraved gravestones, pay for services; guests (2) watch, converse, drink tea.
  1. Ay Gravestone Engraver
44. Grocery Stores. Owner-manager (6) manages business, prices goods, totals change, takes money, serves customers, weighs and packs groceries, stocks shelves, keeps books, orders groceries; helpers (4) help manager in his work; customers (3) select goods, pay for merchandise, converse; guests (2) converse, drink tea. (See Appendix C, Picture #9 and 10 and Appendix D, Description #16.)
  1. Akyol Grocery Store
  2. Ayak Grocery Store
  3. Ayan Grocery Store
  4. Bakan Grocery Store

5. Bayhan Grocery Store
  6. Cevin Grocery Store
  7. Cimen Grocery Store
  8. Ekiz Grocery Store
  9. Emek Grocery Store
  10. Ertas Grocery Store
  11. Erten Grocery Store
  12. Kaplan Grocery Store
  13. Kasan Grocery Store
  14. Kayan Grocery Store
  15. Orhan Grocery Store
  16. Ozbek Grocery Store
  17. Senel Grocery Store
  18. Tekin Grocery Store
  19. Uysal Grocery and Liquor Store
  20. Uysal Grocery Warehouse
  21. Yalcintas Grocery Store
  22. Yilmaz Grocery Store
45. Hallways. Principal or teachers (5), officials (5) keep order, janitors (4) keep halls clean; students (3), members (3), customers (3), visitors (2) walk, converse.
1. Central Elementary School Hallways
  2. District Veterinary Affairs Personnel Building Hallways
  3. Government Building Hallways
  4. High School Hallways
  5. Hurriyet Elementary School Hallways
  6. Military Police Station Hallways
46. Hardware Stores. Owner-manager (6) manages business, negotiates price with customers, sells merchandise; customers (3) inspect goods, negotiate price, buy and pay for goods.
1. Alpaslan Hardware Store
  2. Yakabasan Hardware Store
  3. Yildiz Hardware Store
47. Harvesting Places (Threshing Grounds). Families (5) come to thresh grains using oxen, donkeys, horses, and machines, eat, sleep; children (2) watch, help, eat, sleep, play. (See Appendix D, Description #17.)
1. Town Harvesting Place (Threshing Ground)
48. Heavy Grape Syrup Maker's Services. Owner-manager (6) keeps facilities in operating condition, charges for services; customers (3) bring grapes, smash grapes in wooden troughs, press mashed grapes in a pressing apparatus in order to make grape juice, boil grape juice mixed with a special kind of clay, boil it second time until it becomes like maple syrup; guests and passersby (2) eat grapes, drink grape juice, watch, help, converse. (See Appendix D, Description #18.)
1. Cevin Heavy Grape Syrup Production Facilities
  2. Turan Heavy Grape Syrup Production Facilities

49. Hotels. Owner-manager (6) manages business, greets and conducts guests to rooms, accepts payment; customers (3) stay in rooms, pay bills.
  1. Hotel Adalet
  2. Hotel Bakic
50. Ironworks and Welders (Blacksmiths). Owner-manager (6) manages business, waits on customers, negotiates price with customers, makes appointments, takes money; apprentices (4) help manager, clean up; customers (3) bring tools to be welded and repaired, negotiate price, pick up welded or repaired tools, pay for services; guests (2) watch, converse, drink tea. (See Appendix C, Picture #11 and 12 and Appendix D, Description #19.)
  1. Donmez Iron Door, Window and Agricultural Tools Maker (Blacksmith)
  2. Ermis Welder
  3. Gumus Ironworks (Blacksmith)
  4. Kan Ironworks and Welder (Blacksmith)
51. Jails. Guardian (5) has responsibility for security and shares responsibility with the prosecutor for management; prosecutor (5) has responsibility for management, releases of offenders, deputy guardian (4) may act as a guardian; offenders (3) are confined to cells.
  1. Yesilova Jail
52. Jewelry Stores. Owner-manager (6) manages business, waits on customers, examines used jewelry, exchanges new with old jewelry, sells watches and jewelry, takes money, buys foreign currency; customers (3) examine and buy jewelry, pay for merchandise.
  1. Kaya Jewelry Store
53. Judge's Offices. Judge appointed by the Turkish High Judge's Chamber (6) manages office, goes over files, takes complaint papers, confers with lawyers and the prosecutor; clerks (4) carry out office routines; citizens (3) file complaints, get information; guests (2) converse, drink tea.
  1. Office of the Town Head Judge
  2. Office of the Preliminary Proceedings Judge
54. Kitchen Appliances Stores. Owner-manager (6) manages business, bargains with customers for price, sells merchandise, takes money; helpers (4) help manager, clean up; customers (3) inspect and buy appliances, pay for merchandise; guests (2) converse, drink tea.
  1. Guven Kitchen Appliances, Radio, TV, Sewing Machine, etc.
  2. Mehtap Kitchen Appliances
55. Laboratories. Doctors (5) take and test blood, urine, excrement, etc.; lab technicians (4) make prescriptions; patients (3) give blood, etc., have their prescriptions made. (See Appendix D, Description #20.)
  1. Health Center Laboratory

56. Leather Worker's Services. Owner-manager (6) manages business, waits on customers, takes orders, makes appointments, makes or repairs harnesses, charges for services; customers (3) give orders, negotiate price, pick up repaired leather works, pay for services; guests (2) converse, drink tea. (See Appendix C, Picture #3 and Appendix D, Description #21.)
  1. Ermis Leather Worker's Services
57. Letter Writer's Services. Letter writer (6) manages office, fills out application forms, may act as an attorney and initiates legal actions, gives information, charges for services; customers (3) obtain information, have application forms filled out, pay for services; guests (2) converse, drink tea. (See Appendix C, Picture #14.)
  1. Hacioglu Letter Writer (also Justice Party Office)
  2. Mahmutoglu Letter Writer (also Radio, TV Yesilova News Reporter)
  3. Orhan Letter Writer
  4. Ozkan Letter Writer (also National Trust Party Office)
58. Libraries. Librarian (6) checks out, checks in, orders, catalogues books, engages in managerial functions, reshelves books, assists in finding information for patron; library janitor (4) cleans, beautifies surroundings; patrons (3) read, study, select, and check out books, return books.
  1. Childrens' Library
59. Liquor Stores. Owner-manager (6) manages business, picks up, packs and hands out wanted liquor, accepts payments; customers (3) select, buy and pay for liquor; guests (2) converse, drink tea.
  1. Kiper Liquor Store
60. Loan Association Offices. Appointed or elected president (6) manages office, makes loans; clerks (4) engage in office routines; examiners (4) come at intervals to examine the routines; members (3) have papers signed, get loan; guests (2) converse, drink tea. (See Appendix D, Description #22.)
  1. Agriculturers' Loan Association Office
  2. Artisans' Loan Association Office
61. Lumberers' Services. Owner-manager or managers (6 or 5) manage business, operate machines, wait on customers, negotiate price, accept payment, may make wooden doors and window frames and sell; customers (3) load and unload trucks and tractors, negotiate price, pay for services; guests (2) converse, watch, help, drink tea. (See Appendix C, Picture #15.)
  1. Aykata Lumberers' Services
  2. Karakurt Brothers Lumberers' Services
  3. Upper Lumberers' Services
62. Markets, Public. Stall holders (5) bring merchandise, arrange in stall or van, pay rental fee, demonstrate, bargain with customers

- and sell merchandise; sales people (4) sell merchandise; customers (3) look, select, negotiate price, pay for merchandise, converse. (See Appendix C, Picture #16 and Appendix D, Description #23.)
1. Market Day
  2. Muslim Festival of Sacrifice Animal Market
63. Maternity Rooms. Doctors (5), obstetrician (5) care, treat, and assist women during childbirth; pregnant women (4) give birth to a child.
1. Health Center Maternity Room
64. Meetings, Business. President or chairman (6) presides at meeting and conducts in general accordance with accepted rules or order; secretary (4), treasurer (4), supplementary executive members (4) engage in prescribed work; members (3) participate in meeting according to prescribed rules.
1. District Agriculturists' Association Chamber Meeting
  2. District Agriculturists' Loan Association General Staff Meeting
  3. District Artisans' Loan Association Meeting
  4. District Red-Moon (Red-Cross) General Staff Meeting
  5. District State Property Representatives Meeting
  6. Drinking Water Association Meeting
  7. Health Center Personnel and Village Obstetricians' Meeting
  8. Religious Site Association Meeting
  9. Teachers' Association (TOB-DER) Executive Board Meeting
  10. Town Election Committee Meeting
  11. Town Municipal Council Executive Board Meeting
  12. Town Municipal Council Meeting
  13. Town Voter Register Inspection Committee Meeting
  14. Turkish Airways Fund-Raising Association Executive Board Meeting
  15. Van Province Earthquake Victims' Aid Committee Meeting
  16. Yesilova Health Center Association Meeting
  17. Yesilova Mosque Construction and Protection Association Meeting
65. Meetings, Discussion. President or chairman (6) presides; treasurer (4), secretary (4), other officers (4) take prescribed responsibilities; members (3) discuss issues and topics under consideration, converse.
1. Central Elementary School PTA Meeting
  2. Central Elementary School Teachers' Meeting
  3. District Teachers' Meeting
  4. Hurriyet Elementary School PTA Meeting
  5. Hurriyet Elementary School Teachers' Meeting
  6. Religious Personnel Association Meeting
  7. Teachers' Association General Council Meeting
  8. Teachers' Association Organizational Problems Meeting
66. Memorial Days. Teachers in charge (5) organize and program activities, introduce speakers; students (3), other teachers (3) watch,

- listen, perform a moment of silent respect. (See Appendix D, Description #24.)
1. Lower Mosque Mevluts
  2. New Mosque Mevluts
67. Mevluts (Chanting of the Nativity Poem). Nativity poem chanters (5) chant the nativity poem, perform rituals, pray, accept payment, drink sherbert; Family (4) invite nativity poem chanters and guests, pay for services, provide food; guests (2) listen, participate in chanting, eat, drink sherbert. (See Appendix D, Description #25.)
1. Lower Mosque Mevluts
  2. New Mosque Mevluts
68. Military Police Stations. Military police chief in charge (6) organizes police work related to out-town in-district cases, makes reports and arrests, takes first testimonies; deputy chief (4) helps chief in his work, deals with law breakers, makes arrests, takes first testimonies; soldiers (4) make arrests, clean, guard; arrested persons (3) are taken to military police station and charged; citizens (3) come for information and papers, to report accidents, losses, drink tea. (See Appendix D, Description #26.)
1. Yesilova Military Police Station
69. Military Training Classes. Officer in charge (6) directs training activities, lectures, demonstrates, leads in drills; soldiers (3) follow instructions, study, read, listen, practice routines.
1. Military Police Military Training Classes
70. Mills, Grain. Manager (6) manages business, operates mill, roughens millstone with a pick, accepts payment either in terms of money or in terms of grain, helps load and unload donkeys, carts and tractors; helpers (4) help manager, keep mill clean; customers (3) bring grain to be ground, fill sacks with flour, pay for services, watch, converse, eat; guests (2) watch, converse, drink tea. (See Appendix C, Picture #17 and Appendix D, Description #27.)
1. Lower Mill
  2. Middle Mill
  3. Motor Mill
  4. Upper Mill
71. Movie Theaters. Owner-operator (6) sells tickets, operates projector; municipal agent (4) keeps order; refreshment vendor (4) travels down the aisles selling popcorn, sunflower seeds, nuts, coca-cola, pepsi-cola, etc.; customers (3) pay, watch, listen, applaud, whistle, eat refreshments.
1. Sazan Movie Theater
72. Municipal Offices. Elected mayor (6) manages office; accountants (4) collect money for municipal services, keep records; clerks (4) carry out office routines; resident citizens (3) pay fees, obtain information; guests (2) converse, drink tea.
1. Mayor's Office

73. National Holiday Celebrations. Governor (5), mayor (5), teachers (5), military police officers (5) program activities, make speeches, lead parades; municipal employees (4), students (4) make preparations, recite poetry, parade; guests (2) watch, listen, converse, applaud. (See Appendix D, Description #28.)
  1. April 23rd Childrens' Festival
  2. August 30th National Armed Forces Day
  3. May 19th National Youth and Sports Celebration
  4. October 29th Celebration of the Republic
74. Parks and Playgrounds. Principal (6), principal and teachers (5), municipal office personnel (5), military police station personnel (5), health center personnel (5) are responsible for behavior of users and for upkeep of property; school employees (4), municipal workers (4), soldiers (4) keep areas tidy; school children (3), citizens (3) use facilities; visitors (2) also use playgrounds and parks.
  1. Central Elementary School Playground
  2. Health Center Park and Playground
  3. Hurriyet Elementary School Playground
  4. Jail Park and Watchman's Cabin
  5. Military Police Station Park
  6. Municipal Park for Adults
75. Pastries. Owner-manager (6) manages business, waits on and serves customers, bakes pastries, accepts payment; helpers (4) help manager, clean up, wash dishes; customers (3) order pastries, eat, converse, pay for services; guests (2) converse, drink tea.
  1. Gonul Pastry
76. Pharmacies. Pharmacist (6) manages pharmacy, waits on customers, accepts money, orders drugs, may examine patients, gives shots; assistants (4) help pharmacist, wait on customers, wrap drugs, take money, stock shelves; customers (3) buy and pay for medicine, may be examined by the pharmacist; guests (2) converse, drink tea. (See Appendix C, Picture #18.)
  1. Health Center Pharmacy (government)
  2. Health Pharmacy (private)
  3. New Pharmacy (private)
77. Photographic Studios. Photographer (6) takes pictures, develops pictures, accepts payment, makes appointment; apprentices (4) carry out office routines, help photographer; customers (3) have their pictures taken, bring children for pictures, pay for services; guests (2) converse, drink tea.
  1. Bakic Street Picture Taker
  2. Gorcek Photographer
  3. Soygul Photographer
78. Physicians' Offices and Services. Physicians (6) see patients, use instruments, diagnose, prescribe, administer treatment and medication, advise; nurse (4) or assistants (4) make appointments, assist physician, keep records, keep flow of patients; patients (3) wait,

converse, request treatment and advise, are examined, listen to doctor or nurse, receive prescriptions, pay for services; guests (2) converse, drink tea.

1. Dr. Eraslan's Office
2. Health Center Policlinic
3. Dr. Kadioglu's Office

79. Picnics. Organizers (5) make arrangements, bring food, direct cooking, plan transportation; helpers (4) assist organizers, members (3) eat, play, converse, get drunk.

1. Internal Revenue Service Personnel Morale Picnic

80. Police Stations. Police sergeant in charge (6) organizes police work, mans stations, makes reports and arrests, takes first testimonies; police constables (4) serve in office as directed, deal with law breakers, goes on patrol; arrested persons (3) are taken to police station and charged; citizens (3) come for information, report accidents and losses, make complaints; guests (2) converse, drink tea.

1. Yesilova Police Station (for residents only)

81. Political Party Headquarters. Appointed party representative (6) manages office, keeps in touch with the village representatives, hosts party senators and representatives; senators and representatives (4) come from time to time to discuss situation, to give directions; guests (2) converse, drink tea. (See Appendix D, Description #29.)

1. National Salvation Party Headquarters
2. Republican Party Headquarters

82. Postoffices. Postmaster (6) manages postoffice according to regulations; postal clerks (4) sell stamps, sort in-mail, place in boxes, sort and cancel out mail, place in sacks, assist telephone exchanges, accept telegrams and money orders; rural mail carriers (4) sort route mail, get stamps; custodian (4) cleans premises; customers (3) buy stamps, mail letters and packages, buy money orders, get mail from employees, make phone calls, send telegrams, pay for services; guests (2) converse, drink tea.

1. Yesilova Postoffice

83. Prosecutor's Offices. Prosecutor (6) manages office, initiates legal actions in criminal cases, takes pre-trial testimonies of witnesses, plaintiff and accused, makes decisions as to prosecute or not to prosecute cases, assumes responsibility of the town jail; prosecutor's clerks (4) announce turns for testimonial proceedings, carry out office routines; citizens (3) come to file complaints, for testimonies as witnesses, accused or plaintiff, receive information; guests (2) converse, drink tea.

1. Town Prosecutor's Office

84. Religious Festivals Prayers. Imams (5) lead festival prayers in mosque, talk about some religious routines related to festival at

hand, slaughter sacrificial animals for some families after festival prayings in mosque, respond to invitations for dinners; preachers (4) preach in mosque, slaughter animals for some families, respond to invitations for dinners; muezzins (4) call for religious festival prayers, repeat certain phrases by imam during prayers in mosque, respond to invitations; male residents (3) attend prayers in mosque, congratulate each other's festival after prayers, invite neighbors and friends for dinner at home, respond to invitations, slaughter animals at home. (See Appendix D, Description #30.)

1. After Ramadan (fasting month) Feast
2. Muslim Festival of Sacrifices

85. Religious Worship Services. Iman (6) leads prayers in mosque, preaches, makes announcements, has responsibility for care of mosque; mezzin (4) calls for prayers from minarette, repeats certain phrases by imam during prayers in mosque, may act as imam in imam's absence, keeps mosque clean; preacher (4) preaches during Friday prayers; religious administrator (4) preaches on occasion; members (males) (3) perform rituals, pray and listen. (See Appendix C, Picture #19 and Appendix D, Description #31.)
  1. Lower Mosque Daily Prayers
  2. Lower Mosque Friday Prayers
  3. New Mosque Daily Prayers
  4. New Mosque Friday Prayers
  5. Ramadan Evening Services, Lower Mosque
  6. Ramadan Evening Services, New Mosque
86. Repair Shops. Owner-manager (6) manages business, repairs and makes small machinery parts, bargains with customers for price, makes appointments, accepts payment; customers (3) bring parts of machinery to be repaired, negotiate a price with manager, pick up repaired parts, pay for services; guests (2) converse, watch, drink tea.
  1. Hatip Repair Shop
87. Restaurants. Proprietor (6) or proprietors (5) manage business, plan, order food and alcoholic drinks, price food, wait on and serve customers, may cook, supervise kitchen, accept money; cook (4) cooks food; waiters (4) wait on and serve customers, clean up; customers (3) eat, drink, pay for food, converse; guests (2) converse, drink tea.
  1. Ay Restaurant
  2. Ertugut Restaurant
  3. Kardesler Restaurant
  4. Military Police Station Cafeteria
  5. Urhan Restaurant (father)
  6. Urhan Restaurant (son)
88. Rug and Carpet Stores. Owner-manager (6) manages business, waits on customers, bargains with customers for price, takes money; customers (3) select, bargain and buy rugs and carpets, pay, converse; guests (2) converse, drink tea.
  1. Kayali Rug and Carpet Store

89. Rug Weaving Services. Owner-manager (6) manages business, sets up looms, brings material, pays weavers; weavers (4) weave rugs, get paid, eat, converse, gossip a lot; guests (2) converse, drink tea. (See Appendix D, Description #32.)
  1. Erkan Rug Weaving Workshop
  2. Kuru Rug Weaving Workshop
90. School Administrator's Offices. Principal (6) manages office, confers with faculty, students, parents, sales people, administers and deals with curricular, disciplinary, business problems of school; secretary (4) attends to office routines; faculty (3), students (3), sales people (3), parents (2), guests (2) talk with, are admonished by, or sell supplies to principal.
  1. Central Elementary School Administrator's Office
  2. High School Administrator's Office
  3. High School Deputy Administrator's Office
  4. Hurriyet Elementary School Administrator's Office
  5. Religious High School Administrator's Office
91. School Classes. Teacher (6) teaches different subjects, engages in classroom routines; students (3) study, recite, take tests, converse. (See Appendix C, Picture #2.)
  1. Central Elementary School Class 1A, Mrs. Avci
  2. Central Elementary School Class 1B, Mrs. Derin
  3. Central Elementary School Class 1C, Mrs. Kazanoglu
  4. Central Elementary School Class 2A, Mrs. Sipahi
  5. Central Elementary School Class 2B, Mrs. Hacioglu
  6. Central Elementary School Class 3A, Mrs. Kasaboglu
  7. Central Elementary School Class 3B, Mr. Akpinar
  8. Central Elementary School Class 4A, Mrs. Gurkan
  9. Central Elementary School Class 4B, Mr. Gurkan
  10. Central Elementary School Class 5A, Mr. Orhan
  11. Central Elementary School Class 5B, Mr. Ozkan
  12. Central Elementary School Gymnastic Classes
  13. Central Elementary School Music Classes
  14. Hurriyet Elementary School Class 1A, Mr. Yenil
  15. Hurriyet Elementary School Class 1B, Mr. Ozen
  16. Hurriyet Elementary School Class 1C, Mrs. Barac
  17. Hurriyet Elementary School Class 2A, Mr. Ozcan
  18. Hurriyet Elementary School Class 2B, Mr. Karabey
  19. Hurriyet Elementary School Class 3A, Mr. Karatli
  20. Hurriyet Elementary School Class 3B, Mrs. Aslan
  21. Hurriyet Elementary School Class 4A, Mrs. Olmez
  22. Hurriyet Elementary School Class 4B, Mr. Alpogan
  23. Hurriyet Elementary School Class 5A, Mrs. Kicir
  24. Hurriyet Elementary School Class 5B, Mr. Sommez
  25. Junior High 2nd Year Section 2C Guidance Classes, Mr. Akbacali
  26. Junior High and High School Gymnastic Classes, Mr. Akbacali
  27. Junior High 1st Year Section 1D Music Classes, Mr. Akbacali
  28. Junior High 3rd Year Section 3A Guidance Classes, Miss Akcay
  29. Junior High 1st Year Section 1C Handcraft Classes, Miss Akcay

30. Junior High 2nd and 3rd Year Turkish Classes, Miss Akcay
31. High School 2nd Year Section 6F Guidance Classes, Mr. Aslan
32. High School 2nd and 3rd Years Sections 5E, 5F, 6F English Classes, Mr. Aslan
33. Junior High 1st Year Natural Science Classes, Mr. Aslan
34. Junior High 1st Year Moral Classes, Mr. Demir
35. Junior High 1st Year Section 1C Turkish Classes, Mr. Demir
36. High School 1st Year Section 4A Guidance Classes, Mr. Fidan
37. High School 1st and 3rd Year Math Classes, Mr. Fidan
38. Junior High 3rd Year Math Classes, Mr. Fidan
39. Junior High 3rd Year Moral and Agriculture Classes, Mr. Guven
40. High School 2nd Year Biology, Geology and Psychology Classes, Mr. Guven
41. Junior High 1st Year Section 1A Guidance Classes, Mr. Hatipoglu
42. High School 1st and 2nd Years Moral Classes, Mr. Hatipoglu
43. Junior High Religion Classes, Mr. Hatipoglu
44. High School Religion Classes, Mr. Hatipoglu
45. Junior High 1st Year Agriculture Classes, Mr. Karabey
46. High School 3rd Year Section 6F Philosophy Classes, Mr. Karabey
47. Junior High 1st Year Section 1B Guidance Classes, Mrs. Karademir
48. Junior High 2nd and 3rd Years Handcraft Classes, Mrs. Karademir
49. Junior High Painting Classes, Mrs. Karademir
50. High School Painting Classes, Mrs. Karademir
51. High School Agriculture and History Classes, Mr. Karagonlu
52. Junior High 2nd and 3rd Years Music Classes, Mr. Karagonlu
53. High School 3rd Year Section 6E Philosophy Classes, Mrs. Karagonlu
54. Junior High 3rd Year Section 3B Guidance Classes, Mrs. Karagonlu
55. Junior High 1st and 2nd Years Social Science Classes, Mrs. Karagonlu
56. Junior High 1st Year Section 1B Turkish Classes, Mrs. Karagonlu
57. Junior High 2nd Year Section 2C Agriculture Classes, Mr. Katgi
58. Junior High 1st Year Section 1C Guidance Classes, Mr. Katgi
59. Junior High 1st Year Math Classes, Mr. Katgi
60. High School 3rd Year Section 6E Guidance Classes, Mr. Kazanoglu
61. High School Literature Classes, Mr. Kazanoglu
62. High School Chemistry Classes, Mrs. Kucukkara
63. Junior High 2nd Year Section 2A Guidance Classes, Mrs. Kucukkara
64. Junior High 2nd Year Natural Science Classes, Mrs. Kucukkara
65. Junior High 3rd Year Section 3B Agriculture Classes, Mr. Olmez
66. High School 1st Year Section 4B Guidance Classes, Mr. Olmez

67. Junior High 3rd Year Natural Science Classe, Mr. Olmez
  68. High School Physics Classes, Mr. Olmez
  69. Junior High 2nd Year Moral Classes, Mr. Ozcan
  70. Junior High 1st Year Section 1D Turkish Classes, Mr. Ozcan
  71. Junior High 2nd Year Section 2B Agriculture and Guidance Classes, Mr. Peker
  72. High School 2nd and 3rd Years Sections 5E, 6E Art History Classes, Mr. Peker
  73. Junior High 2nd Year Section 2A History Classes, Mr. Peker
  74. Junior High 1st Year Section 1D and 2nd Year Social Science Classes, Mr. Peker
  75. Junior High 1st Year 1A Turkish Classes, Mr. Peker
  76. Junior High 1st Year Section 1B Handcraft Classes, Mrs. Peker
  77. Junior High 2nd Year Math Classes, Mrs. Peker
  78. High School 2nd Year Math Classes, Mrs. Peker
  79. High School 2nd and 3rd Years Music Classes, Mrs. Peker
  80. High School Geography and English Classes, Mr. Sarigil
  81. Junior High 1st Year Sections 1A, 1B Music Classes, Mr. Sarigil
  82. Junior High 1st Year Section 1D Guidance Classes, Miss Yildirim
  83. Junior High 1st and 2nd Years English Classes, Miss Yildirim
  84. Religious High School Turkish Classes, Mrs. Barac
  85. Religious High School Gymnastic Classes, Mr. Bilir
  86. Religious High School Math, Natural Sciences, French and Guidance Classes, Mr. Bilir
  87. Religious High School Arabic, Koran, and Painting Classes, Mr. Gun
  88. Religious High School Moral and Music Classes, Mr. Kizilhan
  89. Religious High School Social Science Classes, Mr. Turker
92. School Social Nights. Principal (6) organizes and supervises the night, sends invitations to parents, supplies food and material for the night, hires musicians, addresses the guests; teachers (4) serve food, folk dance, sing, converse with guests; musicians (4) play music, sing, dance, converse, eat; guests (2) listen, converse, eat, sing, dance.
    1. Central Elementary School Parents and Teachers Social Night
  93. Service Stations. Manager (6) manages business, fills tanks or cars, trucks and tractors with gasoline, sells accessories; assistants (4) serve cars as prescribed; customers (3) buy gasoline, oil, accessories, pay for services; guests (2) watch, converse, drink tea.
    1. Petroleum Office Service Station
    2. Shell Service Station
  94. Shipping Agencies. Owner-manager (6) manages business, takes orders, keeps records, bargains with customers for price, accepts payment; customers (3) bargain with manager, pay for services; guests (2) converse, drink tea.
    1. Ozkan Shipping Agency

95. Shoe Makers' and Repairers' Services. Owner-manager (6) manages business, takes orders, keeps records, bargains with customers for price, accepts payment; customers (3) bargain with manager, pay for services; guests (2) converse, drink tea.
  1. Kaygisiz Shoe Maker and Repairer
  2. Korkmaz Shoe Maker and Repairer
96. Shoe Shops. Owner-manager (6) manages business, negotiates for price with customers, fits and sells shoes, takes money, cleans shop, stocks shelves; customers (3) select, bargain and buy shoes, pay; guests (2) converse, drink tea.
  1. Afacan Shoe Shop
  2. Ekiz Shoe Shop
  3. Sipahi Shoe Shop
97. Slaughterhouses. Butchers (5) slaughter, skin, eviscerate and cut up cattle, sheep, goats to sell in their butchershops; municipal workers (4) clean up. (See Appendix D, Description #33.)
  1. Municipal Slaughterhouse
98. Soccer Games. Coaches (5) supervise team following prescribed rules, instruct players; referees (5) keep time, rule regarding play; players (4) play according to soccer rules, follow instructions from coaches and referees; spectators (2) watch, cheer, applaud, boo, converse. (See Appendix D, Description #34.)
  1. Soccer Games, in Town
  2. Soccer Games, out of Town
99. Solicitation of Funds. Organizers (5) plan, campaign, direct solicitors to designated areas of town or surrounding villages, distribute information leaflets, and receipt forms to solicitors; solicitors (4) solicit donations from individuals, accept money, give receipts; donors (3) donate money.
  1. Van Province Earthquake Victims' Aid Committee Solicitation of funds.
100. Staff Lounges. Janitors (4) keep room clean, load stove; teachers (3) use room for coffee break, smoking, correcting papers, conversing, knitting (females), drinking tea; guests (2) converse, drink tea.
  1. Central Elementary School Teachers' Lounge
  2. High School Teachers' Lounge
  3. Hurriyet Elementary School Teachers' Lounge
101. State Monopoly Products Department Services (products are: alcohol, tobacco, cigarettes, and nise). Appointed manager (6) manages office, sells state monopoly products to shopkeepers, takes money, keeps records, orders new supplies; assistant (4) helps manager, carries out office routines; customers (4) buy monopoly products and pay; guests (2) converse, drink tea. (See Appendix D, Description #35.)
  1. State Monopoly Products Administrator's Office
  2. State Monopoly Products Shop
  3. State Monopoly Products Anise Market and Storage

102. Stove Maker's and Repairer's Services. Owner-manager (6) or managers (5) manage business, make and repair stoves, bargain with customers, sell stoves, take money; customers (3) bring stoves to be repaired, bargain with manager, pick up repaired stoves, pay for services; guests (2) converse, watch, drink tea. (See Appendix D, Description #36.)
  1. Der Brothers Stove Makers and Repairers
  2. Kisa Stove Maker and Repairer
103. Sweater Maker's Services. Owner-manager (6) manages business, makes and prices sweaters, waits on customers, takes orders, fits, takes measures, bargains with customers, charges for services; apprentices (4) help manager, learn how to make sweaters, clean up; customers (3) give orders, are fitted, bargain with manager, buy and pay for sweaters; guests (2) converse, drink tea.
  1. Can Sweater Maker
104. Tailors. Tailor (6) manages work, takes orders, bargains with customers for price, fits, sews, irons garments, charges for work, may sell material; apprentices (4) help tailor, clean up, learn how to tailor; customers (3) bring material, bargain with tailor, are fitted, get appointments, pick up ready garments, pay for services; guests (2) converse, drink tea. (See Appendix C, Picture #22.)
  1. Alli Tailor
  2. Altintas Tailor
  3. Bilgin Tailor
  4. Cal Tailor
  5. Cakar Tailor
  6. Demir Tailor
  7. Fashion Tailor
  8. Guney Tailor
  9. Ozbek and Ozel Tailor
  10. Selek Tailor
  11. Tolu Tailor
105. Teacher Conferences with Parents. Teacher (6) confers with parents of her or his students as a group, discusses pupil's situation with parents, makes suggestions, listens to parent; parents (3) listen to teacher, ask questions, make suggestions, converse, drink tea.
  1. Central Elementary School Class 1A Teacher Conference with Parents
  2. Central Elementary School Class 1B Teacher Conference with Parents
  3. Central Elementary School Class 1C Teacher Conference with Parents
  4. Central Elementary School Class 2A Teacher Conference with Parents
  5. Central Elementary School Class 2B Teacher Conference with Parents
  6. Central Elementary School Class 3A Teacher Conference with Parents

7. Central Elementary School Class 3B Teacher Conference with Parents
  8. Central Elementary School Class 4A Teacher Conference with Parents
  9. Central Elementary School Class 4B Teacher Conference with Parents
  10. Central Elementary School Class 5A Teacher Conference with Parents
  11. Central Elementary School Class 5B Teacher Conference with Parents
106. Thread and Yarn Shop. Owner-manager (6) manages business, waits on customers, wraps merchandise and hands out to customers, takes money, cleans shop; customers (3) select brand of thread, buy and pay for merchandise; guests (2) converse, drink tea.
1. Ar Thread and Yarn Shop
107. Tinnars' Services. Owner-tinner (6) manages business, bargains with customers for price, tins and repairs kitchen utensils (forks, spoons, plates, pans, etc., all made of copper), makes appointments, takes money, cleans shop; apprentices (4) prepare appliances for tinning, learn tinning, clean up; customers (3) bring kitchen utensils for tinning and repairing, negotiate price with tinner, pay for services; guests (2) watch, converse, drink tea. (See Appendix C, Picture #23.)
1. Anac Tinner
  2. Ozsoy Tinner
108. Tire Repairer's Services. Owner-manager (6) manages business, waits on customers, negotiates price with customers, repairs tires, makes appointments, accepts money; apprentices (4) help manager, learn how to repair tires; customers (3) bring tires to be repaired, bargain with manager, pick up repaired tires, pay for services; guests (2) watch, converse, drink tea.
1. Er Tire Repairer
109. Tire Stores. Owner-manager (6) manages business, waits on customers, takes money; customers (3) select, buy and pay for tires; guests (2) converse, drink tea.
1. Eraslan Tire Store
110. Town Headman's Offices. Town headsman (6) signs papers of different sorts such as residentship, poverty and good manners papers required by some institutions, signs title deeds; residents (3) come for signatures and information; guests (2) converse, drink tea. (See Appendix D, Description #37.)
111. Tractor Drivers' License Courses. Driver-teacher (6) teaches how to drive tractors and traffic regulations, gives tests, prepares licenses; students (3) watch, listen, ask questions, take tests, drive, get their licenses.
1. Yesilova Agriculturers' Association Tractor Drivers' License Courses

112. Trafficways. Mayor (4) supervises municipal employees; municipal employees (4) repair and clean streets; police sergeant (4), police officers (4) enforce traffic regulations; pedestrians (2) walk on streets and sidewalks; automobile drivers (2) drive on streets; children (2) play on streets.
  1. Yesilova Trafficways
113. Variety Stores. Owner-manager (6) manages business, sells merchandise, stocks shelves, takes money; customers (3) look, select, buy, converse and pay; guests (2) converse, drink tea.
  1. Akinci Variety Store
114. Visitors' Days, Jail. Guardian (5) soldier on duty (5) check gifts, food and other things brought by visitors for prisoners; prisoners (3) converse with visitors, accept food and gifts; visitors (2) bring food and gifts for prisoners, converse. (See Appendix D, Description #38.)
  1. Yesilova Jail Visitors' Day
115. Watch Repairer Services. Owner-manager (6) manages business, waits on customers, negotiates price with customers, repairs watches, charges for services; customers (3) bring watches to be repaired, bargain with the repairer, pay for services; guests (2) watch, converse, drink tea.
  1. Bozkurt Watch Repairer
  2. Gurcan Watch Repairer
  3. Soysal Watch Repairer
116. Wards, Hospital. Physicians (5) check and treat patients; assistants (4), nurse (4) feed patients, give shots, check patients; janitors clean up; patients (3) are treated; visitors (2) bring gifts, converse.
  1. Yesilova Health Center Ward
117. Weddings, Modern (some with engagements). Government marriage registrar (5) (in engagements) legalizes marriage; groom's parents (5) hire musicians, send invitations, rent saloon, supply crackers, delights, usher guests; musicians (4) play music, sing; groom and bride (4) answer questions, sign forms in engagements, dance, shake hands with guests; witnesses (4) sign forms; guests (2) watch, dance, pin money on bride's and groom's garments, offer good wishes.
  1. Bakics Engagement and Wedding
  2. Bektass Engagement
  3. Bektass Engagement and Wedding (a different family)
  4. Burhans Engagement
  5. Cakirs Engagement and Wedding
  6. Cakirs Engagement (a different family)
  7. Cetinkayas Engagement and Wedding
  8. Dincs Engagement and Wedding
  9. Dumans Engagement and Wedding
  10. Ekins Engagement and Wedding
  11. Goks Engagement and Wedding

12. Kaplans Engagement and Wedding
  13. Kubilays Engagement
  14. Kocaks Engagement
  15. Kunts Engagement
  16. Ocal's Engagement and Wedding
  17. Seleks Engagement and Wedding
  18. Sahans Engagement and Wedding
  19. Senels Wedding
  20. Urhans Engagement
  21. Yigits Engagement and Wedding
118. Weddings, Traditional. Groom's parents (5) send invitations, hire musicians, prepare food, take care of guests; musicians (5) play music, sing, meet guests, collect money from guests; bride's parents (4) do the same as groom's parents in their house; bride and groom (4) host guests, groom takes part in praying and money pinning ceremony, bride participates in mourning and henna wearing ceremony, both engage in prescribed traditional wedding routines, relatives, friends, neighbors (4) help groom's and bride's family; guests (2) eat, drink, dance, pin money on groom's and bride's clothes, congratulate bride, groom and their parents. (See Appendix D, Description #39.)
1. Akguns Wedding
  2. Alpaslans Wedding
  3. Bektass Wedding
  4. Burhans Wedding
  5. Cambazs Wedding
  6. Cakirs Wedding
  7. Erkans Wedding
  8. Ertass Wedding
  9. Ibsirs Wedding
  10. Karans Wedding
  11. Kayalis Wedding
  12. Kocaks Wedding
  13. Kocaks Wedding
  14. Kunts Wedding
  15. Makals Wedding
  16. Oks Wedding
  17. Sirins Wedding
  18. Urhans Wedding
  19. Yilmazs Wedding
119. Wine Maker's Service. Owner-manager (6) manages business, buys grapes, makes and bottles wine, pays for grapes, sells wine, accepts money; customers (3) buy and pay for wine; guests (2) converse, drink tea or wine. (See Appendix D, Description #40.)
1. Kulpen Wine Maker
120. Wound Dressing Services, Health Center. Nurse (6) undresses, treats and redresses wounds; patients (3) have their wounds treated.
1. Health Center Wound Dressing Services

APPENDIX B  
CATALOGUE OF MIDWEST  
BEHAVIOR SETTING GENOTYPES, 1963-64

1. Abstract and Title Company Offices. Abstracter (6) manages office and assistant (4) carries out office routines; both search files and records in County Clerks and Register of Deeds office for information about land titles, prepare summary statement (abstract) of the successive conveyances and other facts upon which a client's title to a piece of land rests, sell title insurance; land buyers and sellers (3) ask for title records, bring land identification, pay for services, discuss issues.
  1. Pintner Abstract and Title Company
2. Agricultural Advisers Office. County agent (5) manages office, advises farmers, prepares material and programs, collects, analyzes, and evaluates agricultural data, plans 4-H program; home economics agent (5) manages office, prepares material and lectures on home and family life, distributes literature, advises leaders and homemakers; secretary (4) carries out office routines; interested citizens and members of farm organizations (3) consult, obtain material and literature.
  1. County Agricultural Extension Office
3. Agronomy Classes. County agricultural agent (6) is in charge of arrangements, introduces agronomy specialist; specialist (4) teaches regarding soil fertility, crops, etc.; farmers (3) or 4-H members (3) listen, discuss, ask questions.
  1. Agricultural Extension Agronomy Short Course  
Plus 1 more
4. Animal Feed Mills. Manager (6) manages operation, operates mill, sells fertilizer, etc.; employees (4) fill fuel tank, load trucks, engage in office routines; farmer members (3) bring grain to be ground, weigh in, buy products, pay for service and materials.
  1. Midwest County Cooperative Feed Mill
5. Animal Feed Stores. Feed store proprietor (5) manages store, buys and sells feed and feed additives, loads feed into trucks and cars; insurance agent (5) sells insurance, arranges for adjustor, engages in office routines; customers (3) buy and pay for feed, buy insurance or make claims.
  1. Hopkins Feed Store and Insurance Agency
6. Animal Husbandry Classes. County agricultural agent (6) is in charge of arrangements, introduces livestock specialist; specialist (4) teaches regarding livestock; farmers or 4-H members (3) listen, ask questions, discuss.

1. Agricultural Extension Dairy Short Course  
Plus 3 more
7. Athletic Equipment Rooms. Coaches (6 or 5), both local and visiting prepare for physical education and sports, give out equipment. consult with individuals; athletes (3) get equipment for sports.
  1. High School Coaches Room, Men  
Plus 1 more
8. Attorneys Offices. Lawyers (6 or 5) initiate legal actions, prepare legal defence in civil and criminal cases, give legal advice, draw up contracts, prepare wills, prepare federal and state income tax returns, manage office; secretary (4) carries out office routines; clients (3) seek and pay for advice and service.
  1. Fowke Attorney Office  
Plus 3 more
9. Auction Sales, Household Furnishings and General Merchandise. Sellers (5) determine what is to be sold, arrange for display articles to be sold; auctioneer (5) determines order of sale, calls for bids, sells to highest bidder; clerks (4) record bidder and accept payment; customers (3) bid, pay clerk, remove purchased articles, converse.
  1. Household Auction Sale  
Plus 1 more
10. Auditing and Investigating Company Offices. Proprietor (6) consults with investigative staff in office and by phone, consults with clients via telephone, manages office; employees (4) get directions; clients (3) seek information.
  1. Bonded Audit Service Business Office, Blandson
11. Automobile Washing Services. Teacher and student in charge (5) direct activities and help; other students (4) wash, sweep, polish, get cars from customers, deliver washed cars, accept payment; customers (3) arrange for and pay for having car washed,
  1. High School Junior Car Wash.  
Plus 1 more
12. Award Ceremonies. Master of ceremonies (6) organizes meeting, presents awards to the qualified persons with appropriate remarks; awardees (4) accept awards; audience (2) applaud.
  1. Boy Bowlers Awards and Refreshments  
Plus 2 more

13. Bakery Services, to Order. Baker (6) prepares and bakes food on order, accepts pay; customers (3) order, pick up, and pay for food.
  1. Mrs. Lyon Home Bakery
14. Banks. President (6) manages all operations, makes loans, gives financial advice, provides credit information; vice-president (4) makes loans, sells insurance; cashier (4) cashes checks, receives deposits, provides access to safe deposit, keeps records; clerks (4) engage in office routines; bank examiners (4) come at intervals to examine the routines, the assets and liabilities of the bank in relation to legal standards; customers (3) deposit and withdraw money, arrange for or pay back loans, seek advice, use safe deposit boxes, and converse.
  1. Midwest State Bank
15. Barbershops. Barber (6) cuts hair, sells products for grooming, manages shop; customers (3) wait for service, converse, have hair cut, pay barber.
  1. Keith Barbershop
  - Plus 1 more
16. Baseball Games. Coach (6) or coaches (5) arrange game or practice and instruct players; players (4) play the game according to rules for baseball or softball; umpire (4) calls "strikes, balls, safe, out"; audience (2) cheer team, comment on play.
  1. Elementary Upper School Baseball Game out of town
  - Plus 15 more
17. Basketball Games. Coach (6) or Coaches (5) arrange games, instruct players; referees (4) judge plays; players (4) play according to standard basketball rules; cheerleaders (4) lead cheers; salesmen (4) sell popcorn, soft drinks; band (4) plays music in intervals; audience (2) watch, cheer, applaud, eat.
  1. Elementary Upper School Basketball Game
  - Plus 13 more
18. Beauty Shops. Operator-manager (6) cuts, washes, sets, styles, colors, combs hair of customer, carries out management routines; assistant (4) answers phone, assists operator; customers (3) receive operator's services, converse, read, pay for services.
  1. Burgess Beauty Shop
19. Billiard Parlors and Taverns. Proprietor (6) manages business, serves drinks, gives out equipment for bil-

- liards, converses; assistant (4) helps manager; customers (3) order and pay for drinks, drink beer, converse, play cards or billiards.  
1. Hookers Tavern and Pool Hall
20. Bowling Games. Proprietors (5) manage business, team managers (5) arrange games, keep scores; bowlers (4) bowl according to rules, watch, eat, converse; audience (2) watch, eat, converse.  
1. Garland Lanes Saturday Junior Girls League Bowling Game  
Plus 24 more
21. Building, Construction, and Repair Services. Operators (6) manage construction, engage in carpenter work, painting, wallpapering, cement work; helpers (4) do similar work under direction; employers (3) arrange for and pay for work, inspect work; onlookers (1) watch work being done.  
1. Betley General Construction Company  
Plus 5 more
22. Bus Stops. Driver (6) sells tickets, loads and unloads luggage; customers (3) get on or off bus.  
1. High School Bus Stop  
Plus 1 more
23. Card Parties. Host (6) greets members, provides place, equipment, refreshments; members (3) or customers (3) play cards, converse, eat.  
1. American Legion Auxiliary Card Party for March of Dimes  
Plus 7 more
24. Carnivals. Chairmen (5) of different concessions (games of skill and chance, sales of goods, competitions, exhibits, movie) organize effort, provide objects, act as salesmen, barkers, ticket sellers; helpers (4) assist in all activities; customers (3) buy, watch, eat, play, converse.  
1. Parent-Teacher Association Carnival
25. Cemeteries, including Graveside Services. Minister (5) and mortician (5) arrange and perform burial services according to ritual; casket bearers (4) assist; caretaker (4) mows grass, maintains cemetery; chairman of emetery board (5) sells lots, oversees caretaker; gravediggers (4) dig graves; mourners (3) attend service; visitors (2) visit cemetery, bring flowers.  
1. Midwest Cemetery including Graveside Services

26. Charivaris. Ringleaders (5) collect friends of newly-weds, provide wheelbarrow, call on newlyweds; groom (5) wheels bride around Courthouse square; bride and groom (5) act as hosts to friends at their own home; onlookers (2) cheer, laugh, eat, converse.
  1. Charivari for Hanson, Grail, Bolling Peece
27. Chiropractors Offices. Chiropractor (6) carries out office routines, consultations, manipulation of patient's vertebral column according to chiropractic theory and practice; patient (3) seeks advice, is treated, pays for services.
  1. Dr. Hargough Office
28. Civil Engineers Offices. Engineer (6) manages office, consults with county commissioners, county employees, rural residents, and state highway officials regarding roads and bridges and sanitation problems in the county; secretary (4) carries out office routines; county officials (3) and citizens (3) consult, converse, get maps.
  1. County Engineers Office
29. Classrooms, Free Time. Teacher (6) keeps order; pupils (3) converse, study, play quite games.
  1. Elementary School Eighth Grade Classroom Freetime, Cole  
Plus 14 more
30. Cleaners, Dry Cleaning Plant. Owner-manager (6) manages business, cleans and presses clothes, waits on customers, accepts payment, sells insurance; helpers (4) assist manager in dry cleaning; customers (3) bring clothes to be cleaned, pick up clean clothes, pay for service.
  1. Ellsons Cleaning Plant and Route and Insurance Agency
31. Clothiers and Dry Goods Stores. Joint managers (5) manage business, serve customers, stock selves; clerks (4) assist managers; customers (3) select, buy, and pay for merchandise.
  1. Cabell Department Store, Clathing
32. Club Officers Training Classes. Members of agricultural extension advisory council (5) and home economics agent (5) arrange program and teach officers of home economics units their respective responsibilities; officers of home economics units (3) learn, discuss.
  1. Agricultural Extension Home Demonstration Unit Officers Training School.

33. Commercial Classes. Commerce teacher (6) teaches typing, shorthand, business machine use, bookkeeping, office routines; students (3) learn, practice, and demonstrate office skills and routines.
  1. High School Commercial Classes
34. Commercial Company Offices. Proprietors (5) manage office; secretary (4) and bookkeeper (4) engage in office routines; customers (3) come to select and order windows and doors.
  1. Egglestaon and Dean Window and Door Office
35. Cooking Classes. Leader (6) teaches theory and practice of cooking; assistants (4) help leader; members of 4-H club (3) cook under supervision, eat products.
  1. Agricultural Extension 4-H Cooking Class I
  - Plus 2 more
36. Court Sessions, County. Judge (6) opens court, hears charges and witnesses, gives and records judgements in cases involving misdemeanors (including traffic violations), juvenile offenders, matters of probate; sheriff (4) or state traffic officer (4) or individuals (4) bring charges; counsel (4) or accused (4) or witnesses (4) offer evidence; accused may be acquitted, fined, or imprisoned; spectators (2) listen.
  1. County Court Session, including Probate Court and Juvenile Court
37. Court Sessions, District. Judge of the District Court, a professional (6), listens to presentation of case, rules on admissibility of evidence, instructs jury, settles disputes between opposing attorneys, sentences defendant in criminal cases, determines liability in civil cases; Clerk of the Court (4) swears in witnesses; bailiff (4) opens court, keeps order; court reporter (4) records proceedings; attorneys (4) present client's case; witnesses (4) give evidence; defendant (4) gives evidence; plaintiff (4) gives evidence; jury (4) (if present) listens, deliberates, gives verdict; spectators (2) listen.
  1. District Court Session
38. Custodial Work Groups. Person in charge (6 or 5) manages cleaning, gardening, meal or coffee break; volunteer workers (4) scrub, sweep, polish, rake, make minor repairs; others (2) watch, join in recreational eating.
  1. Baptist Church Volunteer Work Group
  - Plus 3 more

39. Dances. Committee of students and teachers in charge (5) arrange for decorating, music, food, plan program; master of ceremonies (5) carries out program; operator of record player (4) or musicians (4) provide music; refreshment servers (4), decorators (4), ticket-takers (4) carry out specified routines; members and customers (3) dance, play games, converse, eat; audience (2) watch.
  1. Elementary School Eighth Grade Graduation Party and Dance  
Plus 3 more
40. Day Care Homes and Nurseries. Person in charge (6) cares for young children left in her care, may give them food, put them to bed, entertain, comfort; children (3) are cared for; parents (3) leave and call for children.
  1. Baptist Church Nursery during Church Service  
Plus 4 more
41. Delivery and Collection Routes. Deliverers (6) take papers, etc., to homes and leave them, come at regular intervals to collect for goods and service; customers (3) pay for goods and services.
  1. Capital City Paper Route  
Plus 5 more
42. Dentists Offices and Services. Dentist (6) examines patients, using x-rays and mouth mirrors, explores, cleans, fills, extracts, and replaces teeth, using power and hand instruments, manages office; assistant (4) assists dentist, makes appointments, records treatments, accepts payment, develops x-rays, conducts office routines; patients (3) wait, are treated, pay, converse.
  1. Dr. Sterne Dental Service Office  
Plus 1 more
43. Dinners and Banquets. Organizers (5) plan, buy, cook, serve meal, and clean up after meal; helpers (4) help with above or in some cases all bring ready-cooked food and place it for diners to serve themselves; members (3) or customers (3) eat and converse.
  1. African Masonic Lodge St. John's Day Dinner  
Plus 12 more
44. Dinners with Business Meetings. President of organization (6) arranges for dinner, presides at meeting; cooks (4), waitresses (4) prepare and serve dinner; secretary (4), treasurer (4), committee chairman (4)

do prescribed work; invited speakers (4) make speeches; members (3) eat, converse, engage in business meeting activity, listen.

1. Alpha Delta Kappa Educational Sorority Zeta Chapter Meeting

Plus 16 more

45. Dinners with Dances. Chairmen of committees (5) arrange and manage dinner, program, dance; master of ceremonies (5) introduces speakers (4) and entertainers (4) for program; cooks (4) prepare and waitresses (4) serve food; guests (3) eat, dance, converse, listen.
  1. High School Junior Senior Banquet and Dance
46. Dinners with Recreational and Cultural Programs. Chairmen (5) arrange for dinner, program, decorations; cooks (4), waitresses (4), decorators (4) prepare and serve dinner, decorate; master of ceremonies (5) presides; speakers (4) and/or entertainers (4) present after-dinner program; members (3) listen, eat, converse, applaud.
  1. Bowling Association, Women, Banquet and Program

Plus 15 more
47. Drugstores. Pharmacist (5) mixes and dispenses drugs according to prescription issued by physician, manages drug and general variety store; manager (5) manages cosmetic, jewelry departments and fountain; sales persons (4) sell and serve customers at counters or fountain, wash dishes, mix drinks; customers (3) select, buy, pay for merchandise, eat food, converse.
  1. Ellison Drugstore
48. Educational Methods Classes. Leaders (6) or co-leaders (5) teach methods and values of teaching to individuals who will teach; members (3) learn, listen, ask questions, discuss.
  1. Agricultural Extension 4-H Food Leaders Training Class

Plus 2 more
49. Elections, Polling Places. Election board chairman (5) sees that voting and ballot counting is conducted according to law, makes up final tally for county clerk, seals pouch; bailiff (5) sets up booths, tables, supplies ballots, and canisters; election clerks (4) check off voters, hand out ballots, place ballots in appropriate canisters; counting board (4) counts ballots; watchers (4) watch procedures to detect any

deviancy; voters (3) identify themselves, mark ballots, cast ballots.

1. County School Unification Election North Midwest Polling Place  
Plus 3 more

50. Elections, Public Posting of Returns. County clerk (5) and election board chairmen (5) record votes as they come in; secretaries (4) place results on records and on blackboard for spectators to see; spectators (2) stand before blackboard, read how election is going, converse.

1. Election Returns at Courthouse

51. Elementary School Basic Classes. Teacher (6) teaches reading, grammar, arithmetic, writing, elementary health, social studies, science, and engages in classroom routines; pupils (3) listen, write, recite, read, figure.

1. Elementary School Eighth Grade Academic subjects  
Plus 12 more

52. English Classes. Teacher (6) teaches English literature, composition, speech, grammar, and engages in routine classroom management; high school students (3) study, recite, listen.

1. High School English Classes  
Plus 1 more

53. Examinations, Boy Scout. Examining Board (5) questions boy scouts regarding requirements for specific badges, makes judgement regarding competence of scout and informs him of decision; scout (4) answers questions, demonstrates knowledge.

1. Boy Board of Review

54. Examinations, Standardized. School principal (6) gives test according to specific directions accompanying test; students (3) take examination, follow directions.

1. High School Seniors Kansas High School comprehensive Tests  
Plus 4 more

55. Excavating Contracting Services. Owner-managers (6) direct earthmoving and engage in management routines; employees (4) operate and repair equipment; customers (3) arrange for and pay for earthmoving services; on-

- lookers (1) watch activity.  
 1. Higley Excavating Company  
 Plus 2 more
56. Excursions and Sightseeing Trips. Persons in charge (5) supervise loading and unloading, keep order, keep track of young people; driver (5) drives bus; members (3) gather, wait for bus, enter bus, go on the trip, may sing and converse on the bus, eat, watch, walk.  
 1. Agricultural Extension Home Demonstration Unit, Night Owls, Trip to Theater in Capital City  
 Plus 14 more
57. Factory Assembly Shops. Owner-managers (5) manage business, make general plans; foreman (5) directs workers on the floor in assembling aluminum parts; workers (4) assemble glass and aluminum into doors and windows, load and unload trucks.  
 1. Eggleston and Dean Window and Door Factory
58. Farm Implement Agencies. Owner-manager (6) manages business, sells parts, sells machinery, attends to office routines, directs repair; repairman (4) works on farm machinery; salesmen (4) sell parts, tools; customers (3) buy, bring in machinery for repair, pay; loafers (1) sit around and talk.  
 1. Lesters Farm Center  
 Plus 1 more
59. Fashion Shows. Teachers (5 or 6) in charge help exhibitors dress, arrange order; master of ceremonies (5) announces exhibitors, describes costumes; models (4) walk across stage to exhibit clothing; servers (4) serve refreshments; audience (2) watch, applaud, eat, converse.  
 1. Agricultural Extension Best Dress Workshop on TV  
 Plus 1 more
60. Fire Alarms and Fire Fighting. Fire chief (6) directs activity, drives truck, helps with chemicals or hose; firemen (4) help extinguish fire; homeowner (3) calls firemen; onlookers (1) watch activity.  
 1. Midwest Volunteer Firemen Fight Fires in town  
 Plus 1 more
61. Fire Drills. Principal (6) rings alarm bell, times and evaluates speed and efficiency of evacuation of building, records result; teachers (4) take charge of evacuating classes; pupils (3) conform to directions of

rules and of teachers to leave the building quickly, return in prescribed order.

1. Elementary Lower School Fire Drill  
Plus 1 more

62. Fire Stations. City engineer (5) and fire chief (5) use building for repair and maintenance of trucks, storage of chemicals; employee (4) and firemen (4) work on trucks under direction; farmers (3) come to purchase water and fill tanks from city hydrant in times of drought.

1. City Garage and Fire Station  
Plus 1 more

63. Fireworks Sales Stands. Manager (6) or family members (5) manage the enterprise, sell fireworks; helpers (4) assist in selling; customers (3) buy fireworks; onlookers (1) watch, converse.

1. Berrys Fireworks Sales Stand  
Plus 1 more

64. Floor Laying Services. Co-owners (5) manage business and do work of laying floor covering, building and finishing cabinets and installing them; helper (4) sometimes assists; customers (3) arrange for work, pay for work.

1. Chase Floor Laying and Cabinet Making Service

65. Food and Rummage Sales. Committee members (5) arrange for use of space with building owner, solicit donations, arrange and price goods, sell; helpers (4) assist in all phases; customers (3) buy food or other objects.

1. Agricultural Extension 4-H Food Sale  
Plus 6 more

66. Football Games, American Football. Coaches (5) in charge instruct players; players (4) play ball according to rules; umpires (4) determine legality of plays, keep time; band (4) plays instruments, marches; concession stand workers (4) prepare and sell food; water boys (4) take water on to field; cheerleaders (4) lead organized cheering; announcer (4) tells audience of players involved in game, introduces band for its performance; Boy Scouts (4) have flag ceremony before band plays the national anthem; audience (2) watch, cheer, eat, applaud, converse.

1. High School A Team Football Game  
Plus 4 more

67. Funeral Directors Services, including Funerals. Mortician-owner (6) embalms body, arranges for and directs all preparations for funeral and burial, takes care of management routines; assistants (4) help mortician, usher at service, arrange flowers; minister or priest (4) conducts service; pianist (4) plays; singers (4) sing; pallbearers (4) carry casket; customer (3) selects casket, makes plans with mortician; mourners (2) come to view body, attend funeral service.
  1. Sherwin Funeral Home
68. Funeral Services, Church. Minister in charge at the church (6) conducts service according to ritual, accompanies casket out of the church; mortician and assistants (4) arrange and remove flowers, place casket, move casket from front to back of church, usher mourners, hand out order-of-service folders; singers (4) sing; organist (4) plays; pallbearers (4) carry casket out; mourners (3) sit, listen, sign order-of-service folders, view the deceased as they leave, wait outside until hearse drives away.
  1. African Methodist Episcopal Church Funeral Service
  - Plus 2 more
69. Furniture Stores. Owner-manager (6) manages business, waits on customers, gives information regarding products; employees (4) keep books, wait on customers, service appliances; customers (3) look at merchandise, select, buy, pay for merchandise.
  1. Sherwins Furniture Store
70. Garages. Owner-manager (6) manages garage, repairs cars, services cars; mechanic (4) repairs cars; attendant (4) puts in gas, oil, washes windshields; assistant (4) carries out office routines; customers (3) have cars serviced or repaired, pay.
  1. Chacos Garage and Service Station
  - Plus 1 more
71. Gift Showers. Hostesses (5) provide decorations and refreshments, invite guests, plan and introduce games; honoree (4) opens gifts, expresses thanks; assistants (4) record gifts, serve refreshments; guests (3) bring gifts, converse, play games, eat.
  1. Baby Showers
  - Plus 2 more

72. Golf Games. Executive committee (5) arranges tournament play, plans for upkeep of course; workmen (4) mow the course; volunteers (4) mow or do other upkeep work; members (3) and guests (3) play on the course; audience (2) watch play, converse.
  1. Golf Club Invitational Golf Tournament  
Plus 2 more
73. Government Offices, Business and Records. Elected or appointed government official (6) manages office, is responsible for records and accounts, answers questions, confers with county commissioners or other boards, works as required by law; clerks (4) carry out office routines; customers (3) pay fees, obtain information.
  1. County Clerks Office  
Plus 8 more
74. Graduation and Promotion Ceremonies. Master of ceremonies (6) arranges program to honor and compliment graduates, speaks, introduces other speakers; speakers (4) speak; graduates (4) receive diplomas, audience (2) listen, applaud, congratulate.
  1. Elementary School Eighth Grade Graduation Exercises  
Plus 3 more
75. Grocery Stores. Manager (6) manages business, prices goods, prepares advertising, takes inventories; cashier (4) totals charges, takes money; butcher (4) cuts meat, serves customers, stocks meat case, weighs meat; stock clerk and carry-out boy (4) stock shelves, mark price on merchandise, carry out sacks to customer's car; salesmen, wholesale (4), interview manager; customers (3) select goods from shelves and cases, pay for merchandise.
  1. Reids Grocery Store  
Plus 2 more
76. Hallways, Principal or teacher (5) keeps order; janitor (4) keeps halls clean; employees (3), students (3), visitors (2) walk, converse.
  1. County Courthouse Annex Halls  
Plus 3 more
77. Hardware Stores. Owner-manager (6) manages business, sells merchandise, repairs appliances; assistants (4) work with manager; customers (3) inspect and buy goods, pay for service, onlookers (1) watch TV, converse.

1. Blanchard Hardware Store  
Plus 1 more
78. Hayrack Rides. Host-driver (6) drives tractor, host at farm visited; committee members (4) arrange picnic, provide food; members (3) and guests (2) ride, sing, eat.
  1. Methodist and Presbyterian Youth Hayrack Ride
79. Hikes and Camps. Scout leader (6) directs total camp activities; patrol leaders (4) direct small group activities; scouts (3) make camp, hike, cook, engage in programmed scout activities.
  1. Boy Scout Explorer overnight Camping Trip  
Plus 3 more
80. Home Economics Classes. Home economist (6) in charge teaches skills and theory of homemaking, including cooking, sewing, family life; specialist (4) in one field may lecture; high school students (3), or 4-H members (3), or home economics units lesson leaders (3) learn, listen, practice.
  1. Agricultural Extension Home Demonstration and Judging School  
Plus 4 more
81. Home Economics Competitions. 4-H advisers (5) set up program and act as masters of ceremonies; judges (4) evaluate entries; contestants (4) exhibit clothing or other 4-H project work; 4-H leaders (4) help set up club members' exhibit; committee (4) sells sandwiches and beverages; members (3) see exhibits, learn points important for judging, eat.
  1. Agricultural Extension 4-H Annual Style Revue  
Plus 1 more
82. Horseshoe Pitching Contests. Game organizers and referees (5) set up order of play, provide horseshoes, keep score, award prize; players (4) play regulation horseshoe pitching game; spectators (2) watch.
  1. Old Settlers Reunion Horseshoe Pitching Contest
83. Hotels. Proprietor (6) or proprietors (5) manage business, greet, register, and conduct guests to rooms, clean rooms; employees (4) help with work; guests (3) stay in rooms, pay bills.
  1. Eggleston Rooming House  
Plus 2 more

84. Ice Cream Socials. President or hostess (6) in charge or arrangements greets members; helpers (4) serve, clean up; members (3) eat, converse.
  1. Agricultural Extension Home Demonstration Midwest Unit, Ice Cream Social  
Plus 1 more
85. Installation and Induction Ceremonies. President of organization and installing officer (5) arrange program, preside over ritual; persons installed (4) participate in ritual; other performers (4) take prescribed parts in ritual; refreshment committee (4) serves refreshment; members (3) watch, applaud.
  1. Eastern Star Installation of Officers at lodge  
Meeting  
Plus 2 more
86. Insurance Offices and Sales Routes. Insurance agent (6) manages office, sells insurance, records claims, arranges for claim adjuster; secretary (4) engages in office routines; adjuster (4) gets and gives information; customers (3) buy insurance, make claims.
  1. Deed Farm Bureau Insurance Office  
Plus 1 more
87. Ironing Services. Ironer (6) prepares clothes for ironing, irons, folds, charges for service; customers (3) bring and call for clothes, pay for service.
  1. Garner Ironing Service  
Plus 4 more
88. Jails. Sheriff (6) has responsibility for security and management of jail, places offenders in jail, releases offenders, admits visitors; sheriff's wife (4) prepares meals, sees to laundry, takes care of jail during sheriff's or deputy's absence; deputy sheriff (4) may act as sheriff; offenders (3) are confined to cells.
  1. Midwest County Jail and Sheriff's Residence
89. Jewelry Stores. Owner-operator (6) manages business, waits on customers, examines and repairs watches and clocks; clerk (4) waits on customers, wraps packages; customers (3) examine and purchase merchandise, bring in watches for repair, pay for service and goods.
  1. Ruttleys Jewelry and Watch Repair Shop
90. Judges Chambers. Judge (6) directs work of court reporter, clerk of the court, bailiff or deputy; confers

with attorneys and their clients, often seeking out-of-court settlement, advising, admonishing; court reporter (4), clerk of the court (4), bailiff (4) carry out the judges's directives; attorneys (3) and their clients (3) consult with judge.

1. County Probate Judges Office
- Plus 1 more

91. Kennels. Owner-managers (5) feed, breed, care for, show, and sell dogs; assistants (4) help care for dogs; customers (3) look at, buy, and pay for dogs.
  1. Crawfords Kennels
  - Plus 1 more
92. Kindergarten Classes. Teacher (6) engages in classroom routines, teaches, supervises activities; pupils (3) play, draw, construct, sing individually and in groups.
  1. Kindergarten Classes
93. Knitting Classes and Services. Teacher-knitter (6) teaches knitting, knits herself, sells knitted garments; customer-pupil (3) learn knitting, pay for lessons or garments.
  1. Knitting Class, Mrs. Layman
  - Plus 1 more
94. Land Condemnation Hearings. Commission members (5) hear complaints regarding fair pay for condemned land; complainants (4) make complaints orally to commission meeting for judgement.
  1. State Land Condemnation Hearings
95. Landscaping and Floriculture Classes. County agents (5) in charge of arrangements introduce specialists; specialists (4) teach landscaping and floriculture; interested persons (3) attend as class members.
  1. Agricultural Extension Landscaping and Flower School
96. Latin Classes. Latin teacher (6) teaches Latin language and literature, engages in classroom routines; high school students (3) study, recite.
  1. High School Latin Classes
  - Plus 1 more
97. Laundries, Self-Service. Owner (6) services machines, collects money from machines weekly; cleaner (4) cleans premises daily; customers (3) wash and dry own clothes,

sit in chairs and converse while waiting for machines to complete cycles.

1. Coin-Operated Laundry

98. Laundry Services. Owner-operator (6) manages laundry, washes, irons, receives payment; assistant (4) irons; both converse with customers; customers (3) bring clothing to be washed and ironed, pick up clean clothes, rent machines to wash own clothes, pay operator, converse.

1. Proctor Laundry and Ironing Service

99. Libraries. Librarian (6) checks out, checks in orders, catalogues books, assists in finding information for patron, engages in managerial functions; assistants (4) act as librarian, reshelve books, clean, beautify surroundings; patrons (3) read, study, select, and check out books, return books.

1. High School and Elementary Upper School library  
and Study Hall  
Plus 2 more

100. Locker and Shower Rooms. Physical education teachers in charge (6) set and enforce standards of conduct; students (3) dress for athletic events and physical education, take showers, put on school clothes, converse.

1. High School Boys Locker and Shower Rooms  
Plus 1 more

101. Lodge Meetings. Chief officer (6) conducts meeting; secretary (4), treasurer (4), lodge officers (4), committee chairmen (4) take their assigned responsibilities, engage in ritual activities and business meetings; members (3) attend, listen, vote, participate in ritual, eat, socialize.

1. African Masonic Lodge Meeting  
Plus 6 more

102. Lumberyards. Owner-manager (6) manages business, attends customers, loads truck; assistant (4) helps manager; customer (3) looks at merchandise, selects, buys.

1. Graham Lumberyard  
Plus 1 more

103. Machinery Repair Shops. Foreman (6) manages shop, may or may not engage in actual repair work; mechanics (4) repair and maintain machines, weld, grease, oil, adjust,

service the buses, trucks, road equipment belonging to the county, state, or school district; bus drivers and road crews (3) store equipment, converse while waiting for workday to begin.

1. County Garage and Machine Shop  
Plus 3 more

104. Mathematics Classes. Teacher (6) teaches mathematical subjects of algebra, geometry, calculus, etc., engages in classroom routines; high school students (3) study, recite, converse.

1. High School Mathematics Classes

105. Meetings, Business. President or chairman (6) presides at meeting and conducts it in general accordance with Roberts' Rules of Order; secretary (4), treasurer (4), committee chairmen (4) engage in prescribed work; members (3) participate in meeting according to prescribed rules.

1. Agricultural Extension Agricultural Advisory  
County Committee Meeting  
Plus 102 more

106. Meetings, Cultural. President (5) conducts business meeting; secretary (4), treasurer (4), committee chairmen (4) participate appropriately in business meeting; program chairman (5) arranges program, introduces program; hostess (5) has charge of social hour and refreshments; performers (4) present program; members (3) participate in business meeting, listen, applaud, eat, socialize.

1. Agricultural Extension Home Demonstration Unit  
Meeting, Sircle Ten Unit  
Plus 19 more

107. Meetings, Discussion. Chairman (6) presides, may introduce speaker (4); hostess or servers (4) serve refreshments; members (3) discuss topic under consideration, eat, converse.

1. Agricultural Extension Wheat Information Meeting  
Plus 11 more

108. Meetings, Social. President or chairman (5) presides; treasurer (4), secretary (4), other officers (4) take prescribed responsibilities; recreational chairman (5) organizes card and other games; provides food; others assist (4) in amusing program or games; members (3) engage in meeting behavior, play games, eat, converse.

1. American Legion Post Meeting  
Plus 2 more

109. Memorial Services. Commander (6) of American Legion directs march of squad (4) to center of cemetery; gun bearers (4) fire salute; chaplain (4) offers a prayer; flag bearer (4) carries flag; bugler (4) plays taps; audience (2) watch quietly.
  1. American Legion Memorial Day Service
110. Motor Vehicle Operators Classes and Examinations. Driver Education teacher (6) teaches technique and theory of safe driving, drives with students in practice, engages in classroom routines, examines students; state traffic officer (6) administers driving test to applicants for license; clerk (4) administers eye test and written examination; students (3) study, drive dual-control car, take examination on theory and practice; applicants for license (3) take written examination and driving test with oral questions.
  1. High School Driver Education Class  
Plus 1 more
111. Moving Picture Shows. Projectionist-owner (6) projects film; ticket seller (4) sells tickets; usher (4) takes tickets, pops and sells popcorn, soft drinks; customers (3) watch picture, eat popcorn, drink pop.
  1. Chamber of Commerce Halloween Celebration Movie  
Plus 1 more
112. Music Classes, Instrumental. Music teacher (6) teaches skills and theory of instrumental music, engages in classroom routines; students (3) study and practice.
  1. Anita Kelly Piano Lessons  
Plus 6 more
113. Music Classes, Vocal. Teacher (6) or choir master (6) teaches technique and theory of singing, may engage in classroom routines; accompanist (4) plays organ or piano; pupils (3) or choir members (3) learn about singing, practice.
  1. Baptist Church Choir Practice  
Plus 9 more
114. Music Competitions. Master of ceremonies (6) arranges order of appearance of music groups; judges (4) evaluate quality of playing, offer critique; director (4), performers (4) play instruments or sing singly or as a group; audience (2) listen.
  1. High School County Honors Band Tryouts  
Plus 1 more
115. Newspaper Reporters Beats. Reporter (6) seeks news;

interviewees (4) answer questions, volunteer information.

1. Judith Babbart, Reporter

116. Newspaper and Printing Plants. Proprietor (6) manages business, runs printing presses, writes and corrects copy, plans layout; employees (4) run job press and linotype, address and mail papers, get news; customers (3) subscribe to paper, arrange for printing and advertising, bring in news and announcements.
  1. Midwest Weekly Newspaper
117. Nursing Homes. Owner-operator (6) manages enterprise, cares for patients, gives medication, baths, etc.; employees (4) cook, serve meals, care for patients; patients (3) receive care, live housebound lives.
  1. Dexter Nursing Home
118. Optometrists Services. Professional optometrists (5) test eyesight of all pupils; older students (4) assist in making records, bring children for testing; pupils (3) obey directions, respond to tests of visual acuity.
  1. High School and Elementary School Visual Acuity Tests
119. Painting Classes. Teacher (6) teaches theory and technique of oil painting, accepts pay; students (3) listen, learn, paint, pay.
  1. Painting Class, Mrs. Till
120. Parades. Band leader (6) or a committee (5) plans route and leads parade over designated route; judges (4) evaluate costumes and decorations, give prizes; paraders (4) play instruments, walk or ride in parade, behaving appropriately to costume; spectators (2) watch, applaud, converse.
  1. Chamber of Commerce Halloween Celebration Parade  
Plus 6 more
121. Parking Lots. School principal (6), teachers (4), custodians (4) correct deviations from rules governing parking positions and individual behavior in lot; users (2) park cars.
  1. High School Parking Lot
122. Parks and Playgrounds. Principal (6), principal and teachers, or committee members (5) are responsible for

proper behavior of users and for upkeep of property; school custodians or city employees (4) keep areas tidy; schoolchildren, citizens, and lake club members (3) use facilities and equipment for games, picnics, fishing (in case of lake); visitors (2) also use playgrounds and parks.

1. City Park
- Plus 3 more

123. Parties. Committee members (5) or host and hostess (5) plan and decorate, supervise games and entertainment, provide refreshments; servers (4) may assist; members (3) play games, eat food, converse.

1. Baptist Youth Party at Berry Home
- Plus 15 more

124. Parties, Stag. American Legion officers (5) plan party, cook dinner, set up tables, make guests welcome; members (3) eat, play games, converse.

1. American Legion Stag Party with Dinner

125. Pastors Studies. Pastor (6) consults with individuals and groups, studies, takes care of correspondence; secretary (4) carries out office routines; church members (3) consult minister.

1. Presbyterian Church Pastors Study

126. Photographic Studios. Photographer (5) takes pictures; school official or proprietor of business (5) arranges for photographer, makes appointments, takes the pay; customers (3) have pictures taken, bring children for pictures.

1. High School and Elementary School Temporary Photographic Studio
- Plus 4 more

127. Physical and Biological Science Classes. Science teacher (6) teaches and directs laboratory work in biology, chemistry, physics, engages in classroom routines; students (3) study, recite, take examinations, do laboratory work.

1. High School Health Class
- Plus 1 more

128. Physical Education Classes. Physical education teacher (6) directs calisthenics and games, engages in classroom routines; pupils (3) exercise, play games.

1. Elementary School Seventh and Eighth Grade Physical Education Class
- Plus 10 more

129. Piano Recitals. Teacher (6) acts as master of ceremonies; pupils (4) play the piano; audience (2) listen, applaud.
  1. Piano Recital, Odessa Jefferson Pupils  
Plus 1 more
130. Picnics. Organizer (6) or organizers (5) make arrangements, bring food, direct cooking, plan transportation; helpers (4) assist organizers; members (3) eat, play, converse.
  1. Baptist Church Picnic at Prentice Home  
Plus 7 more
131. Plays and Programs. Director (6) or directors (5) plan, direct rehearsals, produce plays or programs including skits, speeches, vocal or instrumental numbers; performers (4) act, sing, dance, speak, play instruments; stage crew (4) arranges stage, shifts scenery; audience (2) watch, listen, applaud.
  1. African Methodist Episcopal Church Sunday School Christmas Program  
Plus 27 more
132. Plumbing, Heating, and Electrical Service and Appliance Companies. Plumber-electrician (6) or parthers (5) make installations in new and old houses, sell and repair appliances, manage business; assistants (4) help plumber-electrician; customers (3) arrange for work, examine appliances, pay for service and materials.
  1. Grail Plumbing, Heating, and Electrical Company  
Plus 1 more
133. Post Offices. Postmistress (6) manages post office according to regulations; postal clerks (4) sell stamps and money orders, sort in-mail, place in boxes, sort and cancel out-mail, place in sacks; rural mail carriers (4) sort route mail, get stamps; contract carrier (4) brings and takes mail bags; custodian (4) cleans premises; customers (3) buy stamps and money orders, mail packages, get mail from boxes and packages from employees.
  1. United States Post Office
134. Programs of Band Music. Director-teacher (6) conducts band, determines program; players (4) play instruments, march; audience (2) listen, applaud.
  1. City Band Concert and Ice Cream Social  
Plus 4 more

135. Programs of Choral Music. Director-teacher (6) or teachers (5) plan, rehearse, and conduct program; members (4) sing, play instruments; audience (2) listen, applaud.
  1. Elementary Lower School Operetta
  - Plus 5 more
136. Psychological Research Offices. Directors (5) manage office, plan work; secretaries (4) engage in office routines; research associates, students (4) code, write, compute; visitors (2) seek information, attend conferences.
  1. The University Midwest Field Station Research Office
137. Psychological Service Offices. School psychologist (5) manages office, interviews clients, tests children; speech therapist (5) writes reports, prepares for teaching; secretary (4) types reports, engages in office routines; clients (3) talk, take tests.
  1. County School Psychologist and Speech Therapy Office
138. Public Speaking and Drama Competitions. Play director (6) or 4-H leaders (5) organize contestants, direct activity; judge (4) evaluates performance, gives criticism and rating; contestants (4) perform in play or make speech; audience (2) listen, applaud.
  1. Agricultural Extension 4-H Illustrated Talk contest
  - Plus 1 more
139. Real Estate Agents Offices. Licensed real estate broker (6) lists farms and homes for sale, shows property to customers, closes sale; customers (3) consult with broker, sign papers, pay.
  1. Haines Real Estate Office
  - Plus 2 more
140. Reception. Hostesses (5) make arrangements, greet guests; honorees (4) receive congratulations, converse with friends; assistants (4) register guests, serve refreshments; guests (3) bring gifts, converse, eat.
  1. Golden Wedding Anniversary Reception
  - Plus 1 more
141. Refreshment Stands. Scout Leaders (5) take charge of arrangement; scouts (4) sell pop, retrieve bottles, accept pay; customers (3) buy and drink pop, converse, pay.

1. Boy Scout Explorer Pop Stand During Old Settlers
142. Refuse Hauling Services. Truck owner (6) collects trash from homes and businesses, collects pay for service; customers (4) arrange and pay for service.
  1. Kerry Trash Wagon
  - Plus 1 more
143. Religion Classes. Teacher (6) or teachers (5) conduct short worship service, teach about church history, doctrine, the Bible, lead discussion; class members (3) listen, study, discuss, pray, contribute money.
  1. African Methodist Episcopal Church Sunday School Class
  - Plus 41 more
144. Religion Study Groups. Chairman (5) conducts business meeting; program leader (5) presents lesson, leads discussion; assistants (4) may present parts of lesson, play the piano, or serve refreshments; members (3) listen, discuss, eat.
  1. Baptist Church Adult Study Group
  - Plus 24 more
145. Religious Fellowship Meetings. Adult sponsor (5) and youth leader (5) or president (5) and program chairman (5) arrange meeting, preside; program participants (4) speak, pray, lead discussion; accompanist (4) plays piano; refreshment committee (4) provides and serves refreshments; members (3) discuss, sing, pray, eat.
  1. Baptist Church Girls Auxiliary Meeting
  - Plus 9 more
146. Religious Prayer and Meditation Services. Minister (6) or co-leaders (5) plan meeting, preside, speak, read, pray; assistants (4) play piano, take assigned parts; members (3) listen, sing, pray.
  1. African Methodist Episcopal Church Prayer Meeting
  - Plus 5 more
147. Religious Worship Services. Minister (6) or Sunday school superintendent (6) prays, speaks, reads scripture; minister (6) performs rituals, e.g., baptism; organist (4) or pianist (4) plays instrument; choir director (4) directs choir; choir members (4) sing; ushers (4) seat congregation, take up collection; candlelighters (4) light and extinguish candles; members

- (3) and visitors (3) listen, sing, pray.  
 1. African Methodist Episcopal Church Fall Rally  
 Service and Dinner  
 Plus 23 more
148. Restaurants and Organization Dinners for the Public.  
 Cafe proprietor (6) or proprietors (5), school lunch-  
 room manager (5) and principal (5), organization  
 chairman (5) plan, order food, establish prices, may  
 aid in cooking and serving food; assistants (4) cook  
 and serve food, clean up; customers (3) eat, pay for  
 food, converse.  
 1. African Methodist Episcopal Church Homecoming  
 Public Dinner  
 Plus 14 more
149. Retarded Children Classes. Director (6) organizes pro-  
 gram of activities for retarded children, secures vol-  
 unteer teachers, teaches; assistants (4) teach and care  
 for children, prepare and serve snacks; members (3)  
 learn, play, eat.  
 1. Retarded Children's Activities Center
150. Roller Skating Parties. Adults (6) or (5) plan and  
 conduct excursion to rink; may have assistants (4)  
 drive cars or buses; members (3) skate, eat, converse.  
 1. Baptist Youth Trip to Roller Skating Rink  
 Plus 2 more
151. Sales Promotion and Patron Attracting Openings. Pro-  
 prietor (6) or proprietors (5) invite the public to  
 inspect new or remodeled premises, greet guests, show  
 guests around premises, offer refreshments, give souve-  
 nirs; assistants (4) assist proprietors; guests (2)  
 inspect premises, eat, accept gift.  
 1. Blanchards Hardware Open House  
 Plus 8 more
152. Sales Promotion Parties. Hostess (5) invites guests,  
 prepares and serves refreshments; saleswoman (5) shows  
 wares, directs games, takes orders; helpers (4) assist  
 in serving guests; customers (3) inspect and order  
 wares, eat, play games, converse.  
 1. Sales Parties (Stanley, Tupperware, Jewelry)
153. Sales Routes. Cosmetics, Household Supplies, Maga-  
 zine. Salesman-agents (5) plan route, sell, take or-  
 ders, deliver goods; or sales organizers (5) plan  
 sales route and campaign, give out order blanks, etc.:

- salesmen (4) sell, take orders, deliver goods, report to organizer; customers (3) inspect, order, pay.  
 1. Avon Cosmetics Sales Routes  
 Plus 6 more
154. Savings Stamp Sales Stands. Teacher (6) organizes and directs; pupil-salesmen (4) sell U.S. savings stamps; teacher and pupil customers (3) buy U.S. savings stamps.  
 1. Elementary Upper School U.S. Savings Stamp Sale Stand
155. School Administrators Offices. Principal (6) manages office routines, confers with school board members, faculty, students, parents, sales people, administers and deals with curricular, disciplinary, business problems of school; secretary (4) attends to office routines; board members (3), faculty (3), students (3), sales people (3), parents (2) talk with, are admonished by, or sell supplies to principal.  
 1. County Superintendent of Schools Office  
 Plus 2 more
156. School Enrollment Periods. Principal (5) and teacher (5) interview pupils and parents, enroll pupils in appropriate classes; clerks (4) issue books, accept book rental fee; pupils (3), parents (3) fill out information forms, pay book rental fee, discuss program.  
 1. Elementary Lower School Enrollment Day  
 Plus 2 more
157. School Offices. Principals (5) manage offices; secretaries (4) carry out office routines; student assistants (4) assist secretary; teachers (3) may use equipment; pupils (3) run errands, get supplies.  
 1. Elementary Upper School Office  
 Plus 1 more
158. School Rallies. Principal or teacher (5) on hand if control is necessary; head cheerleader (5) acts as master of ceremonies, calls for cheers, directs cheerleaders; cheerleaders (4) yell, do acrobatics, lead cheering; athletic team members (4) introduced; students (3) cheer in concert, applaud.  
 1. Elementary School Pep Rally  
 Plus 4 more
158. Scout Meetings. Scout leaders (5) or den mothers (6) plan and direct activities, demonstrate skills; patrol

or den leaders (4) assist leaders, take roll, raise flag; members (3) engage in games, handicraft, study, discussion, ceremony.

1. Boy Scout Cub Den I Meeting
- Plus 6 more

159. Service Stations. Manager (6) manages business, fills tanks or cars and trucks with gasoline, checks oil, water, and tires, washes windshields, changes oil, greases cars, sells accessories; assistants (4) service cars as prescribed; customers (3) buy gasoline, oil, accessories, pay for servicing.

1. Bethels Service Station
- Plus 3 more

160. Sewing and Dressmaking Classes. Teacher-leader (6) teaches theory and skills of sewing, demonstrates sewing techniques; members (3) sew by hand and machine, learn principles of sewing.

1. Agricultural Extension 4-H Sewing Class I
- Plus 2 more

161. Sewing Club Meetings. Chairman (6) plans activities, distributes work (piecing quilts, sewing rags for rugs, mending); committee (4) prepares and serves refreshments; members (3) sew, converse, eat.

1. Gray Ladies Club Meeting
- Plus 1 more

162. Sewing Services. Seamstress (6) manages work, takes orders, fits garments, sews, charges for service; customers (3) arrange for work, are fitted, pay for service.

1. Betsons Sewing Service
- Plus 1 more

163. Sheriffs Offices. Sheriff (6) manages office, keeps in radio contact with sheriff's cars, state police, and other law enforcement agencies, keeps records, directs deputy, responds to calls for assistance; deputy (4) takes duty when sheriff is out; visitors (2) come for information, to give information.

1. County Sheriffs Office

164. Sign Painting Services. Sign painter (6) designs and paints signs.

1. Sanborn Sign Painting Service

165. Social Science Classes. Social Science teacher (6) teaches history and government of United States and other countries, engages in classroom routines; students (3) study, write, discuss.
  1. High School Citizenship Class
 Plus 1 more
166. Soil Conservation Service Offices. Soil conservationist (6) manages office, directs assistants (4) in conducting surveys of soil erosion and water conservation projects, plans management practices such as contour plowing, reforestation, prepares plans in cooperation with farmers for soil and water conservation on individual farms; secretary (4) engages in office routines; farmers (3) come in for consultation on problems relating to soil and water conservation, give necessary information for planning.
  1. U.S. Soil Conservation Office
167. Solicitation of Funds. Organizers (6) or (5) plan campaign, direct solicitors to designated areas of town, distribute information leaflets and receipt forms to solicitors; solicitors (4) solicit donations from individuals, accept money, give receipt; donors (3) give or refuse to give money.
  1. African Methodist Episcopal Church Fund Drive for Homecoming
 Plus 9 more
168. Solicitation of Goods. Drivers (5) distribute solicitation leaflets over town, return to pick up goods in Salvation Army truck; donors (3) leave donated goods in accessible place with Salvation Army sign.
  1. Salvation Army Pick-Up
169. Speech Therapy Services. Speech therapist (6) teaches children correct enunciation of words, demonstrates placement of tongue and lips, uses taped speech to assist teaching; pupil (3) practices correct speech, demonstrates progress.
  1. Elementary Lower School Speech Therapy Service
 Plus 1 more
170. Spelling Bees. County superintendent (6) arranges contest, appoints judge; judge (4) pronounces words, indicates success or failure in correct spelling; contestants (4) representing county schools spell words; audience (2) listen.
  1. Spelling Bee County Finalists

171. Staff Lounges. Janitors (4) keep room clean; teachers (3) use room for coffee break, smoking, correcting papers, conversing.
  1. High School Faculty Lounge
172. Street Fairs. Chamber of commerce committee (5) arranges for carnical, provides facilities; carnical manager (5) directs placement of concessions, deals with committee; concessionaires (4) set up own concession or ride, take tickets, act as barkers, give prizes; ticket sellers (4) sell tickets usable at any concession; food sellers (4) sell popcorn, cotton candy, hot dogs; customers (3) ride on equipment, try games of skill, buy and eat food, stroll about, converse.
  1. Bread Company Miniature Train Ride  
Plus 1 More
173. Swimming Excursions and Classes. Leaders (6) or (5) organize swimming group, arrange transportation, are responsible for group until return to point of departure; bus drivers (5) drive school bus; members (3) ride in bus, converse, go swimming for enjoyment and instruction.
  1. Agricultural Extension 4-H Swimming Party with  
Vernon 4-H  
Plus 3 more
174. Tank Truck Lines. Driver-agent (6) takes orders for bulk fuel oil and gasoline, fills tank at depot, delivers fuel oil to town customers, charges for oil and delivery; customers (3) order and pay for gasoline and oil.
  1. Standard Oil Tank Truck and Bulk Storage
175. Taverns. Owner-manager (6) manages business, serves beer, accepts pay, converses; assistant (4) helps in serving customers; customers (3) drink, converse, play pinball machine, play juke box, pay.
  1. Corner Tavern
176. Teacher Conferences with Parents. Teacher (6) confers with parent or parents of each elementary school child at an appointed time, gives parent child's report card.
  1. Elementary Lower School Teachers Conferences  
with Parents  
Plus 1 more

177. Telephone Automatic Exchange Buildings. Telephone service man (6) uses building as headquarters, services automatic equipment; customers (3) may leave payment for telephone service at the building.
  1. Telephone Building
178. Telephone Booths. Telephone service man (6) services phone, takes money from box at regular intervals; customers (3) put coins in phone, dial, talk.
  1. Midwest Telephone Booths
179. Timber Sales and Tree Removal Services. Tree faller (6) fells large trees, determines desired direction for tree to fall, saws undercut in bole of tree, saws backcut, using wedges to tip tree, cuts felled tree into lengths, removes on truck; assistant (4) helps, drives and loads truck, using winch; customers (3) arrange for and pay for service. (The Dutch elm disease made felling of large rees an important service in Midwest in 1963-64).
  1. Garner Tree Service
180. Tool Sharpeining Services. Owner-operator (6) sharpens saws and other tools, receives pay, keeps books; customers (3) bring tools to be sharpened, pay for service.
  1. Betsons Saw and Tool Sharpening Service
181. Track and Field Meets. Track coaches (5) are in charge of arrangements, schedule, and organization; officials (4) at each event judge and record winners and their records; starters (4) start races; competitors (4) run, jump, throw; public address announcer (4) announces contests, winners; audience (2) watch, cheer, applaud.
  1. Elementary Upper School Track Meet out of town  
Plus 6 more
182. Tractor Pulling Contests. Organizers (5) take entries, explain rules, announce winners, start contests, give awards; contestants (4) drive tractors; designated spectators (4) jump on sled to add weight; judges (4) on flatbed truck record number of men on sled when tractor can no longer move sled, measure number of feet pulled, judge winner in each class; audience (2) watch, applaud.
  1. Old Settlers Reunion Tractor Pulling Contest
183. Trafficways. City employees (4) repair streets; city

marshall (4), county sheriff (4), and state traffic officers (4) enforce traffic regulations; pedestrians (2) walk on streets and sidewalks; automobile drivers (2) drive on streets; children (2) play in streets.

1. Midwest Streets and Sidewalks

184. Trips by Organizations to Visit the Sick. President (6) organizes trip; members (4) gather at one member's home and drive to nearby nursing home, where they visit all able to receive visitors, sew, or write letters for them, converse.

1. Gray Ladies Trips to Fairview Home for Social Visiting

185. TV and Radio Repair Shops. Owner-operator (6) repairs TV sets and radios, charges for service and parts, manages business; helper (4) assists; customers (3) bring in sets or phone for service, pay for service.

1. Tamara Radio and TV Repair Shop

186. Variety Stores. Owner-operators (5) manage store, sell merchandise, interview wholesale salesmen, stock shelves; clerk (4) sells merchandise; customers (3) look, select, buy, converse.

1. Kane Variety Store

187. Vocational Counseling Services. High school principal (6) organizes trip for seniors to Career Day in another high school; members (3) gather at high school bus stop, ride to neighboring town, learn about possible careers, ask questions, discuss.

1. High School Senior Class Trip to Attend Career Day at Vernon

188. Volleyball Games. Coaches (5) arrange game and umpire; players (4) play volleyball according to rules; audience (2) watch, applaud.

1. Elementary Upper School Volleyball Game  
Plus 1 more

189. Wallpapering and Painting Services. Operator (6) papers and paints as arranged, charges for service; customer (3) arranges for and pays for service.

1. Gibbon Wallpapering and Painting Service  
Plus 1 more

190. Water Supply Plants. City engineer (5) and assistant (5) check plant daily, add chemicals, take samples of water, make minor repairs.

## 1. Midwest Water Filtration Plant

191. Weddings, Church. Minister (5) is in charge of marriage service; bride's parents (5) are in charge of reception; bride (4), groom (4), attendants (4), ushers (4), musicians (4), helpers at reception (4) fill designated roles in marriage ceremony; guests (2) watch, congratulate, eat refreshments, may bring gift.
  1. Methodist Church Weddings, Call-Hanson, Stopt-Blond, Bequith-Beyet  
Plus 1 more
192. Weddings, Civil. Probate judge (6) performs marriage; bride (4), groom (4), witnesses (4) carry out prescribed roles; guests (2) watch, offer good wishes.
  1. Civil Weddings
193. Weed Inspectors Offices. Weed supervisor (6) arranges with farmers to inspect for noxious weeds or to spray along county roads; assistant (4) helps supervisor; farmers (3) come for advice and to make request for spraying and chemicals.
  1. County Weed Supervisors Office
194. Welfare Offices. Welfare director (6) manages office, interviews clients, works with county commissioners and state welfare officers, makes reports, presides at staff conferences; welfare workers (4) interview clients, implement law; secretaries (4) engage in office routines; clients (3) come to see welfare workers, get information, assistance.
  1. County Welfare Office
195. Welfare Workers Classes. Welfare director (5) organizes class, arranges for place, etc.; teacher (5) teaches class, engages in classroom routines; students (3) listen, take notes, discuss.
  1. County Welfare In-Service Staff Training Meeting
196. Woodworking and Machine Shop Classes. Teacher (6) teaches skills and theory of working with wood, demonstrates proper use of tools, teaches reading and drawing of plans, engages in classroom routines; students (3) work with wood, engage in mechanical drawing, study.
  1. High School Boys Shop Classes
197. X-Ray Laboratories. X-Ray specialist (5) is in charge

of taking x-rays; local chairman (5) organizes volunteer help; clerical workers (4) get information from clients, type cards, give directions; clients (3) have chest x-ray taken, respond to directions, give information.

1. State Department of Public Health Mobile X-Ray Laboratory

198. Public Lavatories and Toilets. This genotype was omitted from all analyses.

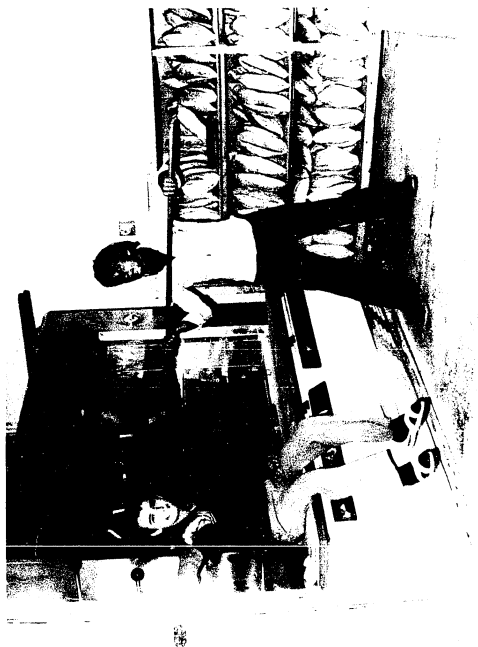
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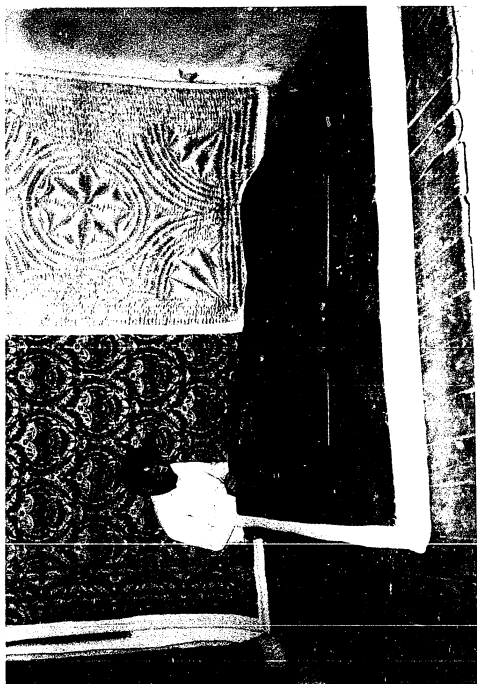
UNIVERSITY MICROFILMS

APPENDIX C

PICTURES OF SOME YESILOVAN SETTINGS  
SAMPLED FROM DIFFERENT SETTING GENOTYPES



Picture 1. Goren Bakery (Genotype #7: Bakery Services).



Picture 2. Akin Bedcover and Mattress Maker (Genotype #13: Bedcover and Mattress Maker's Services). Bedcover and mattress making, in Yesilova, is a form of art via needlework.



Picture 3. Sen Butchershop (Genotype #18: Butchershops). Butchershops are small, one-man-owned, one-man-operated settings in Yesilova.



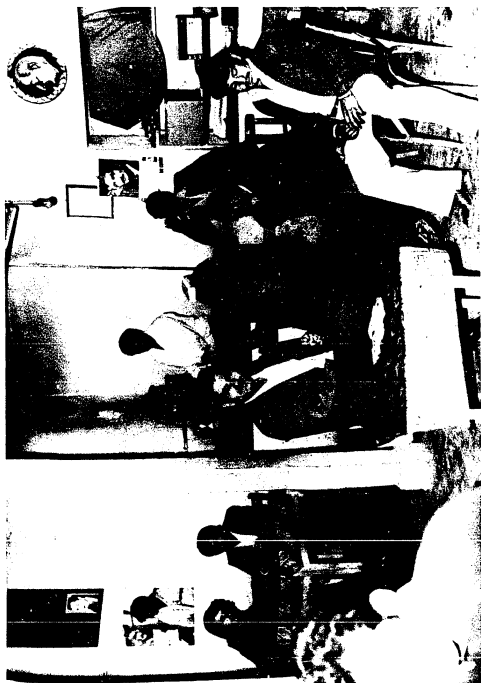
Picture 4. Town Cattle Gathering Station (Genotype #21: Cattle Gathering Stations).  
As can be seen from the picture, cattle gathering stations are also  
places of social interaction for people.



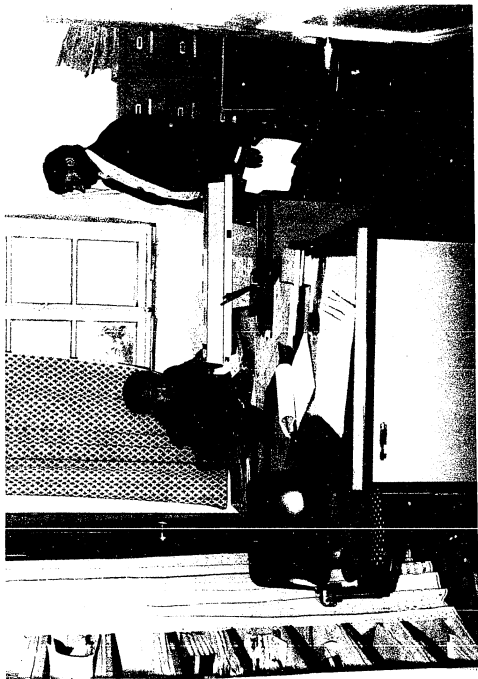
Picture 5. Town Cemetery (Genotype #22: Cemeteries).



Picture 6. Dedes Coffeehouse (Genotype #25: Coffeehouses). Coffeehouses are the major social interaction centers for the town's adult-male population. Drinking tea, talking, playing cards, and watching TV are among the most salient activities in these places.



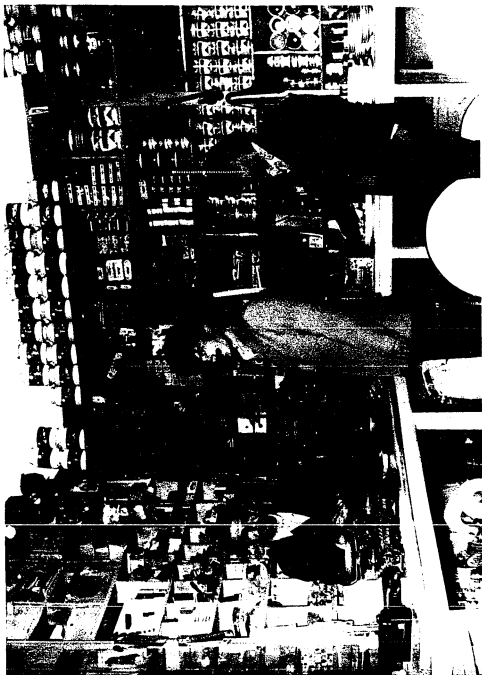
Picture 7. Alpaslan Coffeehouse (Genotype #25: Coffeehouses). The person at the back in the center is the coffee maker.



Picture 8. District Land Registration and Preservation Office (Genotype #42: Government Offices: Records and Business).



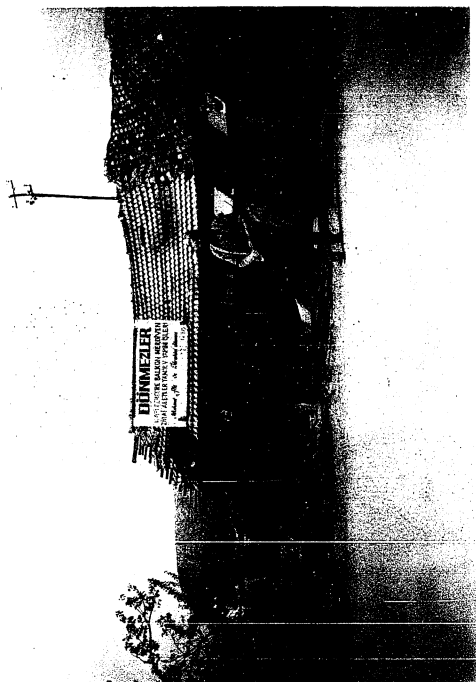
Picture 9. Bakan Grocery Store (Genotype #44: Grocery Stores). Grocery stores are small, one-man-owned, one-man-operated settings in Yesilova.



Picture 10. Bayhan Grocery Store (Genotype #44: Grocery Stores).



picture 11. Dommez Blacksmith (Genotype #50: Ironworks and Welders). Blacksmiths make, repair and sell agricultural tools, construction aids and home appliances.



Picture 12. Donmez Blacksmith seen from outside (Genotype #50: Ironworks and welders).



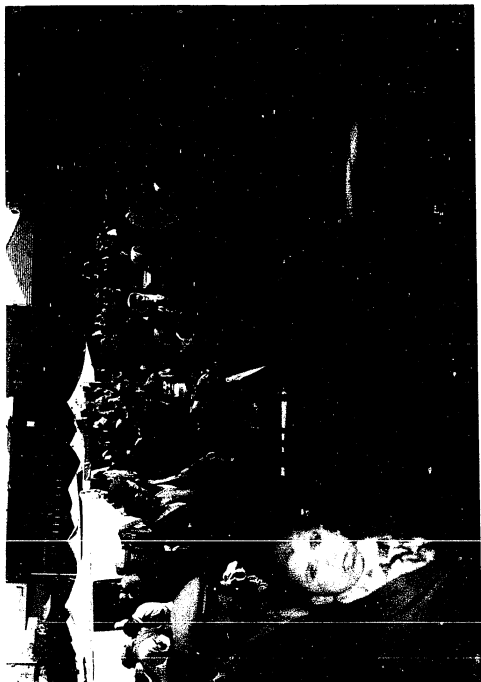
Picture 13. Ermis Leather Worker (Genotype #56: Leather Worker's Services). Two people, one on the right and one on the left, are bystanders or tolerated onlookers. The sole purpose of their being there is social. Socializing is one of the most common characteristics of Yesilova's behavior settings.



Picture 14. Orhan Letter Writer (Genotype #57: Letter Writer's Services). The two people with prayer beads in their hands are bystanders.



Picture 15. Upper Lumberers (Genotype #61: Lumberers' Services).



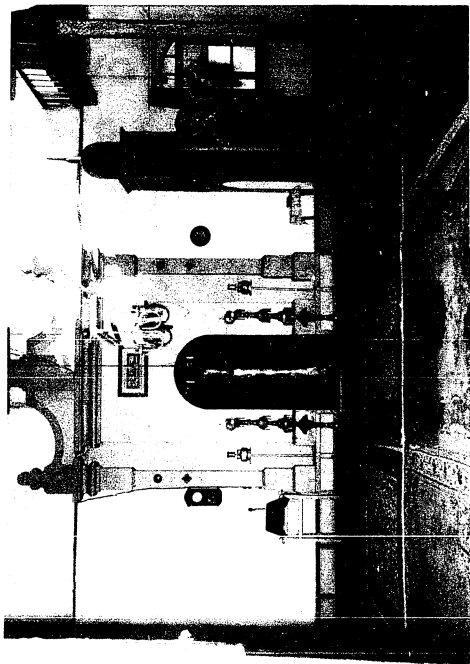
Picture 16. Public Market (Genotype #62: Markets, Public). Public markets are held every Thursday of every week and gather three thousand to five thousand people per occurrence.



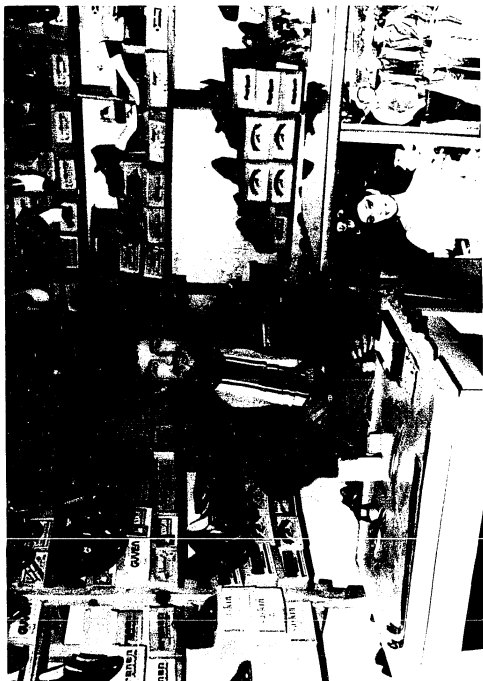
Picture 17. Motor Mill (Genotype #70: Mills, Grain). On the left are the grain sacks.



Picture 18. Health Pharmacy (Genotype #76: Pharmacies). The pharmacist, besides making prescriptions, also performs physical check-ups.



Picture 19. New Mosque (Genotype #85: Religious Worship Services). In the center is the imam's place during services. Worship services in the mosques take place five times a day, every day of the year. During Friday, Religious Festival and Ramadan evening services the mosques gather 300 to 800 people.



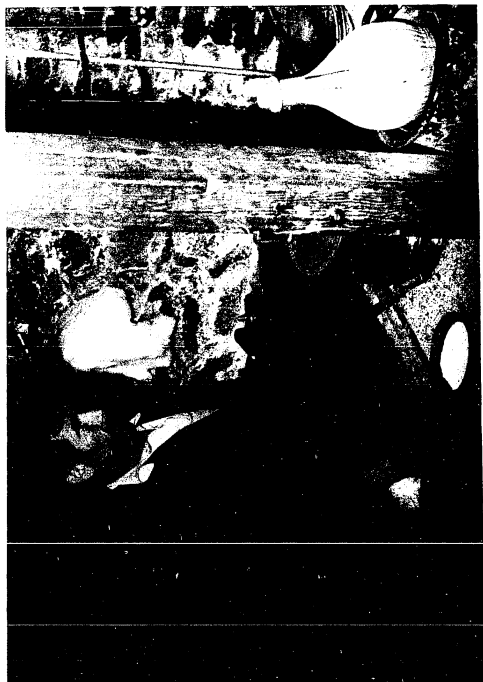
Picture 20. Korkmaz Shoe Maker and Repairer (Genotype #95: Shoe Makers' and Repairers' Services).



Picture 21. Central Elementary School Gymnastic Class (Genotype #91: School Classes).



Picture 22. Goney Tailor (Genotype #104: Tailors). The youth on the right is a bystander.



Picture 23. Anac Tinner (Genotype #107: Tinners' Services). A tinner coats kitchenware with tin and repairs kitchenware.

## APPENDIX D

DESCRIPTIONS OF SPECIAL  
AND UNIQUE GENOTYPES OF YESILOVA

1. Animal Fattening Services. There is only one barn in town. The owner continuously buys, fattens and sells cattle. At any time, there are 20 to 35 cattle in the barn. When he is in town, the owner usually takes care of the barn, feeds and waters animals, cleans the barn, takes cattle out to pasture for a while. When he is out of town to buy replacements his wife and children do the job. Especially when he is in town taking care of the barn, there are usually friends or a customer with him. They converse and occasionally there may be a bargaining between the animal fattener and a customer. During a bargaining of this sort there is at least one other person trying to reconcile the prices given by a seller and a buyer.
2. Barbershops. All of the barbershops in Yesilova employ only one person who is the owner-barber. There are six of them in town. Each barbershop has either a table or a sink near one of the walls and one large mirror suspended on the wall that the sink or table is attached to. There may be several smaller sized mirrors hung on the walls. There is usually a stove either in one of the corners or in the middle. One of the corners close to the sink or table is curtained in the shape of a small room and used as a waste basket and cleaned later on. There are three to six chairs and there may also be a bench in a barbershop for waiting customers and guests. There may be several pictures on the walls.

Customers consist of all ages and are male only. People come to a barber for a haircut or a shave, but mainly for a shave. Children come or are brought by their parents for a haircut.

Barber shaving or cutting hair of one person and two to six people sitting on the chairs, conversing and drinking tea is the usual seen in a barbershop. Some of the people sitting and conversing may be the next customers, some of them may be either the barber's friends or the friends of customers waiting for their friends. Barbershops are usually places for socialization. They are generally open at 8 o'clock and remain open until 5:30 p.m. Some of them may be open until 10 or 11 p.m.

3. Baths, Turkish. There is one Turkish bath owned by the town and leased to a private person by the municipal office. Usually, a Turkish bath consists of three main parts: 1) operator's office where customers pay for services, leave their valuables, buy soap, ask for a masseur called 'tellak', and get the key for their lockers, 2) locker rooms where customers take off their clothes and get into the towels brought by the operator, leave their clothes in the lockers

and dry off, rest and drink tea after taking a bath, 3) bathroom where customers take bath. This part is very hot and steamy. In its usual form, it has an approximately 9 in wide X 14 in long X 25 ft high marble stone in the center surrounded by a number of small rooms with hot and cold water in them. There are also open spaces with hot and cold water basins between the small rooms.

When it is fully in operation, there would be about four people laying down on the central stone (called gobek tasi) sweating, rubbing their bodies and talking to each other. There would also be some people in the small rooms taking baths. When a person is through taking his bath he hits the metal bowl (used for taking water from the sinks) to the wall to inform the operator that he is finished. Then, the operator brings clean towels for him to go out to the locker rooms where he dries off, rests, puts on his clothes and leaves. The Turkish bath in Yesilova is usually open 24 hours a day and it is open for women one afternoon every week.

Clientele come mostly from adolescent and young adult ages and are males. Children and old people come, too, but to a lesser extent.

4. Bedcover and Mattress Makers. There are three bedcover and mattress makers in Yesilova. A bedcover and mattress maker's place is no bigger than a large room. Inside, it has 15 in X 15 in X 20 in high wooden central part to work on and a sewing machine on one of the corners. Clientele are on the most part adult and aged males and females, the latter being the majority. Customers may bring material such as cotton, wool and clothes and pay only for work or may buy material as well as services from the owner-operator. Bedcover and mattress makers work almost exclusively with their hands. Their products then are mostly handmade and a lot of work is put into them. Especially the making of bedcovers is a matter of art with respect to design, selection of material and the kind of work put into them.
5. Beet Weighing and Storing Stations. These stations are used for weighing, recording and temporary storing of beet grown and brought by the town's people and the people of the villages around the town. The one in Yesilova has three main parts: 1) the weighing machine, 2) recording and record-keeping room or office and 3) the storing area.

Beet is first stored here and then taken to the factory located in the nearest city. People of all ages and sexes can be seen in the station. They come with beet loads on tractors, trucks and oxen carts, weigh their load on the weighing machine, get their ticket and unload their trucks, tractors and carts. When it is fully operating 30 to 150 men, women and children can be seen unloading beet, watching and talking. The station is open approximately six months a year, starting in September.

6. Cart Makers. A cart maker produces oxen or horse carts that are fully handmade. He combines carpentry, welding and ironwork. A cart maker's place consists of three major parts: 1) The central part which includes a pair of bellows, an anvil and a trough, 2) a carpenter's workbench, and 3) a wheel making apparatus. Every part of a cart is made in this place. Customers are mostly middle-aged males.

An apprentice operating the pair of bellows, and the owner working on pieces of iron shaping, welding, etc., or doing some carpenter's work while talking to a group of customers or guests watching him is the usual seen in a cart maker's workshop. They also repair carts.

7. Cattle Gathering Stations. Every small town and every village has one such station. In Yesilova it is an area of about 15 acres surrounded by houses and commercial settings. It also contains a public fountain.

The herdsman comes to the station every morning at 7:30 a.m. to gather the residents' cattle. His wife and children, if any, may also come to help him. Otherwise he is alone. At about the same time people of all ages begin bringing cattle to the station. This continues until 9 a.m., at which time the herdsman takes the herd to pasture, and in the evening he brings it back to town. When it is fully gathered, the herd has approximately 300 or more cattle. During the process of cattle gathering people, especially women, engage in conversations in groups of two, three or more, either while bringing cattle to the station or while going back thereafter.

The herdsman is paid by the cattle-owning residents at the end of the year either in wheat or in money, amounting to 100 Turkish liras, which approximately equals \$6 in U.S. currency.

8. Circumcision Ceremonies. According to Islam, parents have to have their male children circumcised. To do this in a ceremonial way is not compulsory, however. Families who can afford it, have their children circumcised in a ceremony and those who cannot afford such a ceremony can have their children circumcised just by inviting a circumciser to their house and paying him. A circumcision ceremony takes place at the parents' home and lasts three days. Before it starts, invitations are sent, musicians are hired and a circumciser is invited. The number of people who come to these ceremonies change from 100 to 300 or more. Guests comprising of people coming from all ages and sexes are fed for two days. Although the invitations are sent only to adults and aged, children are considered automatically invited and they make up the majority of the guests. During the three days that the circumcision ceremony takes place, mevlut (prophet Mohammad's Birthday Song) is chanted, the child or children to be circumcised take a tour of the town in the company of other children and the musicians, and finally circumcision takes place, ending the ceremony.

9. Coffeehouses. In certain aspects, coffeehouses are similar to some kind of restaurants such as "greasy spoons," bars and cafeterias in the United States. They are also unique in some respects. A description of coffeehouses of Yesilova in outline may help clarify the similarities as well as the differences that may exist between them and the restaurants, bars and cafeterias in the United States.

Although they may differ in size, none of the coffeehouses in Yesilova exceed 32 ft X 32 ft. They are open in general by 6 a.m. and stay open until 11 p.m., at which time they have to be closed as a part of government policy. Each coffeehouse has a small tea or coffee making area with a fountain and a tea maker, a stove in the middle and a TV sustained on one of the walls, two of which are made of glass. The rest is chairs and tables.

One to three people operate a coffeehouse; one making coffee and tea, others distributing and collecting the money. Other than tea and coffee some beverages are served but no food and nothing to eat. By 8 a.m. people begin to come in and at about 9 a.m. it is full and stays full until it is closed.

People come there mainly to have a chat, watch TV, play card games, gamble, drink tea or coffee and kill time. They come mostly for social reasons.

Women do not come to coffeehouses although there are no legal obstacles. Males under 18 are forbidden by law to enter these places but in practice this does not seem to be working. Adolescents are also among the clientele of coffeehouses. During my observations, certain coffeehouses seemed to be attracting a certain age and social group. The clientele of a coffeehouse may be consisting of mainly adolescents, people between the ages of 18 and 40, people between the ages of 40 and 55, or people over 55. It should also be noted that this does not mean an exact division of the towns' people among coffeehouses with respect to age and social groups. The clientele of any coffeehouse is mixed to a certain extent and consists predominantly of middle-aged males.

If one observes a coffeehouse when it is fully operating he would see a smoke-filled large room with about a hundred people packed in circles around the tables and the stove. Some are playing cards, backgammon, dominoes and knoken, which is also a gambler's game, joking, cursing, talking and thinking. Some are drinking coffee, tea, watching TV and talking in groups. Waiters are distributing tea and collecting money and occasionally shouting "Tea 1," "Tea 10," "Tea 15," etc. Small groups are the main figures of the scene.

10. Concrete Block Producers. The three concrete block producers are located in the northeast corner of Yesilova. Each has a mortar making machine with a block pressing machine which is operated by

hand and human power and a concrete block drying and storing area. Concrete blocks are pressed one by one by an employee and then taken to the drying and storing area again one by one by the employees. Customers are usually adult males who bargain for the price, pay and load blocks on trucks, tractors and carts.

11. Detention Cells. Detention cells are used to keep suspects of criminal offenses locked in before they are sent to court where they are either released or sent to jail. The time they spend in these cells cannot exceed 24 hours, according to law. There are two of them in Yesilova, one being under the authority of the town police station and the other under the authority of the military police station. Only adult male offenders are kept in these cells. No women and children have been kept in them. Offenders eat, sleep and see their visitors in these cells.
12. Feasts, Family. Family feasts are given mostly after a member of the family dies. A family is not obligated to have a feast but there is usually some social pressure if it can afford a feast. It takes place at the home of the family. Guests, ranging from 100 to 300 or more are usually invited personally by a child or any member or relative of the family. Food is prepared in the morning and guests come and eat in the afternoon. Five to ten people serve food while the rest is eating. Before eating starts, a group of religious people perform the chanting of the nativity poem and pray while other guests are listening and chanting "amen" from time to time. Food that is left over is distributed among the poor of the town. Guests consist of all ages and sexes.
13. Communication Centers. There is one such center in Yesilova's military police station. Being operated by a soldier who is trained before coming here, this center connects all 48 villages to each other and Yesilova by telephone lines. The post office which handles telephone services in Turkey has no telephone connections with its villages. Therefore, the communication center provides telephone services between the town and villages and among villages. It is used for telephone calls to ask for ambulances, taxis and military police in cases of disputes and accidents. Military policemen use the center to call witnesses and remind them to appear in the court at a certain date.
14. Forest Cadastre Committee Office. Occupants of this office are appointed government officials whose job is to keep records and draw boundaries of the forests located in Yesilova's district. They also initiate legal actions in cases of forest transgressions. They may have guests but no clients or customers; the government is the only customer.
15. Girls' Institutes. Yesilova's only girls' institute employs only one female teacher who is appointed by the Ministry of Village Affairs. She teaches a variety of subjects, such as home economics,

child care, embroidery, sewing, tailoring, etc. Fifteen girls between the ages of 13 and 18 attended the institute during the survey year. The whole school consists of one large room and everything is done in this room. All expenses except expenditures for some of the material is met by the government. Attendance is not compulsory and those who attend for a certain period of time are granted with certificates. The minimum attendance period for a certificate is one year.

16. Grocery Stores. A grocery store in Yesilova is no larger than a regular dormitory room in the United States. All of the walls have shelves from top to bottom. There are also shelves in the middle of the store directly behind the cashier's table which is situated in front of the door, therefore badly crowding the store and leaving barely a passageway between the aisles. A large variety of groceries and commodities are stored on the shelves. Usually there are three visible parts--shelves, the passageway and the counter. In most cases, only one person operates a grocery store.

There is no certain time for opening and closing. Depending upon the wills of the owners, they are usually open between 5 and 8 a.m. and close between 7 and 10 p.m. There is no cash register on the counter and everything is done by human calculation.

When it is fully in operation, people are again packed in the aisle waiting while the owner gets the groceries and commodities, packs and tallies them. Some of the regular customers have credit at the store and may pay from once a month to once a year. Although the clientele consists of all age and sex groups, it is predominantly male, especially after the age of 12.

17. Harvesting Places (Threshing Grounds). Residents of Yesilova whose occupation is partly or totally farming and who grow grains of different kinds bring their crops to one certain place for threshing. This place is called harvesting or threshing ground, which is a grassy flat area where wheat, barley, chickpeas, anise, etc., are brought for threshing. During the process of threshing, which normally lasts a month, families spend most of the day in the harvesting place. They eat, sleep and work there. Some families may work even at nights. Work is usually done using oxen, horses, tractors and other agricultural tools. It is possible to see people of all ages and sexes; adults working and socializing and children playing and sleeping in the threshing ground. When it is fully in operation, there may be 50 to 100 people in this place. It is open 24 hours.
18. Heavy Grape Syrup Maker's Services. Some of the Yesilovans grow grapes. Families who have vineyards usually cannot sell all of their grapes. They try to sell as much as they can. The rest is used to make heavy grape syrup that looks like maple syrup in thickness

and color. The process of grape syrup-making takes place in a very simple plant called 'pekmez duzeni' in Turkish. A grape syrup plant of this sort consists of a press situated at one end of a large and long wooden trough, one or two large pans situated on fireplaces dug into the ground, one or two long ditches, and a grape storing area. First, grapes are mashed by feet in the trough and pressed in the pressing apparatus which operates by hand and human power. Then, the raw grape juice produced this way is boiled in large pans mixed with a special kind of earth that absorbs the sourness of the raw juice. Finally, boiled grape juice is transferred into those large pans placed on underground fireplaces and boiled until it becomes as thick and brown as maple syrup and then is taken home.

The place is owned and maintained by one of the families that keep it in operation in return for a certain amount of grape syrup or money collected from the families who use it. It is open day and night during the grape season.

19. Ironworks and Welders (Blacksmiths). Ironworkers and welders make, repair, and weld agricultural tools such as hatches, adzes, axes, hoes, shovels, ploughs, plough parts, cart parts and anything that is similar to these. Ironworks and welders are usually operated by an owner-manager who may employ one or more apprentices. Most of the clientele come from the villages around the town and are almost exclusively males of middle ages. Nearly everything is done by hand in these places.
20. Laboratories. There is one laboratory located in the health center of the town. It is used for things like blood testing and medicine making for patients. One of the ten health officials employed in the health center is in charge of its operation, order and maintenance.
21. Leather Workers. Leather workers make, repair and sell harnesses for horses. Most of their clients are from the villages and nearly all males of adult ages. They are owned and operated by one person who may employ one or more apprentices. Their work relies heavily on manual skills. These places are open 8 hours on the weekdays.
22. Loan Association Offices. These are the offices for keeping records and doing business of the associations, such as the agriculturists' loan association and artisans' loan association. These are the associations that loan money to their members, buy products and services from their members and provide them with products and services cheaper than they can buy them elsewhere.
23. Markets, Public. Public markets take place on every Thursday in Yesilova. Beginning on Wednesday morning, merchants of different locations bring and place their merchandise in the market place, which is located in the center of the town. On the average, there

may be 300 to 450 merchants buying and selling products of all kinds in the market. Most of them are middle-aged males but there are also some women and children helping their husbands and father, respectively. Every salesman or merchant has a certain place (area) in the market place. By Thursday morning all merchandise is placed into its location and the market is ready for shopping. There are a number of sections in the market, such as the animal market, grain section, vegetable section, clothiers and dry goods market, shoe section, dairy products section and others.

Thursday morning at about 6 a.m. bus, truck and tractor loads of people of all ages begin to pour into the town for the market day and this continues until 9 a.m. By this time there may be 4,000 people in the town from its 48 villages. After noon, people with baskets, sacks and boxes filled with groceries and merchandise of all kinds start leaving for their villages and salesmen start packing. By 6 p.m. the market place is pretty much deserted.

Market day is considered as the bargaining day by the region's people. The price of almost everything is subject to a vigorous bargaining. People do not come to the market for only shopping; they sell their own products as well. Market day is like a big carnival for Yesilova's children and for the children who come from the villages. It is so even for its adult population.

24. Memorial Days. Ataturk's death day is the only memorial day in Yesilova and it is nothing more than a remembrance of this national leader's life, the things he did for the country and his ideology in poems, speeches and a minute's silence in his memory by teachers and students in the schools. Teachers and the students are the only participants and the whole event takes only an hour.
25. Mevluts (Chanting of Mohammad's Birthday Song). Mevluts are held for different reasons: after a member of the family dies, as a celebration of having a new house, as thanks for the general well-being of the family and its members, etc. They are usually held in mosques but occasionally they may take place at homes. The first thing to do, if one wants to have a mevlut is to invite friends, neighbors, and relatives to the mosque, and also a group of religious people who can chant the nativity poem. Secondly, prepare a special kind of drink made with water and sugar or heavy grape syrup to be served to the guests and chanters and buy some Turkish delights and cologne. Guests arrive at the designated mosque just before the evening prayers and after the prayers the religious group starts chanting the nativity poem. While they do the chanting, a relative, neighbor or member of the family begins serving Turkish delights to the guests and someone else does the same thing with the drink mentioned above. Yet another person sprays a kind of cologne that is homemade onto the clothes of the guests. During the chanting, guests chant "amen" from time to

time. Guests consist of aged and adult males mostly. There may be some children and very few women. The number of guests depends on how many people the family invites and it may range from 50 to 300 or more.

26. Military Police Station. Yesilova has one military police station for the enforcement of law and order in its villages. Military police have nothing to do with the enforcement of law and order in the town itself. That is the job of the town police station. The military police station has one chief, two deputy chiefs and 22 soldiers, all of whom are appointed by the government. There are also two government-appointed civil officials working in the station. The 22 soldiers who do police work concerning the villages are not paid but the rest are. Military police personnel are responsible for bringing criminals to justice. In relation to this, they take first testimonies in criminal cases and take the witnesses and the accused to court. In the survey year 574 initial testimonies were taken by the military police. The station is open 24 hours a day for the whole year. Military policemen are sent to prevent some disputes that might turn into fights in the villages. They also escort judges during visits to the places where crimes are committed.
27. Political Party Headquarters. Some of the political parties have offices in the town occupied by their town representatives. Their job is to keep records, welcome party senators and house representatives and communicate with the village representatives. They are appointed by the party.
28. Mills, Grain. Mills are operated ordinarily by a family, the husband being in charge of the operation, the wife and children, if any, helping him. The main parts in the mill are: the millstone, a storage area and a fireplace. They are usually open and in operation as long as there are customers. People--men, women, adolescents, adults and the aged--come to the mills with donkey, horse or oxen carts, and tractor loads of wheat, barley, corn, etc., to be ground. When it is fully operating there may be 10 to 20 customers filling sacks with flour, pouring grain into the mill basket, loading and unloading donkeys, tractors, etc., and talking to each other. The miller sets the mill for a desired kind of flour and animal feed and takes payment in grain or money, with his wife and children helping him. Customers may stay overnight in the mill, eating and sleeping there.
29. National Holiday Celebrations. There are four national holidays that are celebrated in Yesilova. These are: April 23rd Children's Festival, May 19th Youth and Sports Celebration, August 30th Armed Forces Day and October 20th Celebration of the Republic. All take place in the downtown area of the town.

May 19th Youth and Sports Celebration is a show consisting of coordinated and rhythmic hand, arm, leg and body movements

resembling morning sports in an army division. Only high school students participate in this national celebration. Around 8 a.m. people of all ages and sexes begin to gather in the central square of the town. About 10 a.m. high school students in dresses chosen for the occasion come to the square marching in the company of the high school band. Students having taken their place, the town governor and the military police chief salute the guests and the students. Subsequently, the governor, mayor, military police chief, high school director, some teachers and students make speeches and recite poems about the importance of the day while guests are watching, applauding and listening. Then comes the show by the high school students. The national anthem and parade right after the show ends the celebration and the crowd leaves the area. Fifteen hundred to 2,000 people may come to see the event.

April 23rd Children's Festival is mainly a parade and show by the elementary school students dressed in accordance with the occasion. It takes place in the same square that the May 19th Youth and Sports celebration takes place. Speeches and recitations of poems are made by the governor, elementary school teachers and students emphasizing the importance of the day. Elementary school pupils perform different folk dances in groups and in national dresses. This festival again ends with a parade of the elementary school pupils. About the same number of guests of all ages and sexes come to see it.

October 29th Celebration of the Republic is exactly like the April 23rd Children's Festival with one exception. That is the participation and performance by all students in high school, the two elementary schools and the religious high school students, not only by the elementary school children.

August 30th Armed Forces Day is a show performed by the military police station soldiers. It consists of speeches, recitation of poems, a parade, a show of coordinated and rhythmic arm, leg and body movements involving rifles and sidearms and a number of fires into the air in commemoration of the soldiers who died during the Independence War. Armed Forces Day is not different from the other national holiday celebrations mentioned so far with the exception that the performers are soldiers and their show involves rifles.

30. Religious Worship Services. Religious worship services (namazs) taking place in mosques are of two kinds: daily worship services and Friday services.

Daily worship services (namazs) consist of five prayers, each of which begin with the call of the muezzin from the minarette of the particular mosque. These are: morning, noon, afternoon, evening and night prayers. They take place around 6 a.m., 12 noon, 4 p.m., 7 p.m., and 10 p.m., respectively.

Each prayer has, in turn, two sections--obligatory and voluntary--with the exception of evening services, which have an additional section which is neither obligatory nor voluntary but in between. These are called farz, vacip, and sunnet corresponding to obligatory, in between, and voluntary. The first two are led by the imam, whereas the last one is performed individually. Each section, on the other hand, consists of a certain number (usually 2 or 4) of units of prayers called rekat(s), which can be defined as a complete act of worship with the prescribed postures, or kneeling in prayers. In other words, a unit (rekat) is a standing and reading silently of a passage from the Koran, and kneeling and prostrating oneself two times. Morning, noon, afternoon, evening and night prayers comprise of 4, 10, 8, 5 and 13 units, respectively.

Each prayer starts with the call by muezzin for beginning and ends with a prayer with prayer beads. Mosques are almost never full during daily prayers; between 50 and 200 people, mostly middle-aged and aged, show up on the average. Women do not come to mosques for daily prayers. The imam, muezzin, preacher and religious administrator are paid by the government.

Friday prayers are the same as regular prayers with three exceptions: 1) 500 people per occurrence, on the average, and in each mosque participate in Friday prayers, 2) imam and preacher preach, the religious administrator may address the congregation, and 3) the muezzin makes two calls for prayers instead of one.

Mosques are furnished with local handmade rugs which are donated by families and individuals. In the center front of a mosque is the imam's place. In the lefthand corner is the preacher's seat, which is five feet high and in the front righthand corner is a stairway leading to the imam's Friday preaching seat, which is about 10 feet high. In the back righthand corner is the muezzin's place and the door opening to the minarette. In the back lefthand corner is the stairway to the balcony, which is not used during regular daily prayers.

31. Religious Festivals. These are Muslim Festival of Sacrifices and the After Ramadan Feast. Only parts of these festivals that take place in the mosques will be described here. Early in the mornings of the first days of these religious festivals males of different ages gather in the mosques. These festivals are two of the occasions that people dress up for and use lotions. Around 8 a.m. the preacher called "vaiz" begins his preaching. He talks about the importance of the day and the routines of the festivities to continue the next three days. At 9 a.m. festival prayers begin in the leadership of the imam. After the prayers the imam does his usual festival preaching. Subsequently, people leave the mosque and gather in front of the mosque to congratulate each other's festival by shaking and kissing hands and saying "congratulations." Then everybody goes home to participate in the rest of the festivities at their homes with their family, relatives and friends.

32. Rug Weaving Services. These are small and simple wooden looms installed in rooms that are a little larger than usual living rooms. The person who is in the rug weaving business usually owns a number of such looms which are installed in different parts of the town but he does not own the rooms or places where these looms are located. He hires a number of women, usually young girls, who are paid for a unit of a rug called a "dugum." The number of girls working in one of these workshops may change from 3 to 30. Work is done by hand and is a form of art that requires quite a bit of skill and talent. Girls working in these places talk, sing and gossip a lot.
33. Slaughterhouses. The only slaughterhouse in Yesilova is owned by the municipal office and put into the service of the butchers who slaughter animals daily for meat to be marketed in their butchershops. They pay some amount of money in return. Cows, goats and sheep are slaughtered and skinned by hand here and then carried to the butchershops. The slaughterhouse does not have any facilities except a number of hangers and a long and hollow place in the middle for the blood to flow out.
34. Soccer Games. Soccer games are played between the town soccer team and the teams of other nearby towns. Yesilova's team is not sponsored by any person or institution. The team gets some financial aid from the regional soccer federation but not much. Players may be tailors, barbers, photographers, etc., of the town. They are not paid in any way. One of the players who is the captain of the team is also the manager. Games are played as in and out of town alternately every week until each team plays two games with every other team. The third and the deciding games are played in the nearby big city. Then the season is over.

Town games attract 60 to 250 spectators, usually young adults, adolescents and school children, almost exclusively males. There are three referees, two on the sides and one in the center, enforcing the rules during a game. None of these referees are paid either. Spectators applaud, boo and cheer while watching a game. There are no pom pom girls.

35. State Monopoly Department Services. A government-appointed director or administrator and his assistant, also government-appointed, are in charge of this department, which deals with distribution or allocation of alcoholic drinks, cigarettes and pure alcohol. Except wine and beer, all alcoholic drinks, pure alcohol and all brands of cigarettes and tobacco are in the monopoly of this department.

Included in it are the directors office, a monopoly products shop, and an anise market and storage that takes place once a year and lasts 15 to 30 days.

The director's office is responsible mainly for keeping records, charging for merchandise, and ordering new supplies.

The monopoly products shop is a kind of wholesale store for the products mentioned above, which are distributed or allocated to only shopkeepers of the town and surrounding villages.

Anise market and storage, on the other hand, is where people, either from Yesilova or from its 48 villages, sell their anise crop to the government. No private person or company can process anise which is used mainly for Turkish Raki production. Raki is a kind of unique and strong Turkish drink. Therefore, the government buys and processes it. During the market period, 100 to 300 people try to sell their crops daily. They bring their anise to the market area where it has to be examined for quality, priced, weighed and paid for. Buying and selling goes on 8 hours a day but the place is active for 24 hours. The usual scene of the market place when it is at its peak, is hundreds of anise sacks on the sidewalks of the streets immediately surrounding it. People, men and women, (but mainly men) wait for their turn, watch their sacks, eat, converse, quarrel and even fight because some try to be smart and do not wait for their turn, and others do not like it. Some may be angry with people in charge because they think some injustices are going on in terms of pricing. People may wait for days until they finally sell their crops and sleep there in the market area until they do so. Weighing and storing is done by 8 to 15 workers.

36. Stove Makers and Repairers. Heaters and central heating systems of any kind have not yet entered Yesilova. Therefore, wood or coal burning stoves are the only means for keeping homes and offices warm. There are people who make, repair and sell them. Again the work in a stove maker's workshop is done mainly by hand. Customers bargain for the price either when they are having their stoves repaired or when they are buying new ones. A stove maker may employ one or two apprentices.
37. Town Headman's Office. The town headman is elected by the residents of Yesilova once every four years. Villagers also elect a village headman who is responsible for the protection of property, representation of the village in legal matters and disputes between the villages, in conferences with upper political and governmental officials, and certification of legal papers. In the town, however, most of these duties are taken over by the mayor's and governor's offices. Therefore, reducing the headman's responsibilities mainly to certification or verification of legal papers brought to him by the residents and protection of the boundaries of the town transgressions by the villages surrounding it. He has an office and is paid by the government.
38. Visitors' Days. The town jail has a visitors' day twice a week. The deputy guardian and a soldier from the military police station are in charge of these days. Visitors come to visit prisoners, bring gifts and food on these days. The things they bring for the prisoners and themselves are searched by the deputy guardian and the soldier on duty at the time. Visitors may be anybody--men, women and children.

39. Wards. The hospital (health center) ward is the only one in Yesilova. Usually it is empty because seriously ill patients are sent to the city and those who are not seriously ill prefer to stay at home and visit a doctor in the hospital when they need to. This is true in spite of the fact that everything is free in the hospital. All expenses are paid by the government. The number of patients who stay in the ward for a period of time hardly exceeds 100.
40. Weddings. There are two kinds of weddings--traditional and modern--that are equally popular in Yesilova. Since modern weddings are similar to civil weddings in the United States, only the traditional will be described here.

The traditional wedding. Starting in the afternoon of a Friday (usually) with a team of musicians, a traditional wedding takes two and a half days and lasts until Sunday midnight. Guests--women, men and children--ranging from 100 to 500 and more come mostly in the afternoon of Saturday, and from then until the wedding is over, the groom's parents feed them and provide a place for them to sleep. The bride's parents do the same for their own guests. The wedding actually starts in the bride's house when a group of young males bring about 200 pounds of flour, some salt, and an animal (it may be a goat, sheep or cow) from the groom's house Friday afternoon.

Saturday afternoon a large group of guests and neighbors consisting of all age groups, but mainly women, go to the bride's house and all of the women, including the bride, wear henna in their hair and hands. At this time there may be more than 150 women in the house. While the women wear henna, young males folk dance in the front yard. Then the drummer and his companion go to the groom's house, taking the crowd with them. Saturday night is the mourning night for the bride, her mother, and her relatives. Most of the guests and the town's young women participate in this mourning. They take turns and sing sad songs while crying. At the groom's house a large number of adult males get drunk and drinks of all kinds are usually provided by the groom's family. Some of the guests are taken care of by relatives and the neighbors.

On Sunday afternoon the groom takes a bath, shaves, and gets ready for one of the main ceremonials of the wedding. He and his youngest brother dress up and come to a large area where a rug is laid for them. Around the rug, people are gathered, waiting for the groom to come. Then some candies are given away to the children present at the scene. There may be more than 100 children there, mostly males. Eventually a religious person comes, and the groom and about 200 adults pray for a minute or so and everybody starts pinning some amount of money in bills to the groom's and his brother's suits. After a while the groom's and his brother's clothes become invisible because of the money. Then the crowd goes to the bride's house to take the bride to the groom's house.

While males are folk dancing outside the house, women prepare the bride inside. When the bride is ready to go, her sister, or one of her friends, locks the door from the inside and does not open it until somebody from the groom's family pays some amount of money. Then the bride and groom ride in one of the many cars (ranging from 10 to 100 or more) with two other women who are relatives of the bride and groom. The caravan slowly heads for the groom's house, honking constantly on the way and taking a couple of tours in the center of the town. When they come to the groom's house the bride does not usually get out of the car until the groom's parents give one or more goats, sheep or cows, or some acres of land, a house, or some money. Then she gets out of the car and steps on the blood of a just-slaughtered goat, sheep or cow. The groom throws some coins and candies over the heads of a large group of children, while the whole crowd is applauding, and takes the bride to her room.

On the first day the groom has to go the mosque for the night prayers and has to take good care of his shoes; otherwise, they may be stolen as a part of the tradition. After the prayers, the priest comes and does the religious ritual in the groom's house.

The first night the couple is together, someone, usually a woman from the groom's family waits in front of their bedroom door until she hears a noise (for example, a kiss). It is believed that if she does not hear a sound, the children to be born will be deaf. Again in the morning the woman looks for a bloody cloth in front of the door; this is to insure that the bride was a virgin.

41. Wine Makers. There is only one wine maker in the town. He is an old man now and has been making wine all of his life. In September of every year he buys some grapes from the farmers. Then he smashes them by foot in a long trough and presses the smashed grapes in order to separate juice from the grape remains. He pours grape juice into an underground storage where it is fermented and becomes wine. For the rest of the year he bottles and sells wine. Customers are exclusively males and some children may come to buy wine for their fathers or brothers.

BEHAVIOR SETTING GENOTYPES OF YESILOVA.  
 NUMBER(N), OCCURRENCE(O), DURATION(D),  
 OCCUPANCY TIME OF TOWN RESIDENTS(TOWN OT),  
 CENTIURBS(CU), AND PERCENT OF TOWN  
 OCCUPANCY TIME TOWN; OT OF BEHAVIOR  
 SETTINGS IN EACH GENOTYPE

| No. | Genotype                                           | N | O     | D      | CU   | TOWN OT | % OF TOWN OT |
|-----|----------------------------------------------------|---|-------|--------|------|---------|--------------|
| 1.  | Agricultural Chemicals Stores                      | 2 | 496   | 3,968  | .84  | 6,339   | .14          |
| 2.  | Agricultural and Dairy Products Wholesale Stores   | 1 | 248   | 1,976  | .41  | 3,085   | .07          |
| 3.  | Animal Fattening Services                          | 1 | 366   | 2,928  | .80  | 3,085   | .07          |
| 4.  | Attorney Offices                                   | 1 | 248   | 1,984  | .41  | 2,665   | .06          |
| 5.  | Auto-Parts Stores                                  | 1 | 248   | 1,914  | .41  | 3,085   | .07          |
| 6.  | Auto-Repair Shops                                  | 2 | 496   | 3,968  | .84  | 15,134  | .35          |
| 7.  | Bakery Services                                    | 4 | 1,464 | 11,712 | 2.38 | 36,470  | .84          |
| 8.  | Banks                                              | 2 | 496   | 3,968  | .84  | 64,632  | 1.50         |
| 9.  | Barbershops                                        | 7 | 1,864 | 17,052 | 3.35 | 43,780  | 1.01         |
| 10. | Baths, Turkish                                     | 1 | 120   | 1,680  | .31  | 9,928   | .23          |
| 11. | Battery Maker's, Repairer's and Charger's Services | 1 | 248   | 1,984  | .41  | 5,206   | .12          |
| 12. | Beachhouses                                        | 2 | 732   | 9,516  | 1.59 | 39,540  | .92          |
| 13. | Bedcover and Mattress Maker's Services             | 3 | 744   | 6,944  | 1.35 | 14,850  | .34          |
| 14. | Beet Weighing and Storing Stations                 | 1 | 180   | 1,440  | .31  | 6,559   | .15          |
| 15. | Bicycle Repairer's Services                        | 1 | 248   | 992    | .30  | 1,943   | .04          |

APPENDIX D (Continued)  
BEHAVIOR SETTING GENOTYPES OF YESILOVA

| No. | Genotype                           | N  | O     | D      | CU    | TOWN    | % OF    |
|-----|------------------------------------|----|-------|--------|-------|---------|---------|
|     |                                    |    |       |        |       | OT      | TOWN OT |
| 16. | Bookstores                         | 1  | 248   | 1,984  | .41   | 2,285   | .05     |
| 17. | Bus Terminals                      | 1  | 366   | 2,928  | .60   | 16,881  | .40     |
| 18. | Butchershops                       | 3  | 3,760 | 3,760  | .84   | 25,606  | .59     |
| 19. | Candy Stores                       | 1  | 100   | 100    | .35   | 170     | .004    |
| 20. | Cart Maker's Services              | 1  | 248   | 1,984  | .41   | 8,127   | .19     |
| 21. | Cattle Gathering<br>Stations       | 1  | 366   | 366    | .31   | 2,665   | .06     |
| 22. | Cemeteries                         | 1  | 366   | 2,928  | .60   | 2,665   | .06     |
| 23. | Circumcision<br>Ceremonies         | 4  | 12    | 144    | .21   | 5,760   | .13     |
| 24. | Clothier's and Dry<br>Goods Stores | 5  | 1,240 | 9,672  | 2.07  | 17,589  | .41     |
| 25. | Coffeehouses                       | 13 | 4,758 | 71,736 | 11.51 | 797,088 | 18.51   |
| 26. | Communication Centers              | 1  | 366   | 8,784  | 1.24  | 8,998   | .21     |
| 27. | Concrete Block<br>Producers        | 3  | 1,098 | 11,712 | 2.10  | 23,549  | .54     |
| 28. | Court Sessions                     | 2  | 352   | 2,816  | .62   | 8,108   | .19     |
| 29. | Dentists' Offices and<br>Services  | 1  | 248   | 1,984  | .41   | 2,665   | .06     |
| 30. | Detention Cells                    | 2  | 732   | 17,568 | 2.49  | 1,534   | .03     |
| 31. | Dry Cleaners'<br>Services          | 1  | 248   | 1,984  | .41   | 4,606   | .11     |
| 32. | Educational Offices                | 2  | 496   | 3,968  | .84   | 11,675  | .27     |
| 33. | Elections, Local                   | 7  | 7     | 14     | .34   | 468     | .01     |

APPENDIX E (continued)  
BEHAVIOR SETTING GENOTYPES OF YESILOVA

| No. | Genotypes                                | N  | O     | D      | CU   | TOWN    | % OF    |
|-----|------------------------------------------|----|-------|--------|------|---------|---------|
|     |                                          |    |       |        |      | CT      | TOWN OT |
| 34. | Electrical Appliances Stores             | 2  | 496   | 3,968  | .84  | 5,750   | .13     |
| 35. | Examinations, Elementary School Level    | 3  | 21    | 83     | .17  | 1,969   | .04     |
| 36. | Examinations, High School Level          | 1  | 14    | 84     | .06  | 1,124   | .02     |
| 37. | Feasts                                   | 8  | 8     | 24     | .39  | 4,516   | .10     |
| 38. | Forest Cadestre Committee Offices        | 1  | 248   | 1,984  | .41  | 19,770  | .46     |
| 39. | Furniture Stores                         | 2  | 496   | 3,968  | .84  | 5,833   | .13     |
| 40. | Girls' Institutes                        | 1  | 166   | 996    | .25  | 15,549  | .36     |
| 41. | Glass Shops                              | 1  | 248   | 1,984  | .41  | 3,085   | .07     |
| 42. | Government Offices; Records and Business | 23 | 5,471 | 49,624 | 9.96 | 168,513 | 3.91    |
| 43. | Gravestone Engravers' Services           | 1  | 248   | 496    | .24  | 914     | .02     |
| 44. | Grocery Stores                           | 22 | 5,548 | 48,328 | 9.81 | 85,319  | 1.98    |
| 45. | Hallways                                 | 6  | 1,430 | 17,296 | 3.08 | 46,952  | 1.09    |
| 46. | Hardware Stores                          | 3  | 744   | 5,952  | 1.26 | 10,181  | .23     |
| 47. | Harvesting Places (Threshing Grounds)    | 1  | 30    | 720    | .14  | 9,928   | .23     |
| 48. | Heavy Grape Syrup Maker's Services       | 2  | 60    | 1,440  | .28  | 7,096   | .16     |
| 49. | Hotels                                   | 2  | 732   | 17,568 | 2.49 | 6,170   | .14     |

APPENDIX E (continued)  
BEHAVIOR SETTING GENOTYPES OF YESILOVA

| No. | Genotypes                               | N  | O   | D     | CU   | TOWN    | % of    |
|-----|-----------------------------------------|----|-----|-------|------|---------|---------|
|     |                                         |    |     |       |      | OT      | TOWN OT |
| 50. | Ironworks and Welders                   | 4  | 992 | 7,936 | 1.67 | 29,220  | .68     |
| 51. | Jails                                   | 1  | 366 | 8,784 | 1.24 | 16,881  | .39     |
| 52. | Jewelry Stores                          | 1  | 248 | 1,984 | .41  | 3,548   | .08     |
| 53. | Judges' Offices                         | 2  | 142 | 1,136 | .30  | 2,367   | .05     |
| 54. | Kitchen Appliances Stores               | 2  | 614 | 4,912 | 1.01 | 8,154   | .19     |
| 55. | Laboratories                            | 1  | 366 | 2,928 | .60  | 1,364   | .03     |
| 56. | Leather Workers' Services               | 1  | 248 | 1,984 | .41  | 5,857   | .13     |
| 57. | Letter Writer's Services                | 4  | 894 | 6,160 | 1.42 | 11,120  | .26     |
| 58. | Libraries                               | 1  | 248 | 1,984 | .41  | 11,976  | .28     |
| 59. | Liquor Stores                           | 1  | 248 | 1,984 | .41  | 3,548   | .08     |
| 60. | Loan Association Offices                | 2  | 496 | 3,720 | .80  | 9,812   | .22     |
| 61. | Lumberers' Services                     | 3  | 744 | 5,952 | 1.26 | 19,836  | .46     |
| 62. | Markets, Public                         | 2  | 55  | 440   | .18  | 105,381 | 2.45    |
| 63. | Maternity Rooms                         | 1  | 366 | 8,784 | 1.24 | 242     | .005    |
| 64. | Meetings, Business                      | 17 | 83  | 249   | .90  | 1,593   | .03     |
| 65. | Meetings, Discussion                    | 8  | 16  | 35    | .39  | 1,214   | .03     |
| 66. | Memorial Days                           | 1  | 1   | 1     | .05  | 914     | .02     |
| 67. | Mevluts (chanting of the Nativity Poem) | 2  | 30  | 60    | .12  | 6,170   | .14     |
| 68. | Military Police Stations                | 1  | 366 | 8,784 | 1.24 | 15,549  | .36     |

APPENDIX E (continued)  
BEHAVIOR SETTING GENOTYPES OF YESILOVA

| No. | Genotypes                           | N | O     | D      | CU   | TOWN    | % OF    |
|-----|-------------------------------------|---|-------|--------|------|---------|---------|
|     |                                     |   |       |        |      | OT      | TOWN OT |
| 69. | Military Training<br>Classes        | 1 | 248   | 248    | .22  | 6,559   | .15     |
| 70. | Mills, Grain                        | 4 | 1,464 | 35,136 | 4.99 | 59,504  | 1.38    |
| 71. | Movie Theaters                      | 1 | 366   | 1,098  | .39  | 46,865  | 1.09    |
| 72. | Municipal Offices                   | 1 | 248   | 1,984  | .41  | 19,770  | .46     |
| 73. | National Holiday<br>Celebrations    | 4 | 4     | 11     | .20  | 21,365  | .49     |
| 74. | Parks and Playgrounds               | 6 | 1,628 | 19,720 | 3.47 | 85,446  | 1.98    |
| 75. | Pastries                            | 1 | 366   | 5,856  | .92  | 7,315   | .17     |
| 76. | Pharmacies                          | 3 | 910   | 11,980 | 2.03 | 23,540  | .54     |
| 77. | Photographic<br>Studios             | 3 | 744   | 4,960  | 1.15 | 9,055   | .21     |
| 78. | Physicians' Offices<br>and Services | 3 | 770   | 2,910  | .93  | 5,592   | .13     |
| 79. | Picnics                             | 1 | 2     | 14     | .05  | 242     | .005    |
| 80. | Police Stations                     | 1 | 366   | 8,784  | 1.24 | 32,441  | .75     |
| 81. | Political Party<br>Headquarters     | 2 | 104   | 832    | .25  | 1,462   | .03     |
| 82. | Postoffices                         | 1 | 366   | 2,928  | .60  | 19,770  | .46     |
| 83. | Prosecutor's Offices                | 1 | 196   | 1,568  | .30  | 4,606   | .11     |
| 84. | Religious Festivals<br>Prayers      | 2 | 4     | 12     | .10  | 11,714  | .27     |
| 85. | Religious Worship<br>Services       | 6 | 896   | 10,452 | 2.00 | 177,830 | 4.13    |
| 86. | Repair Shops                        | 1 | 248   | 1,488  | .36  | 2,665   | .06     |

## APPENDIX E (continued)

## BEHAVIOR SETTING GENOTYPES OF YESILOVA

| No.  | Genotypes                                   | N  | O     | D      |       | TOWN    | % OF    |
|------|---------------------------------------------|----|-------|--------|-------|---------|---------|
|      |                                             |    |       |        |       | OT      | TOWN OT |
| 87.  | Restaurants                                 | 6  | 2,196 | 26,718 | 4.60  | 191,145 | 4.44    |
| 88.  | Rug and Carpet Stores                       | 1  | 52    | 416    | .10   | 443     | .01     |
| 89.  | Rug Weaving Services                        | 2  | 496   | 3,968  | .84   | 29,838  | .69     |
| 90.  | School Administrator's Office               | 5  | 836   | 5,656  | 1.37  | 11,406  | .26     |
| 91.  | School Classes                              | 89 | 7,434 | 25,116 | 11.63 | 649,794 | 15.09   |
| 92.  | School Social Nights                        | 1  | 1     | 3      | .05   | 1,124   | .02     |
| 93.  | Service Stations                            | 2  | 732   | 17,568 | 2.49  | 46,023  | 1.07    |
| 94.  | Shipping Agencies                           | 1  | 52    | 416    | .10   | 731     | .01     |
| 95.  | Shoe Makers' and Repairers' Services        | 2  | 496   | 3,968  | .84   | 6,633   | .15     |
| 96.  | Shoe Shops                                  | 3  | 744   | 4,960  | 1.16  | 9,082   | .21     |
| 97.  | Slaughterhouses                             | 1  | 366   | 1,830  | .47   | 1,943   | .04     |
| 98.  | Soccer Games                                | 2  | 22    | 44     | .11   | 2,488   | .06     |
| 99.  | Solicitation of Funds                       | 1  | 5     | 40     | .05   | 242     | .005    |
| 100. | Staff Lounges                               | 3  | 440   | 3,520  | .80   | 4,533   | .11     |
| 101. | State Monopoly Products Department Services | 3  | 518   | 4,144  | .92   | 9,424   | .22     |
| 102. | Stove Maker's and Repairer's Services       | 2  | 396   | 3,168  | .74   | 5,997   | .14     |
| 103. | Sweater Maker's Services                    | 1  | 248   | 3,224  | .56   | 13,099  | .30     |

APPENDIX E (continued)  
BEHAVIOR SETTING GENOTYPES OF YESILOVA

| No.  | Genotypes                             | N  | O     | D      | CU   | TOWN    | % OF    |
|------|---------------------------------------|----|-------|--------|------|---------|---------|
|      |                                       |    |       |        |      | OT      | TOWN OT |
| 104. | Tailors                               | 11 | 2,728 | 25,296 | 5.00 | 61,547  | 1.43    |
| 105. | Teacher Conferences<br>with Parents   | 11 | 22    | 44     | .55  | 1,086   | .02     |
| 106. | Thread and Yarn<br>Shops              | 1  | 248   | 2,480  | .47  | 4,606   | .11     |
| 107. | Tinner's Services                     | 2  | 496   | 3,472  | .78  | 5,330   | .12     |
| 108. | Tire Repairers'<br>Services           | 1  | 366   | 2,928  | .60  | 6,559   | .15     |
| 109. | Tire Stores                           | 1  | 156   | 1,248  | .28  | 2,285   | .05     |
| 110. | Town Headman's<br>Offices             | 1  | 248   | 992    | .31  | 1,636   | .04     |
| 111. | Tractor Drivers' Li-<br>cense Courses | 1  | 4     | 12     | .05  | 333     | .007    |
| 112. | Trafficways                           | 1  | 366   | 8,784  | 1.24 | 784,202 | 18.22   |
| 113. | Variety Stores                        | 1  | 248   | 1,984  | .41  | 3,085   | .07     |
| 114. | Visitors' Days,<br>Jail               | 1  | 52    | 416    | .12  | 1,124   | .02     |
| 115. | Watch Repairers'<br>Services          | 3  | 744   | 5,952  | 1.26 | 9,381   | .22     |
| 116. | Wards, Hospital                       | 1  | 366   | 8,784  | 1.24 | 1,943   | .04     |
| 117. | Weddings, Modern                      | 21 | 34    | 102    | 1.06 | 23,630  | .55     |
| 118. | Weddings, Tradi-<br>tional            | 19 | 53    | 924    | 1.06 | 30,007  | .70     |
| 119. | Wine Maker's Ser-<br>vices            | 1  | 248   | 1,984  | .41  | 3,085   | .07     |
| 120. | Wound Dressing<br>Services            | 1  | 366   | 8,784  | 1.24 | 914     | .02     |